Course and Contact Information

Instructor: Natalie Cabral
Office Location: Sweeney Hall, Room 204
Telephone: 408-924-2700
Email: Natalie.Cabral@sjsu.edu
Office Hours: By Appointment
Class Days/Time: Monday, 7:00 - 9:45 PM
Classroom: Sweeney Hall, Room 230

Course Format

Hybrid

This course follows a hybrid format with lectures taking place in face to face and online formats. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. 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.

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 (sjsu.edu).

Course Description

This course is designed to familiarize students with evidenced-based and high-leverage practices for meeting the academic, behavioral, and social emotional needs of students with disabilities in inclusive settings.

Program Learning Outcomes

This course is designed to address the following departmental Program Learning Outcomes (PLOs). Within each PLO, specifically:

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

PLO 3: Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities. [Mastered]
Course Learning Outcomes (CLO)

To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) which align with the Council for Exceptional Children’s High-Leverage Practices

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

1. Identify and plan the use of strategies for collaborating with families of students with disabilities (HLPs 2,3). [ECSE 4.13, M/M 1.1, ESN 2.11]
2. Identify and apply strategies for collaborating with other education professionals, including members of multi-disciplinary teams, related service personnel, and general education/co-teachers (HLP 1). [ECSE 4.13, M/M 1.1, ESN 2.11]
3. Include high-leverage instructional practices in lesson plans crafted for inclusive classrooms (HLPs 11-22). [ECSE 4.3, 6.11, M/M 3.1, 4.2, ESN 3.3, 4.4]
4. Create short and long term instructional goals (HLPs 11, 12, 13, 17). [ECSE 4.3, M/M 1.1, ESN 4.6]
5. Identify data collection techniques to instructional and behavioral goals (HLPs 4,5,6). [ECSE 4.3, M/M 1.1, ESN 4.6]
6. Evaluate data sets to determine the effectiveness of an intervention (HLPs 4,5,6, 20). [ECSE 4.3, M/M 1.1, ESN 4.6]
7. Identify and apply positive behavioral strategies to a classroom management plan (HLPs 7,8). [ECSE 4.3, M/M 3.1, ESN 3.3]
8. Identify and apply behavioral strategies to the needs of individual students (HLPs 9,10). [ECSE 4.3, M/M 3.1, ESN 3.3]

Required Texts/Readings (Required)

Textbook

Other Readings
Students will be provided handouts for each topic on Canvas.

Other technology requirements / equipment / material
Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets.

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.

Assignments

1. Lesson Plan and Materials (75 points). The culminating project for this course will be the creation of a lesson that demonstrates students abilities to plan the use of high-leverage practices in inclusive classrooms that address students academic, behavioral, and social needs, while also planning assessments for measuring student mastery of the outlined concepts and support reflection on teacher practice.
2. **HLP Quizzes (x3 for a total of 75 points).** At the completion of HLP two, three, and four, students will demonstrate their knowledge of specially designing instruction, collecting and analyzing data, and positive behavior interventions and supports on quizzes that include multiple choice, short answer, and case study responses.

**Grading Protocol**

1. **Extensions/Late Submissions:** Please communicate with me if you are experiencing circumstances that will require an extension. Late submissions without any communication with me prior will result in a loss of 5 points per day past the original due date.

**Final Examination or Evaluation**

In place of a final examination, this course will include a final culminating project where students will produce a final portfolio.

**Grading Information (Required)**

**Determination of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>135-150</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>120-134</td>
<td>80 to 89%</td>
</tr>
<tr>
<td>C</td>
<td>105-119</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>90-104</td>
<td>60 to 69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;90</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>

**Summary of Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Applied Outcomes</th>
<th>CLO/PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan and Materials</td>
<td>75 Points</td>
<td>50%</td>
<td>ECSE 2.2, 4.3, 6.11 M/M 1.1, 3.1, 4.2 ESN 2.11, 3.3, 4.4, 4.6</td>
<td>PLO 2,3</td>
</tr>
<tr>
<td>Quiz 1: Social – Emotional-Behavioral</td>
<td>30 Points</td>
<td>20%</td>
<td>ECSE 4.3 M/M 3.1 ESN 4.6</td>
<td>PLO 2,3</td>
</tr>
<tr>
<td>Quiz 2: Instruction &amp; Assessment</td>
<td>30 Points</td>
<td>20%</td>
<td>ECSE 4.3 M/M 3.1 ESN 4.6</td>
<td>PLO 2,3</td>
</tr>
<tr>
<td>Quiz 3: Collaboration</td>
<td>15 Points</td>
<td>10%</td>
<td>ECSE 2.2, 4.3 M/M 3.1, 4.2 ESN 2.11, 3.3, 4.4</td>
<td>PLO 2,3</td>
</tr>
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Classroom Protocol

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones’ own. Everyone’s voice is valued as we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. If you are feeling ill or have a personal reason for missing class, please email me prior to the beginning of class. It will be expected that you complete the in-class assignments within the following week unless otherwise discussed with me.

University Policies (Required)

Per University Policy S16-9 [http://www.sjsu.edu/senate/docs/S16-9.pdf], relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

EDSE 192C / Title, Semester, Course Schedule

Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 6th: In-person</td>
<td>Introduction to the Course and the HLPs (social-emotional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will be introduced to and practice High Leverage Practice(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HLP 7. Establish a consistent, organized, and respectful learning environment.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HLP 8. Provide positive and constructive feedback to guide students’ learning and behavior.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>HLP 9. Teach social behaviors.</strong></td>
</tr>
</tbody>
</table>

HLP Category: Instruction
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 2     | March 13th: Asynchronous | Students will be introduced to and practice High Leverage Practice(s):  
  
  *HLP 11. Identify and prioritize long- and short-term learning goals.*  
  *HLP 13. Adapt curriculum tasks and materials for specific learning goals.*  
  *HLP 14. Teach cognitive and metacognitive strategies to support learning and independence.*  
  *HLP 15. Provide scaffolded supports.*  
  *HLP 17. Use flexible grouping.*  
  *HLP 18. Use strategies to promote active student engagement.*  
  *HLP 19. Use assistive and instructional technologies.*  
  *HLP 20. Provide intensive instruction.*  

  **HLP Quiz 1 Due Online** |

  **HLP Category: Instruction Cont./Assessment**  
  **Review lesson plan assignment**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 3     | March 20th: In-person | Students will be introduced to and practice High Leverage Practice(s):  
  *HLP 4. Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.*  
  *HLP 5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.*  
  *HLP 6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.*  
  
  **HLP Quiz 2 Due Online**                                                                 |
|       |            |                                                                                                         |
| HLP Category: Collaboration |                                                                                                           |
| 4     | March 27th: Asynchronous | Students will be introduced to and practice: High Leverage Practice(s):  
  *HLP 3. Collaborate with professionals to increase student success.*  
  *HLP 2. Organize and facilitate effective meetings with professionals and families.*  
  *HLP 3. Collaborate with families to support student learning and secure needed services.*  
  
  **HLP Quiz 3 Due Online**                                                                 |
|       |            |                                                                                                         |
| HLP: Collaboration Cont. |                                                                                                           |
| 5     | April 3rd: In-person | Students will be introduced to and practice: High Leverage Practice(s):  
  *HLP 3. Collaborate with professionals to increase student success.*  
  *HLP 2. Organize and facilitate effective meetings with professionals and families.*  
  *HLP 3. Collaborate with families to support student learning and secure needed services.*  
  
  **Lesson Plan and Materials Due**                                                                 |
|       |            |                                                                                                         |
|       | Final Exam | Venue and Time TBA                                                                                       |