

San José State University
Lurie College of Education
Department of Special Education
EDSE 230A, Curriculum and Instruction M/M, Fall 2022

Course and Contact Information

Instructor: Walter Strach III

Office Location: SH 204

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Office Hours: By Appointment

Class Days/Time: Wednesdays 4:00-6:45

In Person	Aug 24	Sept 7	Sept 21	Oct 5	Oct 19	Nov 2	Nov 16	Nov 30
Asynch	Aug 31	Sept 14	Sept 28	Oct 12	Oct 26	Nov 9	Dec 5	

Classroom: SH 230

Course Format: Hybrid

This course follows a hybrid format with some class sessions taking place face to face and others being held asynchronously. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (<http://www.sjsu.edu/at/asc>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (first name_ last name@sjsu.edu)

Course Description

Examination and application of evidence-based and high leverage practices for delivering instruction to students with mild/moderate support needs.

Course Goals

This course is intended to assist students to meet the competencies specified in both the Universal Teaching Performance Expectations and the Mild/Moderate Teaching Performance Expectations (TPE) as set forth by the California Commission on Teacher Credentialing

Universal TPEs	1.3, 1.5, 3.2, 3.3, 4.4, 4.6, 5.3, 6.1
Mild/ Moderate TPEs	1.4, 2.2, 2.4, 2.8, 2.10, 4.1, 4.4, 4.6, 5.2

Course Learning Outcomes (CLO)

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

1. Identify and implement specific evidence-based/high leverage instructional strategies for teaching students with disabilities in a variety of instructional settings across content areas.
2. Describe the components of explicit direct instruction.
3. Describe the components of Universal Design for Learning
4. Develop and analyze lesson plans that address discipline-specific standards with related activities and assessments
5. Create a unit-level scope and sequence to provide instruction and interventions to students with disabilities.
6. Identify and deliver academic support in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, coteachers, etc).

Required Texts/Readings

Textbook

- No textbook is required for this course. All resources and readings will be provided on Canvas throughout the semester.

Other technology requirements / equipment / material

Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets. All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](#).

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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

All assignments are due at 4:00 pm (start of class) on the day indicated in the course schedule. Assignments must be submitted via Canvas.

Assignments	Objectives	Aligned TPEs	CLOs	Points
Lesson Plan Analysis	You will be asked to analyze a lesson plan that might be used in a general education classroom to provide feedback to support learners with Mild-Moderate Support Needs. You will provide specific and useful feedback on the lesson aligned with UDL and culturally responsive frameworks. <i>Students may work with a partner on this assignment.</i>	M/M 1.4 M/M 2.1 M/M 2.10 M/M 2.8 M/M 4.6	CLO 1 CLO 3 CLO 4 CLO 6	25 points
Inquiry Project (Lesson Plan Cycle)	You will plan, teach, and analyze a lesson to address a CCSS or NGSS. Your lesson analysis will focus on your use of instructional strategies, student outcomes, and applications for future lessons.	M/M 1.4 M/M 2.1 M/M	CLO 1 CLO 2	25 points
Mini-Unit Plan	You will plan a series of 3-5 lessons to address an academic goal or set of goals related to CCSS or NGSS. Your mini-unit will include lesson plans, informal assessments, a summative assessment tied to a rubric, and at least one student self-assessment using a rubric. <i>Students may work with a partner on this assignment.</i>	M/M 1.4 M/M 2.1 M/M 4.4 M/M 4.1 M/M 5.2	CLO 1 CLO 2 CLO 5	50 points
Participation Activities & Discussion Posts	Participation in class is essential to your success in this course. Opportunities to earn participation points will be provided throughout the course for both in person and asynchronous sessions.	All	All	25 points
Total Points				125 points

Grading Information

Determination of Grades

Grade	Points	Percentage
A	117-125	94 to 100%
A-	113-116	90 to 93%
B +	108-112	86 to 89 %
B	104-107	83 to 85%
B -	100-103	80 to 82%
C +	95-99	76 to 79%
C	91-94	73 to 75%
C -	88-90	70 to 72%
D +	83-87	66 to 69%
D	79-82	63 to 65%
D -	75-78	60 to 62%
F	74 and below	0 to 59%

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in M/M should, therefore, strive to earn a grade of B or higher in all credential coursework.

Late Policy

All assignments are due at 4:00 pm on the day indicated in the course schedule. If you are not going to get an assignment submitted on time it is your responsibility to notify the instructor 48 hours in advance to discuss a plan for completing and submitting the assignment.

Classroom Protocol

1. Actively participate in class discussion and online activities.
2. Respect others in the class and show tolerance for viewpoints different than ones' own. Everyone's voice is valued, and we all have much to learn from each other.
3. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Accommodations for Students with Disabilities

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the [Counseling and Psychological Services website](#) at <http://www.sjsu.edu/counseling>.

INCOMPLETE POLICY

An "Incomplete" is given only at the discretion of the instructor.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

Course Schedule
EDSE 230A / Curriculum and Instruction, Fall 2022

Week	Date	Topics, Readings, Assignments	Assignments Due
1	8/24 SH 230	<ul style="list-style-type: none"> • Introduction and Overview of Syllabus 	
2	8/31 Asynch Online	<ul style="list-style-type: none"> • Universal Design for Learning Introduction • UDL under the umbrella of Culturally Responsive Pedagogy 	
3	9/7 SH 230	<ul style="list-style-type: none"> • Engaging all students in learning • Multiple means of engagement • Removing barriers to engagement 	
4	9/14 Asynch Online	<ul style="list-style-type: none"> • Multiple means of representation • Multiple means of action and expression 	
5	9/21 SH 230	<ul style="list-style-type: none"> • Removing barriers to representation • Removing barriers to action and expression • Lesson Plan analysis – review assignment and work in class 	
6	9/28 Asynch Online	<ul style="list-style-type: none"> • Learning Characteristics of High Incidence Disabilities • Lesson Plan Analysis work 	
7	10/5 SH 230	<ul style="list-style-type: none"> • Gradual release of responsibility • Explicit, Direct Instruction • High Leverage Practices 	Lesson Plan Analysis Due
8	10/12 Asynch Online	<ul style="list-style-type: none"> • Discipline Based Literacy – History and Social Studies • Discipline Based Literacy – Science 	
9	10/19 SH 230	<ul style="list-style-type: none"> • Discipline Based Literacy – Math • Higher Order Thinking Skills 	
10	10/26 Asynch Online	<ul style="list-style-type: none"> • Higher Order Thinking Skills • Complex Instruction • SRSD 	
11	11/2 SH 230	<ul style="list-style-type: none"> • Unit Planning Introduction • Backward Design 	Lesson Plan Cycle Due
12	11/9 Asynch Online	<ul style="list-style-type: none"> • Short- and Long-term planning • Student Self-Assessment 	

13	11/15 SH 230	<ul style="list-style-type: none"> • Checking for understanding • Using rubrics for students to self-assess • Student work analysis • Formative, summative, and performance assessments 	•
	11/23	No Class	
14	11/ 30 SH 230	<ul style="list-style-type: none"> • Monitoring Progress toward IEP goals in lesson and unit planning 	
15	12/ 7	No Class – University Study Day	
Final Exam	12/14	Submit Unit Plan	Unit Plan Due

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meeting