

Supportive Learning Environments for Young Children

EDSE 269

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/18/2026

Contact Information

Dr. Andrea Golloher

Email: andrea.golloher@sjsu.edu

Office: Sweeney Hall 235

Phone: 408-924-5791

Email is my preferred mode of contact

Office Hours

Office hours are by appointment. Please set up a meeting using my [calendar scheduler](https://calendar.app.google/Mnyrt2Xt51invc7r5) (<https://calendar.app.google/Mnyrt2Xt51invc7r5>).

Course Information

Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings and asynchronous online learning opportunities.

Canvas Learning Management System

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 help with using Canvas see <https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php>

Canvas Student Resources page (<https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php>).

Technology Requirements

Students will need access to a computer or tablet device with internet connectivity and video capability. If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program \(https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php\)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php) offered by SJSU.

It is also recommended that you have access to Microsoft Office and Adobe Acrobat or Adobe Creative Cloud in order to be able to access materials shared on Canvas. If you do not have these programs on your computer, please refer to [Information Technology Services \(https://www.sjsu.edu/it/services/applications/index.php\)](https://www.sjsu.edu/it/services/applications/index.php) for information on how to download the software on your device.

For assignments using Google Docs, please use your SJSU account (log in using your SJSU single sign in) to draft and submit documents. Submissions using your personal or work accounts may not be accessible to me.

Course Description and Requisites

Critical study of theory, research, and practice related to establishing nurturing and responsive relationships and supportive learning environments in cross-cultural, inclusive, multilingual settings for children and students from preschool through third grade.

Letter Graded

* Classroom Protocols

Accommodations for Students with Disabilities

[Presidential Directive 97-03 \(https://www.sjsu.edu/president/docs/PD_1997-03.pdf\)](https://www.sjsu.edu/president/docs/PD_1997-03.pdf) requires that students with disabilities requesting accommodations register with the [Accessible Education Center \(https://www.sjsu.edu/aec\)](https://www.sjsu.edu/aec) (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.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7 \(https://www.sjsu.edu/senate/docs/S12-7.pdf\)](https://www.sjsu.edu/senate/docs/S12-7.pdf) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This

prohibition includes sharing information with third parties and on websites.

- You must obtain the instructor's permission to make audio or video recordings in 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.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

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 [Counseling and Psychological Services website](https://www.sjsu.edu/counseling)

(<https://www.sjsu.edu/counseling>) at <http://www.sjsu.edu/counseling> (<https://www.sjsu.edu/counseling>).

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San José State University.

The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was permitted. Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.

Course AI Use Policy

Teacher candidates are encouraged to critically engage with Artificial Intelligence (AI) tools while recognizing their limitations. AI systems are not neutral; they are shaped by the data on which they are trained and can reflect or amplify existing social, cultural, and linguistic biases. Responsible use of AI requires thoughtful evaluation, cross-checking with reliable sources, and a commitment to equity and inclusivity in teaching practice.

This policy recognizes AI can be a supportive tool while upholding the integrity of graduate-level scholarship and professional preparation. As teacher candidates, you are developing the knowledge, skills, and judgment to serve diverse learners; authentic engagement with course content is essential for your growth and your future students' success.

Permitted Uses of AI

In this course, the responsible use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Claude, Bard, etc.) is permitted to support your learning. AI can be a valuable tool for generating ideas, clarifying concepts, and summarizing information. However, it is not a substitute for your own knowledge, analysis, or application of course concepts. As future educators, your work must reflect your professional judgment, your understanding of course content, and your responsiveness to the individualized needs of students.

You may use AI to:

- Summarize readings, lectures, or other course materials as a study support.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

Prohibited Uses of AI

You may not use AI to:

- Generate final submissions for written assignments, lesson plans, IEP goals, or case studies.
- Write analytical reflections or apply course content on your behalf.
- Replace your professional judgment in designing instruction or assessing student needs.
- Fabricate citations, references, or data.

Expectations for Authentic Work

While AI may serve as a resource for generating ideas, frameworks, and examples, it cannot replace the professional judgment, lived experience, and human understanding required to meet the unique needs of your students. All instructional decisions should be grounded in your direct knowledge of students, collaboration with colleagues, and professional expertise.

- All submitted assignments must demonstrate your personal application of course knowledge, professional skills, and understanding of student diversity and individualized needs.
- Specific student information, including names, identifying details, or confidential records, should not be submitted to or used with AI tools.
- Lesson plans, IEP goals, and instructional designs must reflect your professional reasoning and commitment to inclusive practices.
- If AI is used at any stage, you must substantively adapt, critique, and expand upon its output.

Transparency

- If you use AI to assist your work, include a brief statement (e.g., "AI was used to summarize readings and suggest outline headings. All final analysis, applications, and instructional decisions reflect my own work.").
- Failure to appropriately acknowledge AI use, or submitting AI-generated work as your own, may be considered academic dishonesty.

Important note about a possible work stoppage during the semester

The California Faculty Association (the union that represents all CSU faculty, including lecturer faculty, tenure-line faculty, coaches, counselors, and librarians) is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU management's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at: www.calfac.org

(<https://www.des05.com/t/49857947/1067055571/50324388/0/47801/?x=303bb7c1>) and www.cfabargaining.org

(<https://www.des05.com/t/49857947/1067055571/85309844/0/47801/?x=748e3b15>)

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

This course provides an overview of the ways in which teachers working with young children and students (preschool through third grade) can establish nurturing relationships and supportive environments to facilitate their social-emotional development and learning. This foundation allows children and students to feel connected, develop a sense of belonging, be respected, be safe to take academic risks, and engage in learning.

As learners, we will:

- Employ an asset-based view of students, families, and communities. To this end, we hold ourselves accountable for monitoring deficit perspectives.
- Examine and reflect upon our experiences as students and what we observe in schools.
- Reimagine classroom management using student-centered and strength-based approaches that center community, equity, justice, and including instead of exclusionary and punitive methods.
- Critically question practices and policies while analyzing the ethical and legal responsibilities we have for ensuring student safety as well as learning.

Course Learning Outcomes (CLOs)

California Commission for Teacher Credentialing Teacher Performance Expectations

These course learning outcomes (CLOs) address the following CCTC Teacher Performance Expectations (TPEs) for the PK-3 Early Childhood Education Specialist Credential:

1. TPE 1.3 (P). Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.
2. TPE 2.1 (P). Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.
3. TPE 2.4 (P). Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.
4. TPE 2.6 (P). Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).
5. TPE 2.7 (P). Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).
6. TPE 4.4 (I). Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.
7. TPE 5.2 (A). Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

8. TPE 5.4 (I). Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.
9. TPE 6.1 (A). Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.
10. TPE 6.2 (P). Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.
11. TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

In order to ensure teacher candidates develop their knowledge, skills, and competencies to address these TPEs, by the end of this course, they will be able to...

1. Plan multiple strategies to communicate and collaborate with colleagues, children's caregivers, and community members to develop an understanding of each child's background in order to use this information to inform instruction and to update partners on each child's learning and development (TPE 1.3, 6.1, 6.2).
2. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning. Establish a plan for building an inclusive, productive and well-structured learning environment, including developing a classroom layout and daily schedule responsive to children and students social-emotional learning needs (TPE 1.3, 6.1, 6.2).
3. Identify and plan to use strategies to build rapport with children and students, including both formal and informal opportunities that encourage children and students to share their perspectives, to recognize their accomplishments, and to provide necessary assistance when needed (TPE 2.1, 4.4, 5.2, 6.3).
4. Establish a classroom plan that promotes positive relationships and effective learning for all children by establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians to ensure they are culturally and linguistically affirming. (TPE 2.1, 2.4, 2.6, 6.3)
5. Identify and plan to use strategies that nurture children's positive and developmentally appropriate social behavior, self-regulation, and social-emotional development through the use of respectful language to communicate and to encourage positive student-to-student and student-to-teacher interactions. (TPE 2.6, 5.2, 5.4, 6.3)
6. Plan to use positive interventions and supports, including recognizing children and students for their strengths (e.g., "catch them being good"; 4:1 positive statements) and peer-to-peer strategies (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices) to foster a caring community where each child is treated fairly and respectfully by adults and peers (TPE 2.6, 6.3).
7. Identify and access resources to support all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, exposure to violence, abuse, foster care, serious medical needs). (TPE 2.7, 6.2).

This class requires one textbook, which is an open educational resource (OER) available for free at the website below. You can also purchase a physical copy of the book for about \$25 through the same website.

From compliance to co-regulation: Revisioning guidance and classroom management practices to support children's social and emotional development.

Author: Miller, S. E., La Croix, L., Sanders, Austin, K., Pegoraro Schull, C., & Pegoraro Durocher, M.

Publisher: VIVA

Year: 2025

Availability: <https://viva.pressbooks.pub/revisioningguidanceandclassroommanagement/>

Supplementary Readings

Additional readings will be posted on Canvas. Please see Canvas modules for specific readings. Use your SJUSOne login credentials to access materials from the library.

Course Requirements and Assignments

There are three types of assignments in this course:

1. **Participation - modules and exit tickets:** You will receive points for completing online modules during the asynchronous weeks. They include completion of online courses, exploring websites, watching videos, and other activities intended to assist your developing conceptualization of how to create a welcoming and supportive classroom environment. I ask that you submit documentation that you have completed these activities in order to inform my instruction. These activities are graded for completion (no need to worry about format, spelling, grammar, etc.). Similarly, you will submit an "exit ticket" for every in-person class for which you will earn participation points.
2. **Enrichment activities:** These activities are intended to support and extend the knowledge you develop in this class. These assignments may overlap with activities and assignments you are completing in your supervision course. If that occurs, it is encouraged and expected that you will use the same assignment in these two classes. You will receive feedback on these submissions using the rubrics posted on Canvas.
3. **Final project - sub folder:** The final project for this course will ask you to apply the knowledge and skills you have developed in the course to the creation of a "sub folder" - a folder of information that can be left for a substitute teacher explaining how your class is run. This folder includes many components. We will be working on this assignment throughout the semester. You will have time to bring each of the components to class for discussion and development before you submit your final draft at the end of the semester.

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Reflection exit tickets + Getting to know you survey	The strategies you learn in this class should translate theory into practice. In order to make the connection to your current context, after each in-person class session you will be asked to complete an exit ticket, identify ways in which you see the content connecting to your context and questions you have about the utility of the content.	8 out of 9, 2 pts each = 16 pts miss one with no penalty	16%	all	all

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Asynch Module 1: Arraya Learning Module	Through completing the assigned module, students will: • Understand and differentiate between the three domains of self regulation: cognitive regulation, behavioral regulation, and emotional regulation • Be prepared to explain a brain-aligned understanding of regulation • Understand the bi-directionality of co-regulation in the classroom setting • Recognize (some) of their own triggers that may influence how they respond to children's needs in the classroom • Reflect upon strategies for self-regulation	2	2%	1.3	1 5

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Asynch Module 2: Tiered systems of support: PBIS and Pyramid Model	By completing this online module, students will be able to: • Describe the origins and purposes of the Teaching Pyramid framework • Describe the importance of leadership teams, including the types of data they may review when implementing the pyramid model • Recognize the value of establishing a consistent set of behavioral expectations across environments • Describe the importance of and strategies for providing positive, specific, and consistent acknowledgement of positive behavior • Describe strategies for teaching social behaviors	2	2%	2.6 6.3	1 5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Asynch Module 3: NCPMI: Nurturing and responsive relationships module, part 1 (https://www.challengingbehavior.org/document/preschool-module-1-nurturing-and-responsive-relationships/)	Through completing this online module, students will be able to: - Describe the importance of establishing nurturing and responsive relationships within a caring community - Develop strategies for building relationships with children, promoting relationships between children, relationships with families that affirm family culture and identity, and relationships with team members.	2	2%	2.6	5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Asynch Module 4: IRIS Modules: EC Behavior management: Developing and teaching rules (https://iris.peabody.vanderbilt.edu/module/ecbm/) & Developing a behavior management plan (https://iris.peabody.vanderbilt.edu/module/beh2_elem/)	Through completing these online modules, students will be able to: - Describe the importance of establishing classroom rules for young children that align with the behavior expectations of the school - Understand the guidelines for effectively developing and displaying rules for early childhood environments - Identify different strategies for teaching and reinforcing rules for young children - Describe the importance of communicating with families about rules and expected behaviors - List the core components of a comprehensive classroom behavior management plan - Describe the key features of each of those components - Understand how to develop, teach, and implement these components	2	2%	2.1 2.6 6.3	2 3 5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
	• Consider how culture influences student and teacher behavior • Develop the components of a comprehensive classroom behavior management plan in a culturally respectful and sustaining manner • Develop a personalized comprehensive classroom behavior management plan				

Assignment	Objectives	Points	Percent	TPEs	CLOs
Participation - Asynch Module 5: IRIS Module: Designing effective classroom (https://iris.peabody.vanderbilt.edu/module/env/) s + Establishing norms	Through completing this online module and online discussion, students will be able to: • Define and describe the difference between the physical, social, and temporal environments of an early learning program • Describe why a well-designed physical, social, and temporal environment benefits all young children • Explain the importance of adapting environments to meet the unique needs of young children with disabilities • Describe how families and teachers can work together to create environments that nurture and support the development of all children	2	2%	1.3 2.1 2.4	1 2 4

Assignment	Objectives	Points	Percent	TPEs	CLOs
Enrichment - Getting to know your school and classroom scavenger hunt	Your classroom will not exist in a vacuum. What your students experience at school will be influenced by the larger school community, including the school's overarching plans to support positive behavior along with the resources that are available to you and your students. In this assignment, you will learn about these resources through a scavenger hunt at the school you are currently placed (or where you work)	14	14%	1.3 2.7	

Assignment	Objectives	Points	Percent	TPEs	CLOs
Enrichment - Creating equitable, safe, and inclusive learning environments	As you will learn, creating a welcoming classroom environment for all children requires layers of support, including strategies that are employed for all students (Tier 1) and those that are used for some (Tier 2) or just one or two students (Tier 3). In this assignment, you will reflect upon the different behavior you see in your classroom placement and consider changes that can be implemented to create equitable, safe, and inclusive learning environments. • Part 1: Classroom and child assessment. You will take data on children's classroom behavior over 2-3 days. This will include an assessment of the classroom and one focus student to identify activities or routines that appear to be challenging for the entire class and/or for the focus student. • Part 2: Classroom update. Based on what you have learned in this course, you will	25	25%	1.3 2.1 2.4 2.6 2.7 4.4 5.2 5.4 6.1 6.2 6.3	2 3 4 5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
	develop and implement a strategy to address the challenges you observed during Part 1. You will then take data to determine whether or not the strategy appears to be effective and next steps (e.g., continue strategy, fade strategy, introduce new strategy, etc.).				

Assignment	Objectives	Points	Percent	TPEs	CLOs
Final Project - "Sub folder"	In order to plan for your future P-3 classroom, you will create a "sub folder," in which you will communicate your positive behavior support plans to a substitute teacher. The ultimate intent is for this project to be a beginning plan for how you want your classroom communities to operate. The project will include: • A welcome statement reflecting YOUR philosophy of behavior support • Class norms • Class schedule and routines • A conflict management plan • Sample focus-child overview • A plan or invitation to families to communicate with you about students, assessments, and community concerns • A map of your ideal future classroom	35	35%	2.1 2.4 2.6 6.3	1 2 3 4 5 6
Total		100	100%		

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas.

✓ Grading Information

Grade	Percent	Grade	Percent	Grade	Percent
A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
F	Below 70				

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer no questions asked extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests should include the following information:

- Clear subject line
 - Requesting extension for [ASSIGNMENT]
- The specific assignment for which you need an extension
 - Dear Dr. Andy, I need an extension for [ASSIGNMENT] due on [DATE]
- A proposal for the new due date, within 2 weeks of the existing due date
 - I will be able to complete this assignment by [DATE - maximum of 2 weeks late]
- A request for confirmation that this due date is satisfactory
 - Will this revised due date work for you?
- Sign off with your name, student ID number, and class
 - Sincerely, Jane Doe (#####), EDSE 269

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to no submission.

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 ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

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.



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

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

When	Topic	Notes
Week 1: 8/19/2026 Online	Welcome to EDSE 269!	• Introductions • Syllabus review • A paradigm shift in understanding classroom engagement • What is SEL and why does it matter? Readings • Textbook Chapters 1 & 2 Assignments • Exit Ticket: Getting to know you survey

When	Topic	Notes
Week 2: 8/26/2026 SH 231	Building a culture of regulation in P-3 classrooms	• Norm Setting • The bi-directionality of co-regulation in the classroom setting • Introduce Scavenger Hunt Readings • Balter et al. (2025) • Goldberg (2022) Assignments • Exit Ticket 1
Week 3: 9/2/2026 Online	Brain-based understanding of engagement	• A brain-aligned understanding of engagement and nervous system activation • Understanding the science of self-regulation and executive functioning Readings • Textbook Chapter 8 • Bland & Gershwin (2023) • Morris et al. (2021) Assignments • Async Assignment 1: Arraya Module, Self-regulation and executive function
Week 4: 9/9/2026 SH 231	Dismantling Biases	• Identifying and interrogating assumptions about child's behavior at different ages Readings and Videos • Textbook Chapters 3 & 4 • Lazzell et al. (2018) • SEAL video - Bilingualism: Through the eyes of families Assignments • Exit Ticket 2: Getting to know you survey • Scavenger Hunt
Week 5: 9/16/2026 Online	Multi-Tiered Systems of Support (MTSS)	• Introduction to the Teaching Pyramid and PBIS • Introduce Sub-folder: Welcome Statement Readings and Videos • Hemmeter et al. (2016) • NCPMI (n.d.) Assignments • Async Assignment 2: Tiered Systems of Support

When	Topic	Notes
Week 6: 9/23/2026 SH 231	MTSS, Part 2	- Teaching Pyramid vs SWPBIS: Similarities and differences - MTSS: Strengths and pitfalls - Introduce "creating equitable, safe, and inclusive learning environments" project (Part 1) Readings - Textbook Chapters 5 & 10 - Morris et al. (2021) Assignments - Exit Ticket 3 - Sub-folder: Welcome statement draft
Week 7: 9/20/2026 Online	Relationships	- Nurturing and responsive relationships, Part 1 Readings - Textbook Chapter 6 Assignments - Async Assignment 3: Establishing nurturing and responsive relationships
Week 8: 10/7/2026 SH 231	Relationships, Part 2	- Nurturing and responsive relationships, part 2: Reflections and practical strategies Readings - Ansari et al. (2025) Assignments - Exit Ticket 4
Week 9: 10/14/2026 Online	Supportive Environments	- Establishing boundaries to support positive behavior - Developing and teaching rules and developing a behavior management plan Readings - Textbook Chapter 7 Assignments - Async Assignment 4: IRIS Modules -EC Behavior management: Developing and teaching rules & Developing a behavior management plan

When	Topic	Notes
Week 10: 10/21/2025 SH 231	Unpacking patterns of behavior	- Identifying and unpacking patterns of behavior and using data to inform strategic supports - Introduce "Creating equitable, safe, and inclusive learning environments" Part 2 - Brainstorm strategies Readings - Textbook Chapters 9 & 10 Assignments - Exit Ticket 5: Strategies - Part 1 "Creating equitable, safe, and inclusive learning environments" - Sub-folder: Conflict resolution plan
Week 11: 10/28/2026 Online	Designing effective classrooms	- Early childhood environments: Designing effective classrooms - Creating neurodiversity affirming classrooms - Introduce sub-folder: Classroom norms and family communication Reading and Listening - Textbook Chapter 7 - Listen to "Rethinking behavior in the classroom" on Canvas Assignments - Async Assignment 5: IRIS Module (Designing effective classrooms) + establishing student-affirming and relationship supporting norms and expectations
Week 12: 11/4/2026 SH 231	Classroom as the "third teacher"	- Evaluating your classroom environment: ECERS-3 and similar tools - Applied Educational Neuroscience and Focused Attention Practices - Introduce sub-folder: Class schedule/routines & Classroom map Watch and Listen: - Interviews with Donna Ford & Diane Torres-Velásquez - Understanding challenging behavior: The path to behavior support video - SEAL strategies and videos (T-Graph, Community Meetings) Assignments - Exit Ticket 6 - Sub-folder: Classroom norms and family communication drafts
Week 13: 11/11/2026 Holiday	Veteran's Day	No School

When	Topic	Notes
Week 14: 11/18/2026 SH 231	Restorative Justice	• Restorative Justice in P-3 classrooms • Introduce sub-folder: Focus child overview Reading: • Kulkarni & Chong (2021) • Walker (2018) • Kulkarni et al. (2023) Assignments • Exit Ticket 7 • Sub-folder: Class schedule/routines & classroom map • Part 2: Creating equitable, safe, and inclusive learning environments
Week 15: 11/25/2026	Thanksgiving	No School
Week 16: 12/2/2026 SH 231	Individualization	• Individualized and intensive support • Special education and behavior support Readings: • Textbook, Chapters 11 & 12 Assignments • Exit Ticket 8 • Sub-folder: Focus child overview draft
Final: 12/9/2026 Online	Sub-folder share	Digital share and reflection on final sub-folder components