

Inclusive Pedagogy for Students with M/MSN Section 01

EDSE 230A

Fall 2024 3 Unit(s) 08/21/2024 to 12/11/2024 Modified 08/11/2024

Classroom Protocols

1. Make your best effort to arrive to class on time and stay the full class period.
2. Actively participate in class discussions and activities. Everyone's voice is valued and we all have much to learn from each other.
3. Respect others in class and show tolerance for viewpoints different than one's own.
4. The use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center antiracist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural, and linguistic backgrounds.

PLO 2 Critically evaluate pedagogy, curricula, and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.

PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

PLO 5 Utilize research-based knowledge and theoretical, conceptual, and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs\(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default -](https://www.ctc.ca.gov/docs/default-)

Universal TPEs 1.3, 1.5, 3.2, 3.3, 3.4, 4.4, 4.6, 5.3, 6.1, 7.5

Mild/ Moderate TPEs 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Describe and incorporate the components of Universal Design for Learning in their lesson plans for students with MMSN.
2. Describe the incorporate the components of explicit direct instruction in their lesson plans for students with MMSN.
3. Identify and implement evidence-based/high-leverage instructional strategies for teaching students with Mild Moderate Support Needs in a variety of instructional settings across content areas.
4. Develop and analyze lesson plans that address discipline-specific standards with related activities and assessments.
5. Create a learning segment to provide instruction and interventions to students with disabilities across 3-5 lessons.
6. Identify and deliver support in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, co-teachers, etc).

Course Materials

Required Textbook

Strategies for Teaching Students with Learning and Behavior Problems, 10th edition

Vaughn & Bos (2020)

ISBN 13: 9780-13-479201-9

[High Leverage Practices for Special Education](#)

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical

Candidates will complete five online Modules during asynchronous class sessions, which may include reading assigned materials, viewing designated videos, and submitting responses to questions. Online modules can be found in CANVAS under the “Modules” tab.

- In Class Participation Activities** (8 x 10 points) 80 Points TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2

Candidates will complete activities in class to demonstrate learning of course content including assigned readings and class lectures.

- Lesson Analysis for UDL** (15 Points) TPEs U4.4, 4.6 MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will review a given lesson plan for evidence of the principles of UDL and will adapt the lesson as needed. Students will work with a partner in class on this activity.

- RTI Data Analysis** (15 Points) TPEs U4.4, 4.6, 7.5 MMSN 1.4, 2.1, 2.8, 2.10, 4.1, 4.2

Candidates will analyze a given data set to make instructional decisions for their case study student. Students will work with a partner in class on this activity.

- Lesson Plan** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.7, 5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a lesson plan demonstrating the components of explicit and direct instruction.

- Learning Segment of 3 lessons** (30 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.7, 5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will develop a three-lesson learning segment demonstrating a logical sequence of skills toward an instructional objective in English Language Arts.

- Instructional Strategy Demonstration** (20 Points) TPEs U1.3, 1.5, 3.2, 3.3, 5.3, 6.7, 5 MMSN 1.4, 2.1, 4.1, 4.2, 5.2

Candidates will work with a group of 3 students to demonstrate a given evidence-based instructional strategy from the textbook to the class.

Grading Information

Assignment	Points	% of Grade	TPEs	CLOS
Asynchronous Module	70	23%	TPEs U1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1, 7.5 MMSN 1.4, 2.1, 2.4, 2.8, 2.10, 4.1, 4.2, 5.2	CLO 1-6

Assignment

Points

**% of
Grade**

TPEs

CLOS

A-	90-91%	270-275
B+	88-89%	264-269
B	82-87%	246-263
B-	80-81%	240-245
C+	78-79%	234-239
C	72-77%	216-233
C-	70-71%	210-215
D+	68-69%	204-209
D	62-67%	186-203
D-	60-61%	180-185
F	<60%	<180

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/c-0.8(n)12.6()-35.3(a)n--31.1(m)-3.1(f(r))-(d)13.2(a)0.5(r)61.5(n)62.2(i)70.7(n)62.) ([https://www.sjsu.edu/curriculum/c-0.8\(n\)12.6\(\)-35.3\(a\)n--31.1\(m\)-3.1\(f\(r\)\)-\(d\)13.2\(a\)0.5\(r\)61.5\(n\)62.2\(i\)70.7\(n\)62.](https://www.sjsu.edu/curriculum/c-0.8(n)12.6()-35.3(a)n--31.1(m)-3.1(f(r))-(d)13.2(a)0.5(r)61.5(n)62.2(i)70.7(n)62.)

Week	Topic	Notes
<p>1 8/21 Asynch</p>	<p>Universal Design for Learning</p>	<p>Complete IRIS module on Universal Design for Learning</p> <p>Complete assessment questions and submit your responses to CANVAS.</p> <ol style="list-style-type: none"> 1. Describe the three principles of UDL. 2. Complete the case study for Mr. Schlotsky by rewriting the lesson goal, analyzing the instructional elements and removing barriers that might be present, 3. Convert the given lesson plan to a lesson plan that incorporates multiple elements of UDL. <p>Read and Review Syllabus & UDL Guidelines</p>
<p>2 8/28 In Person</p>	<p>High Incidence Disabilities</p>	<p>Introduction and Overview of Syllabus Recognizing High Incidence Disabilities Types of Learning Disabilities</p> <ul style="list-style-type: none"> ○ Dyscalcula ○ Dyslexia ○ Dysgraphia <p>Lecture and Discussion: What are the disability categories for students to receive special education services under IDEA?</p> <p>Post-it note graph activity: Students with disabilities in your setting. Which disability groups might be considered as high incidence?</p> <p>Read Vaughn & Bos Ch 1 Monitoring and Teaching for Understanding</p>
<p>3 9/4 Asynch</p>	<p>Response to Intervention</p>	<p>Complete IRIS Modules RTI Part 1 and RTI Part 2</p> <p>Complete assessment questions and submit your responses to CANVAS.</p> <ol style="list-style-type: none"> 1. Discuss the two models of identifying students with Learning Disabilities (Discrepancy Model and RTI) 2. Discuss the benefits of using the RTI Model 3. Complete the case study of Compton and identify the steps of RTI that can be used to support Compton's progress in reading. <p>Complete Questions from Module 2 and submit to CANVAS.</p>

		<ol style="list-style-type: none"> 1. What are the four components of RTI? 2. The two types of assessment used in RTI are universal screening and progress monitoring. Describe the purpose of each of these two types of assessment. 3. Complete the table for Ms. Hayes. <p>Read Vaughn & Bos Ch 3 Response to Intervention and Multi-Tiered System of Supports</p>
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4
9/11
In Person

Universal Design
for Learning

Scaffolding

Putting UDL Principles into Practice

Lesson Analysis for UDL: In your table group, review the sample lesson provided. Analyze the lesson for elements of UDL. Modify the lesson as needed to remove barriers to learning and support the success of all students. Create 1-3 slides to share with the larger group about the changes you would make to the lesson.

Lecture and Discussion: Elements of Effective Instruction for High Incidence Disabilities

- o Scaffolded Supports
- o Use Flexible Groupings

View and Discuss Teaching Video [HLP 15 Provide Scaffolded Support](#) - **Table talk:** Identify at least three places in the lesson that the teacher provided scaffolded support to learners and discuss how the scaffolds supported student learning. Reflect on what you learned and consider how you might use a similar scaffold in your own setting. Exit ticket: After discussing as a group submit your own reflection of how you might use scaffolded support in your setting.

Read HLP 15 Scaffolded Instruction (pgs 12-15) from HLP chapter on Instructional Practices

Read HLP 17 Use Flexible Grouping (pgs 16-19) from HLP chapter on Instructional Practices

3. Describe how a learning disability in reading/writing/math may manifest itself in the classroom.
4. Describe the link between learning disabilities and difficulties with executive functions.
5. Name two school-related situations where a student would likely rely heavily upon their executive functioning skills.
6. How are the learning skills and work habits connected to executive functions? What are the main similarities and/or differences?
7. Download your Certificate 1-30 Q(t)6. (e)3.8 31lt51.3 (i)14.on (.Tc 0 Tw

		<ul style="list-style-type: none"> a. Explicit instruction – what elements were present in the video b. Opportunities to Respond c. Scaffolding d. Flexible grouping <ul style="list-style-type: none"> 4. How can EI and UDL be used with fidelity in tandem? 5. How can we enhance accessibility to research-based EI design and delivery by adopting a UDL approach to lesson planning? 6. What are some examples of UDL informed EI lesson components?
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8
10/9
In Person

Oral Language
Development &
Dyslexia

Lecture and Discussion:

Oral Language Development

Why are oral language skills important?

What strategies do we have to promote oral language development?

<https://www.ldatschool.ca/oral-language-skills/#:~:text=Encourage%20oral%20participation,talking%20to%20the%20whole%20class.>

[Oral Language Toolkit](#)

Read and Discuss:

[Oral Language Impairments and Dyslexia](#)

[Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K., & Frost, S. \(2019\). The neurobiology of dyslexia. *TEACHING Exceptional Children*, 51](#)

		California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)
9 10/16 Asynch	Overview Structured Literacy Approach	<p>Complete ALL OHIO Foundational Literacy Learning Modules</p> <ol style="list-style-type: none"> 1. The Simple View of Reading 2. What is Structured Reading? 3. Screening and Intervention 4. What is dyslexia? <p>Submit: Post-assessment from each module. You must achieve 90% or higher on each assessment.</p> <p>Read: Structured Literacy Approach for Dyslexia (CA Dyslexia Guidelines)</p>

10
10/23
In Person

Phonological
Awareness

Phonemic
awareness

Lecture and teaching videos

Lecture and discussion - Phonemic awareness, phonological awareness, and phonics - How do they all fit together?

Watch and discuss teaching videos

[Atlas video 1678:](#)

[Atlas video 630:](#)

[HLP Intensive Instruction \(start at 8:00\)](#)

[HLP Small Group Reading Instruction](#)

What evidence-based strategies do we have to support students who struggle with foundational reading skills?

direct and explicit instruction in foundational skills

In class activity

Choose one of the provided case studies on foundational reading skills from IRIS Data-Based Decision Making to complete with your table group

		<p>Assessment / Exit Ticket</p> <p>Submit the case study response to CANVAS. Each student must submit the full response to receive credit for this in-class activity.</p> <p>Read Vaughn & Bos Ch 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</p>
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11
10/30
Asynch

Secondary (9-12)

		<p>Complete: IRIS Module Case Study Comprehension & Vocabulary Grades 3-5 - Level C Case 1 (Beth)</p> <ol style="list-style-type: none"> 1. Develop three or four goals for Beth. 2. Using the Comprehension & Vocabulary Grades 3-5 STAR sheets, select one strategy for each goal and explain the benefits of using this strategy to address the corresponding goal. 3. Select one goal and describe one hands-on activity that will assist Beth in achieving that goal. 4. Select one goal and describe an activity you could develop for Beth's parents to use at home <p>Read Vaughn & Bos Ch 10 Assessing and Teaching Content Area Learning and Vocabulary</p>
<p>12 11/6 In Person</p>	<p>Fluency and comprehension</p>	<p>Lecture and Discussion Lecture and discussion of reading fluency Understanding Oral Reading Fluency Probes & Reading Fluency Norms</p> <p>Understanding and Assessing Fluency (Reading Rockets) Fluency Scale Assessing Prosody</p> <p>Evidence-Based Strategies for Improving Oral Reading Fluency Repeated Oral Readings Choral Reading / Echo Reading / Buddy Reading</p> <p>In Class Activity Choose one of the texts provided and demonstrate one of the reading fluency strategies with your group. Each person in the group</p>

		<ol style="list-style-type: none"> 1. How can teachers use backwards design to organize instruction toward a learning goal? 2. Why is this important? <p>In-Class Activity - Think Pair Share: Consider the three lesson sequence you are planning for your final assignment take a moment to write down the overall goal for the lesson sequence and consider how each lesson will move students toward that goal.... (5-7 minutes think and write time) Share out your systematic design with your partner, consider feedback, and reflect on what can be improved with the design. (7-8 minutes) then switch roles and have the other partner share out (7-8 minutes)</p> <p>In-Class structured work time on Three lesson sequence (30 minutes)</p> <p>Review of Group Strategy Presentation Assignment and work time (20 minutes)</p> <ol style="list-style-type: none"> 1. Ensure all students are assigned to a group of 3 2. Groups select their strategy - no repeated strategies 3. Structured Group Work Time
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14
11/20
In Person

Writing and
Spelling Strategies

Lecture and Teaching Video

Lecture and discussion - alphabetic principle - decoding - spelling
- How do they all fit together?

Watch and discuss teaching videos

[Atlas video #2298](#)

[Atlas video \\$1688](#)

Short Reading and Jigsaw Discussion

[Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Children with Reading Disabilities | Reading Rockets](#)

[Spelling and Students with Learning Disabilities | Reading Rockets](#)

In Class Activity

cover-copy-compare strategy;

common spelling patterns;

root words;

say-trace-write strategy

		<p><i>often draws her figures inaccurately and sometimes does not draw a figure at all.</i></p> <p>4. View the video clip. Identify as least one EBP or effective classroom practice discussed in the module. Describe how the practice(s) benefits the students and helps them to solve the problem</p> <p>5. The module discussed three classroom practices (i.e., encouraging student discussion, presenting and comparing multiple solutions, assessing student understanding).</p> <p style="padding-left: 40px;">Select any two and describe their importance for teaching mathematics.</p> <p style="padding-left: 40px;">Discuss how you plan to put these practices into effect in your own classroom.</p> <p>Read Vaughn & Bos Ch 11 Assessing and Teaching Mathematics</p>
<p>16 12/11 In Person Final Exam</p>	<p>Strategy Presentations</p>	<p>Final Exam Strategy Presentation</p>