



EDF 6288 Instructional Design I

Course Prerequisites: EDF6215

CRN 88868 Credit Hours:3

College of Education, Department of Educational and
Psychological Studies

Last Updated: 01/08/2026

Semester: Spring 2026

Class Meeting Days: Mondays

Class Meeting Time: 2:15pm-5:00pm

Class Meeting Location: EDU 313

Instructor: Qunshan Zheng, Ph.D.

Office Location: EDU 353

Office Hours: Monday 1:00pm-2:00pm and by appointment

Email: qunshanzheng@usf.edu

I. Welcome, Instructional Design I!

I am excited to teach this course, and I hope you are equally excited! This course aims to explore instructional design models through a social justice lens to promote inclusive and equitable quality education. I aim to make course content engaging and to help you achieve your academic and professional goals. Please use this syllabus as your guide to how to be successful in this course.

II. University Course Description

Instructional design models/theories and their systematic application to instructional goals.

III. Course Prerequisites

EDF 6215 Learning Principles Applied to Instruction is a prerequisite for this course, taken within the first year of the school psychology graduate program.

IV. Course Purpose

The primary purpose of this course is to help you use a social justice lens to work towards equitable outcomes for students and apply instructional design principles within a problem-solving framework. Course topics include culturally responsive and sustaining practices, multi-tiered systems of support, explicit instruction, culturally responsive classroom management, family engagement, standards-based instruction, literacy instruction, math instruction, and differentiated instruction.

The structure of this course is a combination of synchronous (in-person, face-to-face) and asynchronous (online videos and readings) activities to learn course content. For many classes, primary content will be asynchronous, and in-class activities will be used to expand, clarify, and supplement asynchronous content through brief lectures, small group activities, and discussions.

Thus, it is critical that you come to each class prepared to engage in the content for the day.

V. Course Topics and Student Learning Outcomes

The following competencies are expected upon completion of the course:

1. Understand how to use culturally sustaining practices to foster the learning and engagement of students who are minoritized racially, ethnically, and linguistically.
2. Apply a lens of equity and social justice to instruction, learning, and assessment to promote the learning of all students, particularly those who are marginalized in the education system (e.g., due to race or ethnicity, language, immigrant status, disability, gender identity, sexual orientation, or residence in a low-income or impoverished community).
3. Understand universal instruction and assessment in a multi-tiered system of support (MTSS) that promotes equity and social justice.
4. Understand how to apply explicit instruction to teach academic skills.
5. Understand links between state learning standards and instruction.
6. Describe the role of culturally responsive classroom management strategies in delivering effective instruction.
7. Understand how differentiated instruction can be used to meet students' academic skill needs.
8. Describe how to support the learning of multilingual learners.
9. Identify evidence-based instructional strategies in universal reading and mathematics programs.

For students enrolled in the School Psychology Program, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the table below.

Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
Research	Research and Evidence-Based Practice	5
Individual and Cultural Diversity	Equitable Practices for Diverse Student Populations	3
Assessment	Data-Based Decision-Making	1, 2, 4, 5
Intervention	Academic Interventions and Instructional Supports	N/A
	Mental and Behavioral Health Services and Interventions	1, 4
Ethical and Legal Standards	Legal, Ethical, and Professional Practice	2, 6
Professional Values, Attitudes, and Behaviors		
Supervision		N/A

Communications and Interpersonal Skills	Consultation and Collaboration	1
Consultation and Interprofessional/ Interdisciplinary Skills	School-Wide Practices to Promote Learning	5
	Services to Promote Safe and Supportive Schools	5
	Family, School, and Community Collaboration	3

VI. Required Text and Readings and/or Course Materials

- Journal articles, books, book chapters, webinars, and documents as listed in the course schedule. These will be available via the course Canvas page and/or the USF library system.

VII. Supplementary (Optional) Texts and Materials

None

VIII. How to Succeed in this Course

This is a core graduate course in the School Psychology Program at USF. Students are encouraged to engage in course content and discussions, critical thinking, collaboration, self-reflection, and personal and professional development throughout the course. **Adherence to course policies (next section) is essential to student success.**

IX. Course Policies

Class Attendance is Required: It is critical that all students will be active participants in class activities and discussions. This course has 13 planned meetings across 16 weeks. In the case of an emergency, such as hospitalization or death in the family, you are to contact me as soon as possible, as situations will be handled on a case-by-case basis. In-class activities cannot be made up. Students who cannot attend a class should provide as much notice as possible, with at least 24-hour notice if possible. The ultimate goal of this course is mastery of all content and skills to develop competent graduate-level trainees. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Accordingly, in the event a class is missed, the student is responsible for (a) creating and submitting to the instructor a 'make-up plan' (with a timeline) to complete the activities missed in class in a way that demonstrates mastery of the 7% of content covered that week, and (b) notifying the instructor of their completion of the approved plan. Due to the collaborative nature of the class, it is essential that students engage in discussions regarding their research ideas and progress. *Students who are not able to attend two or more classes, are frequently late to class, or do not often engage in course discussions are subject to course failure.*

In the case of an emergency, such as hospitalization or death in the family, students are to contact me as soon as possible, and situations will be handled on a case-by-case basis. Students experiencing significant illness should contact Student Health Services immediately

(813-974-2331) for appropriate medical guidance and to obtain a verification of care letter. To be approved for missed classes, late assignments, or missed examinations, a verification of care letter must be presented by the student to the faculty member upon return to class. Students who cannot attend class are required to provide 24-hour notice, and make-up procedures must be arranged immediately with me. *To be considered for approval of missed classes, late assignments or missed examinations due to illness, a verification of care letter must be presented upon your return to class. Please do not email the instructor your health records, as I do not have a way of securely storing and managing your medical information.* For additional guidance, refer to: <https://www.usf.edu/student-affairs/student-health-services/services/medical-excuse.aspx>

- **Weekly Readings, Videos, and Trainings:** As graduate students, I expect that you will read *every* assigned reading, watch assigned videos, and complete assigned trainings prior to class attendance. Class lectures and discussions are intended to present ideas and clarify details and questions from the readings. Do not miss an opportunity to engage in essential content that will guide your future practice. Our in-class time is designed to deepen the knowledge, concepts, and skills from the readings and other assigned course content – not just repeat the information. Additionally, students will want to sharpen their study and note-taking skills, as this course involves learning and memorizing information. Students also are expected to take their own notes during class. Please refer to the following resources to strengthen your study skills:
 - This website features study strategies: <https://www.usf.edu/undergrad/academic-success-center/apm/study-strategies.aspx>
 - This 18-page PDF provides 101 individual tips for effective study skills and note-taking: <http://bit.ly/studyskilltips>.
- **Civility & Respectful Behavior, and Professional Conduct:** To create and preserve a classroom setting that optimizes teaching and learning, all students share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Comments or behavior that disrupt the learning process may lead to disciplinary action and/or removal from class. The highest levels of ethical and professional conduct are expected of ALL professional school psychologists and school psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. *This includes behavior on social media platforms and other related publicly accessible information, in person or online.* The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Students *will* receive feedback on professional dispositions as consistent with NASP standards or practice. Also, students should remain mindful of the following:
 - Students should arrive to class prepared and on time. Students should be in their seats with materials easily accessible and ready to engage.
 - View class time and assignments as an opportunity to learn.
 - Ask questions in an effort to promote success and mastery.
 - Assist your peers in being their best by remaining attentive, asking questions, and being

- willing to share the information that you know in class.
- Value Diversity – Our university is committed to valuing diversity among students, staff, and faculty. In doing this, one important goal of our school community is to avoid committing microaggressions and addressing them if/when they occur. *Microaggressions can be intentional or unintentional words or behaviors that communicate negative insults toward others based on their identity.* As professionals, our goal is to welcome the difference that our unique identities provide and to recognize how these identities (e.g., race, gender, etc.) may affect people's lived experiences. If a student believes a microaggression was committed against them within our class or while engaged in course activities, it is important to privately address the concern with the individual in a professional manner to allow discussion, potential clarification, and to set the stage towards resolving the offense. If support is needed, students may contact the instructor for consultation.
 - Classroom discussion is meant to allow everyone to hear a variety of viewpoints. Discussions should remain civilized, respectful to everyone, and relevant to the current topic. This can only happen if students maintain respect for each other's differences.
 - The use of non-sexist, gender-inclusive, culturally-sensitive, person-first, and professional language is expected on all written assignments and during class discussions.
 - Any discussion from class that continues on a listserv, class discussion forum, group text forum, etc. should adhere to professional standards for school psychologists (including the language used and topics discussed).
 - To maximize learning, the instructor aims to create a positive atmosphere for students to interact and exchange ideas, and to provide constructive feedback to promote students' knowledge, skills, and professional growth. Although the inherent power differential between instructor and students will continue to exist in this and any course the instructor, open and honest feedback is welcomed and encouraged.
 - During this class we will talk about historical and current systems that oppress marginalized groups, which involve explicit anti-racism and anti-oppression conversations and actions. These conversations can invoke a wide range of emotions and responses from class participants. We must be open to these conversations, be honest with ourselves and with others, and be respectful of the perspectives and experiences of all class participants.
 - Should you believe that a peer or the instructor violated class norms and/or committed a microaggression, you have the following options:
 - Address the person exhibiting the microaggression in an effort to raise awareness and problem-solve directly.
 - Talk with your advisor, the Program Coordinator, the Department Chair, or another faculty to explain what occurred and to ask for support in addressing the microaggressions.
 - Talk with a School Psychology Student Association (SPSA) representative to explain what occurred and to ask for support in addressing the microaggressions.
 - Contact the USF Student Ombuds Office. This office hears concerns from anyone at USF and will work with you to resolve issues confidentially.
(<https://www.usf.edu/student-affairs/ombuds/>).

- File a report with the Office of Student Conduct & Ethical Development. The Office will investigate the incident and evaluate it in the context of the USF Student Code of Conduct. As such, this option only applies in response to a microaggression exhibited by a USF student. The link to their website, including information and FAQs about reporting can be found here: <https://www.usf.edu/student-affairs/student-conduct-ethical-development/index.aspx>
- **Covid-19 Mitigation Procedures:** This course is currently being provided on USF's campus. USF strongly encourages vaccines, and boosters where recommended, for all vaccine-preventable diseases. All USF faculty, staff and students are eligible for the COVID vaccine and boosters, as well as an annual flu shot. Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should notify the university professor as soon as possible, and focus on rest and recovery. Students should also contact Student Health Services immediately (813-974-2331) or your medical provider for appropriate medical guidance and to obtain a verification of care letter. **For the most recent communication regarding COVID-19 protocols, please visit: <https://www.usf.edu/coronavirus/>.**
- **Course-Related Technology:** 1) *E-mail Communication:* Sending e-mail is considered the same as sending hard copy by the instructor, so students should check their e-mail frequently. When emailing me, please include "SPS 6196" in the subject line. It is my intention to facilitate your success in this course and therefore I intend to respond to all email communication within two business days. 2) *Canvas Discussion:* Many course materials will be made available through Canvas, an online course management system. When notified in advance by the instructor, the course Canvas webpage, a secure site, will be utilized for class discussions on selected topics. You can access materials by going to the following website: <http://my.usf.edu>, and providing your USF NetID and password. If you have problems accessing materials through this system, reach the Academic Computing Office at help@usf.edu or by calling 974-1222. 3) *Microsoft Teams:* In the event that the University requires classes to resume a virtual format due to COVID-19, this course will be offered via Microsoft (MS) Teams. While using a virtual format, students must have reliable Internet access and be able to utilize necessary tools, such as the microphone and webcam. In the event that this does occur, you may seek additional guidance on using the MS Teams platform by contacting USF's IT department at (813) 974-1222 or help@usf.edu.
- **Communication:** Whenever possible, use Canvas to communicate about the course. If you need to email me, please include "EDF 6288" in the subject line. I intend to facilitate your success in this course; therefore, I will respond to emails and meeting requests promptly, typically within 2 business days. Although it may happen on occasion, do not expect that emails will be read or responded to between the hours of 6 PM and 8 AM or on the weekends and holidays. During these hours I am focusing on my family and well-being. I encourage you to focus on your well-

being also. You are not expected to respond or open these communications outside of traditional work hours; thus, it is your discretion whether to read any communications outside of the traditional work hours and/or respond. In addition to the utilization of email and office hours, you have access to my work calendar to schedule a meeting with me via this [Microsoft Bookings](#) link. Please click on the link to see available appointment times, specify in person or Teams, and indicate several bullet points of what you would like to discuss.

- **Computer/Laptop, Tablet, and Phone Usage:** *The use of laptop computers is restricted to accessing class sessions remotely and when time is devoted during class to select activities.* Tablet computers (e.g., iPad) placed face up and flat on the desk will be permitted to access digital versions of PowerPoint notes. Violation of this expectation will be reflected in one's participation grade, as active listening and participation cannot co-occur with emailing, internet browsing, and work on other tasks. In general, cell phones are not permitted to be monitored during class (please turn off and put away). Notify the instructor prior to class if an exception is needed, for instance during ill family member, or similar unavoidable situation.

Students are not permitted to work on other, unrelated tasks. Research has suggested that "multitasking" activities such as texting during class results in lower course performance and understanding of course content (Aguilar-Roca, et al., 2012; Bellur et al., 2015; Carter et al., 2017; Fried, 2008; Junco, 2012; Sana et al., 2013). Small electronic devices (such as cell phones) should be silenced and put away before class unless necessary for medical or personal necessity. Technological accommodations can be arranged through Student Accessibility Services. Overall, the use of electronic devices for any other purpose during class time, without permission from the instructor, is not permitted. Unauthorized use of electronics may negatively impact a student's progress.

- **Late Work:** All assignments are to be completed and uploaded to Canvas by or before the scheduled date provided on the syllabus. Failure to submit assignments by the due date will result in a loss of 5% of points on the assignment per day (e.g., an assignment that is 2 days late will have 10% of points deducted, so a grade of 90 would lose 9 points and become an 81). Please do not email the professor any assignments unless explicitly told to do so. Any concerns (e.g., illnesses, emergencies, extenuating circumstances) must be clearly and proactively communicated to the instructor and documentation may also be required.
- **Make-Ups and Extra Credit:** Make-up work for excused absences will be addressed on a case-by-case basis. Furthermore, there will not be an option to earn extra credit within this course.
- **Rewrite Policy:** Rewrites will not be allowed for assignments submitted within this course.
- **Academic Integrity:** Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for

faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF Regulation 3.027](#).

- **Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. In this course, Turnitin.com will be used. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format via Canvas. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For more information about Turnitin and plagiarism, go <http://www.usf.edu/atle/technology/turnitin.aspx> and <https://www.usf.edu/undergrad/students/ethics-integrity.aspx>
- **Course Policy on Acceptable Use of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc. The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.
Policy:
 - **Permitted Use:** Generative AI tools may not be used for course-related submissions. Please keep in mind that the use of AI for academic assignments may compromise an assignment's validity as an assessment of learning of course content material. I may deem that an assignment that has relied heavily on AI is no longer a valid and, therefore, reliable assessment of student outcomes.
 - **Student Responsibility and Generative AI:** Students are responsible for appropriately using generative AI tools in their work. This includes:
 - **Citing all AI-generated content used in their submissions.** Please refer to the [USF's AI Tools and Resources page](#).
 - Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and provide appropriate citations are expected.
 - Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments.
 - Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
 - **Violations:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on

- the severity of the violation (USF Regulation 3.027).
 - *Questions and Clarifications:* If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor beforehand.
 - See also recommendations offered by the [American Psychological Association](#) for utilization of generative AI models. Please also be mindful of ethical considerations of using AI tools, especially those related to confidentiality, accuracy, and bias.
- **Academic Grievance Procedure:** The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures or has been applied to the grievant in a manner different from that used for other students.
- **Students with Special Needs:** The faculty of the College of Education will make every effort to follow the policies and procedures outlined by the University and articulated by the Student Accessibility Services Office (SAS). Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the [Student Accessibility Services website](#) for more information.
- **Pregnancy or Related Conditions:** Students who are pregnant, have recently given birth, or have related experiences may contact the USF Title IX Coordinator to request reasonable modifications to support their academic success in accordance with Title IX of the Education Amendments of 1972. The modifications must be coordinated by USF’s Title IX Coordinator in consultation with the student and the Title IX Coordinator may be reached at titleixreports@usf.edu or 813-974-8616. The Title IX Coordinator will work with the student’s instructor to implement reasonable modifications. Examples of modifications include but are not limited to excused absences, schedule adjustments, online learning options, lactation spaces, and voluntary leaves of absence. USF prohibits discrimination based on pregnancy and related conditions. For more information, please refer to: <https://www.usf.edu/title-ix/gethelp/immediateassistance.aspx>
- **Florida Statute 1004.097 Free Expression on Campus:** Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is

prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

- **Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.
- **Disruption to Academic Progress:** Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([USF Regulation 3.025](#)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.
- **Food and Housing Insecurity:** We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).
- **Health and Wellness:** Your health is a priority at the University of South Florida. We encourage members of our community to look out for each another and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the student outreach & support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.
- **Sexual Misconduct / Sexual Harassment:** USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about

incidents of sexual harassment and gender-based crimes, including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix

- **Statement of Academic Continuity:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).
- **Incompletes:** Students will not be given an Incomplete in the course unless there is an appropriate reason (e.g., medical problems). This course fulfills one of the core requirements for the school psychology program. Therefore, satisfactory progress for students in that program is defined as attainment of a B- or better.
- **End of Semester Student Evaluations:** All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

X. Grading Scale

The following grading scale will be used to determine your final grade:

Grading Scale (%)	
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+

74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

All grades will be posted on Canvas as they become available. Remember that **you are responsible** for your final grade in the class, which is determined by the number of points you earn. If you do not understand a grade or believe a grade is incorrect, you need to notify the instructor via email within one week of the grade being posted and explain your specific concern clearly. Final grades 0.49 or below will be rounded down, and grades .50 or above will be rounded up. Note that no grade below C is accepted towards a graduate degree.

XI. Grade Categories and Weights

The following assessments and activities will be used to calculate your final grade:

Assessment	Percent of Final Grade	Maximum Points Earned
Attendance and Engagement	20%	120
3 Professional Development Trainings	5%	30
Education Myths Handout and Presentation	25%	150
Lesson Observation and Reflection	25%	150
Final Project and Presentation	25%	150
Total	100%	600

XII. Assignments

Graded assignments will be returned to you via Canvas. You can access your scores at any time using "Grades" in Canvas. Please refer to Canvas to access rubrics for each assessment tool.

1. **Attendance and Engagement (120 points total or 10 points per class meeting for classes 1-12).** Graduate students are expected to come prepared to every class (i.e., complete assigned readings, watch assigned videos, and complete assigned trainings prior to class) as well as contribute to discussions of assigned content. Your participation grade will be based on the quantity and quality of your in-class discussion. Participation may include asking questions, answering questions, providing commentary or critique on the readings,

and extending the discussion by incorporating new information or connecting concepts. It is important to maintain respectful in your contributions to the topic. If necessary, use of reading reflections, guided notes, quizzes, or asking questions with a no-hands-up approach (i.e., cold-calling) will be used.

Attendance and participation will be evaluated through completing the following each week: (1) Class attendance and active participation and engagement, and (2) a learning summary on which you will respond to one to two questions related to class content and one to two questions that you still have. I will provide an example format on the first day of class, which will then be posted on Canvas assignments in subsequent weeks. **Due via Canvas each class by 11:59pm on class meeting date.**

2. **Professional Development Courses (30 points, 10 points each).** Students will complete professional development trainings offered through the [Bureau of Exceptional Education and Student Services \(BEES\) Portal](#) and the [IRIS Center](#) located at Vanderbilt University's Peabody College. Assigned courses and due dates are as follows:
 - Reading Difficulties, Disabilities, and Dyslexia due 04/06/26 by 2:15pm to Canvas
 - Math Difficulties, Disabilities, and Dyscalculia due 04/13/26 by 2:15pm to Canvas
 - Differentiated Instruction due 04/20/26 by 2:15pm to Canvas
3. **Education Myths Handout (150 points).** Working in randomly assigned pairs, students will choose and investigate a myth in education and prepare a 1-page handout to be presented in class. In the handout, describe the myth, its origin (if known), the negative/harmful effects of perpetuating the myth, and what the evidence-based alternative is. Myths must be related to education in general or academic instruction. Afterwards, presenters will facilitate a 5-10 minute question and answer session. A grading rubric will be available on Canvas. **This assignment is due on 03/02/26 by 2:15pm to Canvas.** This assignment late will be accepted with a 10%-point penalty.
4. **Lesson Observation and Plan Review (150 points).** You will (a) review a lesson plan and (b) conduct an observation of some or all of that lesson delivered by the teacher. This lesson plan may be for any subject area and at any grade level. For this assignment, you will reflect on the plan, what you observed, and how it relates to the content in this course. Details on expectations for this assignment will be available on Canvas. **This paper is due 03/30/2026 by 11:59pm to Canvas. There will be an automatic 3-day grace period for each student. If this assignment will be submitted after the grace period, please contact the instructor.**
5. **Final Project and Presentation (150 points)** Students will work in pairs to complete this project. Each student will be required to co-lead an engaging class presentation and demonstration of an empirically supported curriculum, program, and/or instructional strategy to teach a specific skill (appropriate for core instruction). The presentation will provide a critical analysis of the instructional design principles, a brief review of the supporting literature, and a demonstration (i.e., modeling) of the instruction. Students

should also include at least one visual resource to facilitate their presentation, which they will upload to the Canvas discussion board. **Presentations are due on 4/27/26 by 2:15pm.**

Additional details and guidance will be provided for this assignment, but the major components students are expected to include the following:

- The methods (assessments) used to inform instruction. This can include decision rules and/or data to be collected to make the decisions.
- Detailed description of the selected curriculum, program, and/or instructional strategies
- Summary of the research/evidence-based for the curriculum, program, and/or instructional strategies
- Description of how social justice, equity, or culturally and linguistically responsive/sustaining practices are addressed
- Other considerations for instruction (e.g., contextual fit, family involvement, ethical issues, etc.)
- Visual resource uploaded to Canvas discussion board

XIII. Course Schedule

Class 1	January 12 th
Topics	• Introductions & Course Overview • Syllabus Review • Development of Course Norms • Registering for Professional Learning Alternatives - BEES Portal (fl-pla.org)
Readings/Activities Completed Before Class	
Assignments Due	

January 19th

No Classes: Dr. Martin Luther King, Jr. Day

Class 2	January 26 th
Topics	Equity and Social Justice

Readings/Activities Completed Before Class	<i>Sabnis & Proctor (2022)</i> <i>Pham et al. (2021)</i> <i>Ladson-Billings (2014)</i>
Assignments Due	

Class 3	February 2nd
Topics	Culturally Responsive and Sustaining Practices
Readings/Activities Completed Before Class	<i>Paris (2012)</i> Watch: Culturally Sustaining Pedagogy Part 1 (51 min) Watch: Culturally Sustaining Pedagogy Part 2 (34 min)
Assignments Due	

Class 4	February 9th
Topics	Explicit Instruction
Readings/Activities Completed Before Class	Watch: Anita Archer on Explicit Instruction (2.5 hours)
Assignments Due	

Class 5	February 16th
Topics	Multilingual Learners and Language Dialects
Readings/Activities Completed Before Class	<i>Parra and Proctor (2022)</i> Watch: How Language Shapes the Way We Think (14 min) Watch: Teaching African American Children to Read (72 min) Resources: https://steinhardt.nyu.edu/metrocenter/language-rbern/resources/bilingual-glossaries-and-cognates

Assignments Due	
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February 23rd

No Class: National Association of School Psychologists Annual Convention

Class 6	March 2nd
Topics	Education Myths Round Table Presentations
Readings/Activities Completed Before Class	
Assignments Due	Education Myths Handout submitted to Canvas assignment link by 2:15pm and posted on corresponding discussion board

Class 7	March 9th
Topics	Family and Community Engagement
Readings Completed Before Class	Garbacz, McIntyre, Stormshak, & Kosty (2020) Wilkinson (2006) Clarke, Wheeler, Sheridan, Witte, Sommerhalder & Svoboda (2017) Watch: Culturally Responsive & Sustaining Family Engagement (6 min) Watch: Culturally Responsive Family Engagement (64 min)
Assignments Due	

March 16th

No Classes: Spring Break

Class 8	March 23rd
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Topics	Culturally Responsive Classroom Management
Readings/Activities Completed Before Class	Milner (2019) Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). <i>These kids are out of control: Why we must reimagine classroom management for equity</i> (First edition.). Corwin. The ebook is available through USF Library System, accessible with this link: https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6261516) Watch: Culturally Responsive Classroom Management (33 min)
Assignments Due	

Class 9	March 30th
Topics	Standards Based Instruction
Readings Completed Before Class	Watch: Standards-Based Instruction (43 min)
Assignments Due	Lesson Observation and Reflection by 11:59pm

Class 10	April 6th
Topics	Literacy Instruction
Readings Completed Before Class	<i>Moats</i> (2007) Watch: Literacy Instruction for Multilingual Learners (~1.5 hours) <u>Complete</u>: Professional Development course on Reading Difficulties, Disabilities, and Dyslexia Online Course through the BEES Portal to Professional Learning Alternatives by April 7th at 2:15pm (https://fl-pla.org) <u>Resource</u> 1. National Reading Panel Report (2001)
Assignments Due	Professional Development on Reading Difficulties, Disabilities, and Dyslexia by 2:15pm to Canvas

Class 11	April 13th
Topics	Math Instruction
Readings Completed Before Class	<i>Zhao and Lapuk (2019)</i> Complete: Professional Development course on Math Difficulties, Disabilities, and Dyscalculia Online Course through the BEESS Portal to Professional Learning Alternatives by April 13th at 2:15pm (https://fl-pda.org) Watch: Disrupting Settler Colonial Mindsets in Mathematics (62 min) <u>Resource</u> 2. National Mathematics Advisory Panel Report (2008)
Assignments Due	Professional Development on Math Difficulties, Disabilities, and Dyscalculia by 2:15pm to Canvas

Class 12	April 20th
Topics	Differentiated Instruction
Readings Completed Before Class	Complete the following PD Module offered by the IRIS center located at Vanderbilt University's Peabody College: Differentiated Instruction
Assignments Due	Professional Development on Differentiated Instruction by 2:15pm to Canvas

Class 13	April 27th
Topics	Course Review and Discussion & Presentations
Readings Completed Before Class	N/A
Assignments Due	Final Project Due before class (submit by 2:15pm)

** Note: The schedule and procedures described in the syllabus are subject to change in the event of extenuating circumstances, including University closures. The assignment dates are tentative and can be*

changed at the discretion of the professor.

XIV. Important Dates to Remember

The following are important dates to remember throughout the Spring 2026 semester:

- Spring Classes Begin: Monday, January 12, 2026
- Drop/Add Deadline: Friday, January 16, 2026
- Martin Luther King, Jr. Holiday: Monday, January 19, 2026
- Spring Break: Monday, March 16, 2026 – Sunday, March 22, 2026
- Withdrawal Deadline: Saturday, March 28, 2026
- Test Free Week: Saturday, April 25, 2026 – Friday, May 1, 2026
- Last Day of Spring Classes: May 1, 2026
- Final Examination Week: Saturday, May 2, 2026 – Thursday, May 7, 2026

General Classroom Norms 01/12/26:

- **Respect and Courtesy:**
 - Be respectful and listen when others are talking.
 - Be kind and courteous.
 - Be respectful during discussions, especially with differing opinions.
- **Collaboration and Support:**
 - Foster a collaborative environment.
 - Help peers when they are confused or unclear on a topic.
- **Engagement and Participation:**
 - Encourage hearing from more voices.
 - Incorporate practical or lab experiences into discussions.
 - Include more interactive, small group discussions.
- **Preparedness and Behavior:**
 - Be kind, responsible, and ready.
 - Minimize the use of technology in class.
- **Classroom Comfort:**
 - Allow eating in class.
 - Supportive and interactive environment.
 - One 10-minute Break