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2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

Program Information

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 anti-racist 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.

- Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- 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-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45).

Course Goals

This course is intended to assist students in meeting the competencies specified in the following Universal, Mild Moderate Support Needs, and Extensive Support Needs Teaching Performance Expectations (TPE):

Universal TPEs 1.7, 3.1, 4.3, 4.7, 7.5

MMSN TPEs, 3.1, 4.2

ESN TPEs 3.1, 3.2, 4.4

1. Instructional Enhancements for Struggling Readers Mini Paper (15 points). Students will submit a 2-page written paper describing instructional enhancements. Due date: [TPE U3.1, 4.3, 7.5 MM 3.1, ESN 3.1]

1. Literacy Intervention Lesson Plan (30 points). Students will submit a lesson plan for a literacy lesson using a research-based intervention for struggling readers. [TPE U3.1, 7.5 MM3.1,

ESN3.1, ESN3.2] Intervention Lesson Plan must address at least one CCSS ELA standard.

1. Group Project - Strategy Demonstration (15 points). Students will work in groups of three to demonstrate a research-based intervention for literacy to the class. [TPE U1.7, 3.1,

4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]

1. Three Lesson Sequence for Literacy Instruction (40 points). Students will submit a sequence of three lessons to address an IEP goal for a struggling reader with an IEP. The lesson sequence should include opportunities for students to write, discuss, and present using language conventions, and should engage students in a range of formal and informal collaborative discussions. [TPE U4.3, U4.7, 7.5, MM4.2, ESN 4.4] Each lesson in the sequence must address at least one CCSS ELA standard and at least one ELD standard appropriate to the grade level of your students.

✓ Grading Information

Successful completion of this course requires a grade of B or higher. The following criteria will be used to assign grades in this course.

A+	98 - 100%	196 - 200 pts
A	92 - 97%	184 - 195 pts
A-	90 - 91%	180 - 183 pts
B+	88 - 89%	176 - 179 pts
B	82 - 87%	164 - 175 pts
B-	80 - 81%	160 - 163 pts

C+	78 - 79%	156 - 159 pts
C	72 - 77%	144 - 155 pts
C-	70 - 71%	140 - 143 pts
D+	68 - 69%	136 - 139 pts
D	62 - 67%	124 - 135 pts
D-	60 - 61%	120 - 123 pts
F	< 60%	< 120 pts

Criteria

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. |

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/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

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In Person instruction	Big 5 Areas of Reading	<ul style="list-style-type: none">• Intro to Course and Review of Syllabus• Intro to Systematic, Explic
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asynchronous
instruction

Evidence-Based
Instructional
Enhancements

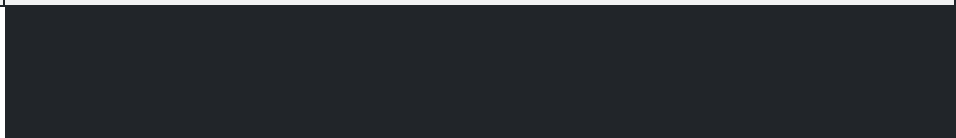
Complete
Asynchronous
Module 1

Concepts About
Print

<p>asynchronous instruction</p>	<p>Complete Asynchronous Module 2</p>	<ul style="list-style-type: none">• Evidence-based Strategies for Teaching phonemic awareness to English Learners
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In Person instruction	Advanced Word Reading Spelling and syllable patterns	<ul style="list-style-type: none">•<ul style="list-style-type: none">◦<ul style="list-style-type: none">▪ digraphs and diphthongs▪ prefixes and suffixes▪ structural analysis skills▪ multi-syllable words•<ul style="list-style-type: none">◦ morphological spelling <p style="text-align: center;">Structured Literacy Instruction</p> <p style="text-align: center;">Core Components of Structured Literacy</p> <ul style="list-style-type: none">• pd scuss:
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asynchronous
instruction

Complete
Asynchronous
Module 4

In Pers		

In Person instruction	Vocabulary Instruction	<ul style="list-style-type: none">• Evidence-based strategies for teaching and assessing vocabulary • Which words to teach• how many words to teach • Frayer Model• Semantic Mapping• Key Words• Morphemic Analysis <p style="text-align: center;">With your table group choose one of the instructor-provided texts. Preview the text and determine which vocabulary words to teach from the text. Use one of the evidence-based strategies to teach the vocabulary.</p> <p style="text-align: center;">Bursar & Damer Ch 6</p>
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- Briefly describe each step.
- Explain how the last step in Possible Sentences helps to solidify students' newfound vocabulary knowledge.

1. For the Anticipation-Reaction Guide:p-R

asynchronous instruction	Evidence-Based Strategies for Literacy Instruction Wrap Up	<ul style="list-style-type: none">• Meet with group members to finalize your Evidence Based Strategy demonstration<ul style="list-style-type: none">◦ Provide an overview of the strategy with supporting research