

Methods for Students with Extensive Support Needs EDSE 213A

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/17/2026

Contact Information

Course and Contact Information Course Format

Instructor:	Sudha Krishnan
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Office Hours:	via zoom by appointment; SH 217 Thursday 3 pm-5 pm
Class Days/Time:	Tuesday 7:00pm -9:45 pm: SH 332 In-Person days 8/25, 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/1 Asynchronous: 9/1, 9/15, 10/13, 10/27, 11/10, 11/24

Course Information

Hybrid

This course follows a hybrid format with lectures taking place in synchronous and asynchronous online formats. The dates of the synchronous meetings and asynchronous classes are shown at the beginning of the syllabus and 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 and Requisites

Examination and application of evidence-based instructional strategies that provide access to curriculum aligned with content standards for students with extensive support needs as well as functional skills instruction to successfully transition students with extensive support needs into higher educational, vocational, and community settings.

Prerequisite(s): EDSE 206A and department consent.

Letter Graded

* Classroom Protocols

Classroom Protocol

Make efforts to...

- a. "Ask 3 before me" by (1) consulting your syllabus, (2) consulting your CANVAS announcements and emails, or (3) consulting a class peer BEFORE asking the professor.
- b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include emergencies (e.g., illnesses, accidents, family emergencies).
- c. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
- d. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave* space rather than *safe* space approach.
- e. We operate on a space of **TRUST**. I trust that you will take breaks when you need them or let me know that the class needs a break. I trust that you will keep yourselves fed or that we can set up communal snacks. I trust that you respect the classroom space and will keep it clean.

📋 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 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.

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 \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

Course Goals

This course is intended to assist students to meet the competencies specified in the Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

CTC- Universal Teaching Performance Expectations

Introduce	Practice	Assess
1.3	1.3	4.1
1.5	1.5	
3.3	3.1	
4.6	3.2	
5.3	3.3	
5.8	3.4	
6.3	4.4	
	5.5	
	6.1	

CTC – Extensive Support Needs (ESN) Teaching Performance Expectations – Education Specialist

Introduce	Practice	Assess
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1.4	1.6	6.4
1.10	2.1	
1.11	2.2	
2.1	2.6	
2.2	2.7	
2.6	2.14	
2.7	4.4	
3.1	4.5	
3.2	4.6	
6.5	4.8	
6.6	5.1	
6.7	5.3	

	6.6	
	6.7	

CTC- Universal Literacy Teacher Performance Expectations

Introduce	Practice
U 7.2	U 7.4
U 7.6	U 7.5
	U 7.9
	U 7.10

CTC- ESN Literacy Teacher Performance Expectations

Introduce

EX 7.3
EX 7.4
EX 7.6
EX 7.7

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.
2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.
3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.
4. Using information from individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
5. Addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
6. Supporting the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.
7. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.
8. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.
9. Developing instructional sequences for teaching functional skills, life skills, and independent living skills that align with evidence-based practices and maintain the dignity of the student during the teaching process.
10. Developing knowledge and appreciation of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of

individuals with disabilities.

Course Materials

Pennington, R., Ault, M., Courtade, G., & Jameson, J. M. (Eds.). (2022).

High leverage practices and students with extensive support needs (1st ed.). Council for Exceptional Children.

Will be provided in Class

Readings/Resources

Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Lead and Learn Press.

Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services: A functional life skills approach*. Pearson Education Inc.

Browder, D. M. & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Paul Brookes Publishing Co.

Browder, D. M. & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

Collins, B.C. (2012). *Systematic instruction for with moderate and severe disabilities*. Paul Brookes Publishing Co..

Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *A pedagogy of multiliteracies* (pp. 1-36). Palgrave Macmillan

Cummins, J., & Early, M. (2010). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books Ltd.

Duke, N. K., Purcell

Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4), 344-355. <https://doi.org/10.1598/RT.60.4.4> Friend, M., &

Cook, L. (2017). *Interactions: Collaborations for school professionals*. Pearson Education Inc.

Kliewer, C. (2008). *Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom*. Paul Brookes Publishing Co.

Kliewer, C., & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26(1), 1-12.

Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. *Theory into Practice*, (3), 159.

McLaughlin, M., & Overturf, B. J., (2012). The common core: insights into the K-5 standards. *The Reading Teacher*, (2), 153.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T.L. Jetton & J.A. Dole (Eds.), *Adolescent Literacy Research and Practice* pp. 321-350. Guilford

Moll, L. C. & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4).

Rapp, W. H. & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Paul Brookes Publishing Co.

Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Corwin.

Wehmeyer, M. L. & Webb, K. W. (2012). *Handbook of adolescent transition education for youth with disabilities*. Taylor and Francis.

Westling, D. L. & Fox, L. (2014). *Teaching students with severe disabilities*. Pearson Education Inc.

Course Requirements and Assignments

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

All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online as Word documents on Canvas.

Attend class and participate in the activities and discussion. There will be 10 assignments, each worth 10 points, including in-class quick-writes, classroom discussions, online discussions, reading reflections, and group projects. There will be no make-up for these activities if you are absent.

1. **Teaching Labs (Classroom Assignment)** : 9X 10= 90 points + 10 participation points=100 points

In groups, students will develop and implement (role

play) an assigned part of a lesson plan focusing on various evidence based instructional strategies.

Purpose

The purpose of this assignment is to provide students with an opportunity to apply evidence-based instructional practices to the design and delivery of instruction for students with ESN. Students will practice aligning standards-based instruction with individualized IEP goals, selecting and implementing appropriate evidence-based instructional strategies, and designing supports that promote access, participation, and progress in the general education curriculum. The assignment is also intended to strengthen students' skills in collaboration, instructional decision-making, differentiation, and reflective teaching.

Assignment Description

Working in pairs or small groups of 2–4 students, you will design and submit a standards-based lesson plan that addresses a specific Individualized Education Program (IEP) goal or benchmark for a student with a disability. Using the lesson plan template provided by the instructor, your group will demonstrate how an assigned evidence-based instructional strategy can be incorporated into instruction to support the student's progress toward the identified IEP goal while promoting meaningful access to and participation in the general education curriculum.

Your lesson plan should clearly demonstrate alignment with:

- The selected grade-level academic standard(s)
- The student's IEP goal or benchmark
- The lesson objective(s)
- The assigned evidence-based instructional strategy
- Instructional activities and materials
- Accommodations, modifications, and/or individualized supports, as appropriate
- Opportunities for active and meaningful student participation
- Methods for assessing student learning and monitoring progress toward the IEP goal

Implementation/Role-Play

During the assigned in-person class session, each group will implement a selected portion of its lesson through a brief role-play or teaching demonstration. Group members will assume appropriate roles (e.g., teacher, student, paraeducator, peer, or other instructional team member) to demonstrate how the evidence-based instructional strategy would be implemented in an authentic instructional setting.

Additional presentation and role-play guidelines will be provided by the instructor.

Submission and Collaboration Expectations

All members of the group are expected to contribute meaningfully and equitably to the planning, development, and implementation of the lesson. Each group member will submit the completed lesson plan through Canvas by the end of the designated in-person class session.

Meets ESN TPEs: 1.9, 3.1, 3.2, 4.4, and 5.1

Meets Universal TPE's: U 1.5; 3. 1; 3.2; 3.3; 4.4; 4.6; 5.5 6.1; 6.3

Meets Universal Literacy TPE's: U 7.2, U 7.4, U 7.5, U 7.6, U 7.9, U 7.10

Meets ESN literacy TPEs: EX 7.3, EX 7.4, EX 7.6, EX 7.7

2. Presentation on one Evidence-based Instructional Strategy-50 points

Meets ESN TPE's: EX 3.2; 4.4; 4.5

Meets Universal TPE's: U 3.1; 3.2; 3.3;4.4; 4.6

Purpose

The purpose of this assignment is to deepen your understanding of evidence-based instructional strategies and their application in inclusive and special education settings. You will examine the evidence supporting a selected instructional strategy, explain how the strategy is implemented, and demonstrate how it can be used to provide meaningful access to grade-level academic content for students with disabilities, including students with ESN.

This assignment is designed to strengthen your ability to connect research to practice, make informed instructional decisions, and communicate evidence-based practices effectively to colleagues and other educational professionals.

Assignment Description

Working in small groups, you will develop and deliver a 10-minute presentation focused on one evidence-based instructional strategy that can be used to support classroom instruction for students with disabilities.

Your presentation should provide your classmates with a clear understanding of the strategy, the research or evidence supporting its use, and practical examples of how the strategy can be implemented within standards-based instruction.

Presentation Requirements

Your presentation should address the following components:

- **Strategy Overview:** Clearly define and describe the evidence-based instructional strategy.
- **Research/Evidence Base:** Briefly summarize research or professional literature supporting the effectiveness of the strategy. Include appropriate citations and references.

- **Target Population and Context:** Explain for whom and under what instructional conditions the strategy may be particularly effective, including its relevance for students with extensive support needs when appropriate.
- **Implementation:** Explain the key steps or procedures for implementing the strategy effectively in classroom settings.
- **Benefits and Considerations:** Discuss the strengths or potential benefits of the strategy as well as limitations, challenges, or considerations teachers should keep in mind when using it.
- **Connection to Standards-Based Instruction:** Identify at least one relevant Common Core State Standard (CCSS) and demonstrate how the evidence-based strategy can be used to teach or provide access to content aligned with that standard.
- **Application Example:** Provide at least one concrete classroom example illustrating what implementation of the strategy could look like with a student or group of students with ESN.
- **Individualization and Access:** Explain how the strategy can be adapted or individualized based on students' strengths, support needs, communication methods, and learning characteristics while maintaining meaningful engagement with grade-level content.
- **Resources:** Provide classmates with useful resources for learning more about or implementing the strategy (e.g., articles, websites, instructional tools, templates, or examples).

Presentation Expectations

All group members are expected to contribute meaningfully and equitably to the development and delivery of the presentation. Each group member should demonstrate an understanding of the selected evidence-based strategy and its application to classroom instruction.

Presentations should be approximately 10 minutes and should be organized, engaging, and designed to support your classmates' understanding of the strategy. Groups are encouraged to incorporate examples, visuals, brief demonstrations, instructional materials, or opportunities for audience participation when appropriate.

Suggested Organization

A 10-minute presentation might be organized as follows:

1. Introduction and overview of the strategy
2. Research/evidence supporting the strategy
3. How to implement the strategy
4. Benefits, limitations, and important considerations
5. Connection to a Common Core State Standard
6. Classroom example or brief demonstration
7. Key takeaways and resources

3. Online Session Assignments-5*10=50 points : Students will complete short answer questions or online discussions after watching video lectures or completing assigned readings.

Purpose

The purpose of the Online Session Assignments is to support your ongoing engagement with course content and provide opportunities to connect key concepts from readings and video lectures to educational practice. These assignments are designed to help you reflect on important ideas, demonstrate your understanding of course concepts, and consider how evidence-based practices can be applied when supporting students with ESN.

Assignment Description

Throughout the semester, you will complete five Online Session Assignments, each worth 10 points, for a total of 50 points.

Online Session Assignments will be completed in conjunction with designated asynchronous course sessions. Prior to completing each assignment, you will be expected to watch the assigned video lecture(s), complete the required reading(s), and/or review other instructional materials posted in Canvas.

Assignments may include:

- Short-answer questions related to assigned readings or video lectures
- Online discussion prompts
- Application of course concepts to classroom scenarios or case studies
- Analysis of instructional practices or student needs
- Reflection on evidence-based and inclusive practices
- Connections between course content and your current or future professional practice

Expectations

Responses should demonstrate thoughtful engagement with the assigned course materials and an understanding of the concepts addressed in the online session. When appropriate, you should apply course concepts rather than simply summarize the readings or lectures. Please Note: Do not use AI to generate your discussion responses, I want to hear what you have learned and what you have to say.

Your responses should:

- Address all components of the assigned question or discussion prompt.
- Demonstrate understanding of relevant course concepts and terminology.
- Make clear connections to assigned readings, lectures, videos, or other course materials.
- Apply concepts to instructional practice and the education of students with disabilities when appropriate.
- Include specific examples or supporting evidence when requested.

- Demonstrate professional and respectful communication, particularly when responding to classmates in online discussions.
- Be completed and submitted through Canvas by the posted deadline.

Specific instructions, required length, and criteria may vary depending on the online session and will be provided with each assignment.

4. **Online MAST Module**-50 points: Students will complete the MAST module on Standards based IEPs; <https://mast.ecu.edu/Standards-Based%20IEPs/Standards%20Based%20IEPs/index.html>

5. **Online Literacy Modules**-50 points: Students will complete the Foundations of Literacy Module: <https://allohioliteracy.org/learning-modules/foundational-literacy-learning-modules/>

Assignment	Points (%)	Description	TPEs

Teaching Labs	10	Teaching Lab #1 Writing a lesson plan to meet an IEP goal/ Benchmark In pairs/groups, develop a lesson plan to meet an IEP goal/benchmark using the provided lesson plan template	Universal 3.2 (P); 4.1(A); 5.5 (P); 5.8 (I) ESN 1.6 (P); 4.5 (P) 1.10 (I)
Teaching Labs	10	Teaching Lab #2 In pairs/groups, develop and implement an assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students math, using systematic instruction with task analysis, data collection, and most-to-least prompts and graduated guidance	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)

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Teaching Labs	10	Teaching Lab #3 In pairs/groups, develop and implement any assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students literacy (phonological awareness), using systematic instruction, time-delay, simultaneous prompting, and fading the prompts	Universal 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ESN 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P)
Teaching Labs	10	Teaching Lab #4 In pairs/groups, develop and implement an assigned part of I Do/We Do/You Do to teach 3-5 grade Literacy or Math using systematic instruction, with a system of least prompts	Universal 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)

Teaching Labs	10	Teaching Lab #5 In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Middle School Literacy or Math using visuals, modeling, and/or effective use of assistive technology.	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.2;1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)
Teaching Labs	10	Teaching Lab # 6 In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs

		Transition/Functional skills using evidence- based practices and including higher thinking skills/problem solving	1.1;1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)
Teaching Labs	10	Teaching Lab #7 In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Self-Determination skills using evidence- based practices	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ESN TPEs 1.4(I); 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P)
Teaching Labs	10	Teaching Lab #8 In pairs/groups develop and implement an assigned part of I Do/We Do/You Do lesson plan to teach Social/Communication skills using evidence- based practices	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.7; 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)

Teaching Labs	10	Teaching Lab #9 In pairs/groups develop and implement an assigned small group instructional structure and part of I Do/We Do/You Do lesson plan in literacy to teach in small groups using paraeducator help	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)
Presentation on one Evidence-based Instructional Strategy	50	In groups, develop a 20-minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including	Universal TPEs U 3.1(P); 3.2 (P); 3.3 (I/P);4.4 (P); 4.6(I) ESN TPEs EX 3.2 (I); 4.4 (P)

		examples showing how it can be used in context of a common-core standard.	
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Online Sessions Assignments	5*10	Each online session will have an assignment (online module or short answer question or discussion to be completed)	Universal TPEs 1.5 (I/P); 3.1(P); 3.2 (P); 3.3 (I/P) ; 5.5(P); 6.1(P); 6.3 (I) ; 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN TPEs 1.9(P); 3.1(I); 3.2 (I); 4.4 (P);5.1(P); 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)
Online MAST module for Standards- based IEPS	50		ESN 1.6(P)
Online Literacy Modules	50		Universal 7.2 (I), 7.4 (P), 7.5 (P), 7.6 (I), 7.9 (P), 7.10 (P) ESN 7.3 (I), 7.4 (I), 7.6 (I), 7.7 (I)

Final Examination or Evaluation

In place of a final examination, this course will include a final culminating project where students will present their evidence-based practice presentation to the class.

✓ Grading Information

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A+	300-288	96 to 100%
A	287-279	93 to 95%
A-	278-270	90 to 92%
B +	269-258	86 to 89 %
B	257-249	83 to 85%
B -	248-240	80 to 82%
C +	239-228	76 to 79%

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc.

Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's

permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - o It is suggested that the students contact the instructor for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - o In classes, where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of

Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Please see the Course AI policy for details on acceptable and unacceptable uses of AI in this course.

EDSE 213A: Artificial Intelligence (AI) Use Policy

My Approach to AI

Artificial intelligence (AI) tools such as ChatGPT, Gemini, Copilot, Grammarly, and other generative or AI-supported tools are increasingly part of education and professional practice. In this course, our goal is to learn how to use AI thoughtfully, critically, ethically, and transparently.

As future educators, you may encounter AI tools in schools, classrooms, curriculum development, and instructional planning. The guiding principle for this course is: AI can be used to support your thinking and work, but it should not replace your thinking, professional judgment, or personal voice.

When AI Use Is Okay

For certain classroom assignments, like developing lesson plans, adapting materials, or improving instructional materials, you are encouraged to explore AI. Examples may include:

- Developing or brainstorming lesson plan ideas
- Generating initial ideas for instructional activities
- Modifying grade-level content for students with extensive support needs
- Creating differentiated instructional materials
- Brainstorming accommodations, adaptations, or supports
- Developing examples, scenarios, vocabulary supports, or practice activities
- Revising materials to increase accessibility

However, AI-generated content does not mean it is instructionally appropriate. You are responsible for reviewing, revising, and evaluating anything AI produces before using or submitting it.

Consider questions such as:

- Is this appropriate for the individual student?
- Does it maintain high expectations for students with extensive support needs?
- Is the content age-respectful and culturally responsive?
- Does it support meaningful access to grade-level curriculum?
- Does it include Universal Design for Learning principles?
- Does it make assumptions about disability or underestimate a student's abilities?
- Is the information accurate?
- What would I change based on what I know about the student's background or my class?

Being able to critically analyze AI-generated content is as important as being able to generate it.

When AI Should Not Be Used

AI should not be used to generate your reflections, discussion posts, personal responses, or other assignments in which I am specifically asking for your own thinking, experiences, or perspective. For these assignments, I want to hear only your voice.

Your reflections do not need to sound perfect or polished. I am interested in how you make sense of course ideas, what you notice in your field experiences, how your thinking is changing, what questions you have, and how your experiences are shaping you as an educator. Using AI to generate these responses would remove the most important part of the assignment: **YOU**

Assignment instructions will indicate when AI use is encouraged, permitted with limitations, or not appropriate.

Transparency About AI Use

If you use AI for an assignment where AI is permitted, please be transparent about how you used it. Using AI appropriately will not lower your grade.

A brief statement is sufficient. For example:

AI Use Statement: I used ChatGPT to brainstorm possible adaptations for this lesson. I reviewed the suggestions, selected two that were appropriate for my student, and modified them based on the student's communication and support needs.

Or:

AI Use Statement: I used Grammarly to review grammar and sentence clarity. The ideas and content are my own.

Transparency is part of developing ethical professional practice.

What If You Are Unsure?

AI tools and their capabilities are changing quickly, and some situations may not be clearly addressed by this policy. If you are unsure whether a particular use of AI is appropriate, ASK.

Questions about AI use are welcomed and will be treated as opportunities for learning rather than as evidence that you have done something wrong.

How I will address concerns

If I have concerns about AI use in an assignment, we will use the following process:

Step 1: Conversation and Clarification

- I will contact you and invite you to discuss the assignment.
- I will explain my concern and identify the specific course or assignment expectation that may not have been followed.
- You will have an opportunity to explain how you approached and completed the assignment.
- We will review the AI expectations for the assignment together to ensure we share an understanding of what was acceptable and what was not.

Step 2: Understanding Your Process

During our conversation, I may ask you to:

- Describe the process you used to complete the assignment.
- Share drafts, notes, outlines, revision histories, or other materials that help demonstrate your thinking and writing process.
- If you used AI, share or describe the prompts you used and the responses AI generated.
- Explain how you evaluated, selected, modified, or rejected AI-generated suggestions.
- Discuss key ideas from your submitted work in your own words.
- Connect your work to concepts, readings, activities, or experiences from EDSE 213A.

Step 3: Reflection and Opportunity for Learning

If your AI use did not align with the assignment expectations, we will discuss what happened and identify an appropriate learning-focused response. Depending on the situation, you may be asked to:

- Explain what you now understand about the AI expectations for the assignment.
- Reflect on how AI supported or interfered with your learning.
- Identify how you would approach the assignment differently in the future.
- Revise the assignment using your own thinking and voice.
- Redo a portion of the assignment without AI.
- Explain your work or learning orally.
- Critically evaluate the AI-generated material and identify its strengths, limitations, inaccuracies, biases, or assumptions.
- Add an appropriate AI-use statement describing how AI contributed to your work.

Repeated Unacceptable Use

If unacceptable or undisclosed AI use continues after we have had a conversation, clarified expectations, and provided an opportunity for learning or revision, I may address subsequent incidents through the SJSU Academic Integrity Policy and applicable university procedures.

Ultimately, responsible AI use is part of the learning in EDSE 213A. As future educators, you will need to decide when AI enhances teaching and learning, when it introduces bias or inappropriate recommendations, when it diminishes authentic learning, and when your own voice, experience, knowledge, and professional judgment must remain at the center of the work.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <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. Additional computer labs may be available in your department/college. 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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide

consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.



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

Course Schedule

(Please Note that the course schedule is subject to change through the semester with sufficient notice to students)

Dtae	Topics, Readings, Assignments, Deadlines
August 25 In-Person	• Introduction to Evidence-Based Strategy: lecture • Students will be introduced to evidence-based strategies for students with ESN and pick one strategy to research and present in class • Lesson Plan Template • Students will use the lesson plan template to develop a basic lesson plan (Teaching Lab #1)
Sep 1 Online	• MTSS Introduction • MTSS Explanation • Standards-Based IEPs Online Module: http://mast.ecu.edu/modules/siep/introduction
September 8 In-person	Curriculum and Methods for Teaching Students in Early Elementary (TK-3) Chapter 12 (HLP for ESN) <i>Teaching Lab #2</i> In pairs/groups, develop and implement an assigned part of I DO/WE DO/YOU lesson plan to teach TK-3 students math, using systematic instruction with task analysis, data collection, and most-to-least prompts and graduated guidance
September 15 Online	Start working on Literacy Modules: Foundations of Literacy Lecture and Online Discussion on Writing Strategies
September 22 In-Person	Curriculum and Methods for Teaching Students in Early Elementary (TK-3) Chapter 13, 14, 15 (HLP for ESN) <i>Teaching Lab #3</i>

September 29 Online	Curriculum and Methods of teaching students in upper elementary and Middle school: Chapter 18-21 (HLP for ESN) Online Discussion on Lecture
October 6 In Person	Teaching Lab #4 Teaching Lab #5
October 13 Online	Curriculum and Methods of teaching student in High School and Post-Secondary: Online Discussion

	Chapter 16 (HLP for ESN)
October 20 In-Person	Teaching Lab #6 Teaching Lab #7
October 27 Online	Teaching Adaptive Skills, Functional Skills, Communication and Community Based Instruction Online Discussion
November 3 In-Person	Meeting the Specialized Health Care of Students - Students will listen to a panel of experts (nurse, occupational therapists, physical therapists, and educators) about meeting the specialized health, sensory and mobility needs of their students - Students will participate in a classroom scenario activity on how they would meet the needs of specified individuals Students will participate in a classroom discussion on the characteristics of students with traumatic brain injury and how to meet their academic, social, and behavior needs and the needs of their families
November 10 Online	Visual and Performing Arts Education Readings: https://www.cde.ca.gov/ci/vp/
November 17 In-Person	Social Skills, Teaching Lab #8, Teaching Lab #9 Chapter 9, 17 (HLP for ESN)
December 1 Online	Catch-up on Assignments Day
December 8	Final Presentations of Evidence Based Practices

The course schedule is subject to change through the semester with sufficient notice to students.