

CIEP 339 EXCEPTIONAL LIVES
Loyola University Chicago
Spring 2011

This syllabus is subject to change based on the realities of the class. The most recent version of the syllabus will be on Blackboard.

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Office Hours:	By appointment	Course Meeting:	Tuesday 4:15-6:45 Mundelein Center, Rm. 404

Required Text:

Wood, Judy W. (2006). (fifth edition). *Teaching students in inclusive settings: Adapting and accommodating instruction*. Upper Saddle River, NJ: Merrill Prentice Hall. (<http://vig-fp.prenhall.com/bigcovers/0131181327.jpg>)

The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Candidates with Special Needs (Accessibility): If you are a candidate who requires additional academic supports, please let your instructor know on the first day of class.

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Harassment (Bias Reporting):

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology:

Students will do research on the computer related to lesson planning, participate in online activities and access course materials on Blackboard.

Professional expectations of the instructor:

1. I make a strong effort to be where I say I am going to be, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially if you have an emergency and cannot make it to class. Professionalism/Attendance does make up part of your grade.
2. **I accept no late work.** However, on rare occasions, extenuating circumstances occur. I will need to know this **24 hours prior** to the assignment deadline.
3. I like to know what is expected from the beginning of any undertaking. We will discuss expectations of instructor and candidate behaviors that will make the class run smoothly.
4. Please type your assignments (unless otherwise specified). **Please make sure that your name is on the front and back (last) page of every assignment. Also, please make sure that your documents are held together with some type of binding (e.g., staples, paper clips).**
5. When you are representing Loyola University Chicago, please dress and behave professionally. See T-21C handbook for dispositions.

Course Description:

This is a course designed to introduce pre-service professionals (e.g., teachers, social workers, mental/community health service providers) to working with people who need additional and specific supports to be successful. This course deals with the personal and educational implications for the lives of people impacted by exceptionality. Topics will include diversity, school reform, what it means to be “exceptional”, non-categorical service delivery, positive behavior supports, Response to Intervention, problem solving, and community schools. This course will cover how the field of education has changed with regard to serving students with exceptionalities, their families, and communities. Regardless of diagnosis (or lack thereof), the course will cover some of the teaching approaches that benefit all students. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

Conceptual Framework:

The Conceptual Framework for the Loyola University Chicago, School of Education is “Professionalism in service of social justice.” This objective is carried out within four domains (knowledge, skill, service, and ethics) and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/schools/education/programs/>

These domains include:

Knowledge and Ethics:

Candidates will develop their understanding of how context impacts exceptionality. Through activities and class discussions, candidates will discuss questions such as, “What does a teacher need to know in an urban school

setting? What does a teacher need to know to teach in a suburban setting? Are there differences? How do these environments impact exceptionality?"

Skills and Service:

Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of functional assessments during their clinical activities.

Authentic Assessment:

Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. Candidates will leave this course with examples of assessments for their professional (candidate teaching) portfolios, and a cadre of informal assessment tools with which they will have developed familiarity. All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Diversity, Social Justice, and Exceptionalities:

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). **Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.**

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been under-served and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living).

Learning Objectives:

The course learning objectives are supported by NCATE (National Council for Accreditation of Teacher Education) and the ISBE (Illinois State Board of Education); and the Council for Exceptional Children's (CEC) proposed standards.

At the conclusion of this course, the candidate will have an increased understanding and demonstrate skills in:

1.
 - a) Candidates will demonstrate knowledge of the connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of "people first" language, and the four outcomes identified by Congress for persons with special needs.
 - b) Candidates will demonstrate an understanding of socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity
 - c) Candidates will demonstrate an understanding of the process of second language acquisition and strategies to support the learning of students whose first language is not English.

(CEC Common Core Standard 1; NCATE Standard 5a)

2.
 - a) Candidates will demonstrate knowledge of where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members.
 - b) Candidates will demonstrate an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional.

(CEC Common Core Standards 1-3, 6, 9; NCATE Standard 1.)

3. a) Candidates will demonstrate an understanding of state-of-the-art assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, Response to Intervention, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment.
- b) Candidates will demonstrate an understanding of the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners

(CEC Common Core Standards 4, 5, 7, 8; NCATE Standards 2f, 2i, 3b, 3d, 4)

4. a) Candidates will demonstrate knowledge of how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all students and their families.
- b) Candidates will be able to discuss professionals' collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEA through an individualized program plan (IEP)

(CEC Common Core Standard 10; NCATE Standard 5a, 5c, 5d)

5. Candidates will demonstrate knowledge of how to use assistive and adaptive technology to support learner-centered strategies that address the diverse needs of students.

(CEC Common Core Standard 4; NCATE Standard 6)

Activities (Some of these will be optional):

These activities are related to the four levels of the conceptual framework of the School of Education (knowledge, skills, service, and ethics). Each activity is tied to the learning objectives of the course.

Mandatory Assignments

Class Professionalism/Participation (Evaluation for Learning Objectives 1-5) (10 points): These activities will include, but will not be limited to, face-to-face and online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, and other synthesis/evaluation activities and professional dispositions, including class quizzes.

- Candidates will be expected to demonstrate **professionalism (10 points)** (e.g., attendance, participation) both in-class and at school sites. **No Late work** is accepted at any time (no credit will be given for late assignments). **Cell phones** must be set to **vibrate only** and computers may be used during class **only for taking notes**. Please do not text during class! These expectations are all part of professionalism and courtesy and are in place to minimize distractions and offer students an opportunity to fully participate in class discussions.

Professionalism Rubric
(Attendance & Participation)

Attendance	Misses 2 or more class/clinical sessions OR frequently late for/leaves early from class/clinical	Misses 1 class/clinical session OR late for/leaves early for 2 class/clinical	Late for class/clinical session OR leaves early for one class/clinical	Attends all class sessions and clinical site from start to finish
Points	0-1	2-3	4	5
Participation	Often not engaged in activities and/or detracts from group process	Often passive in class activities but makes some contributions to group processes	Actively contributes to activities and group dynamics	Strong idea generator and/or facilitator in class activities
Points	0-1	2-3	4	5

Positive Behavior Supports (PBS) (Evaluation for Learning Objectives 3a &3b) (45 points)— all candidates will participate-: The candidates and the instructor will conduct components of a positive behavior support plan. These activities will include, but not be limited to, conducting basic functional behavior assessments, and developing hypothesis about a student’s impeding behavior function, and components of a behavior intervention plan. We will discuss this in greater detail as we get closer. Students will present their final PBS project in groups (10 points). **Entire project is worth 55 points.**

Universal Learning Design Activity (Evaluation for Learning Objectives 3a &3b) (45 points)– all candidates will participate -: This activity will tie in with your practicum experience. Candidates will adapt at least one of their lessons “so that each student can have meaningful access to it [the curriculum] using his or her abilities and strengths, without first having to overcome the usual physical, affective, or cognitive barriers or without having to be stigmatized or isolated from the other candidates.” Candidates will present this during their final class. See (<http://www.CAST.org/>).

Quizzes (Evaluation for Learning Objectives 1a, 1b, 1c, 2a, 2b, 3a, 3b): Candidates will complete (2) quizzes (20 points each) throughout the semester. They will consist of either multiple choice, true and false, and/or short answer. Quizzes may be open book/open note.

Choice Activities (choose one) (30 points)

Interview (Evaluation for Learning Objectives 2a & 2b): Conduct an interview with someone impacted by exceptionalities (e.g., parent, candidate, professional). This can take place (e.g., Skype, e-mail), over the phone, through e-mail, or audio/video taping, and evaluation/synthesis activities. Candidates will be responsible for contacting the person, setting up the format of the interview, assessing what some of your classmates would like to ask, and developing a list of questions to be given to the interviewee and the course instructor. Please turn in your interview notes and a brief typed summary. Students can present this interview during the last class for the semester.

My activity (Evaluation for Learning Objectives 1-5 – depending upon the activity): This is a project that can be developed by the candidate and the instructor. The candidate must e-mail the final decision to the instructor and keep a copy of the approval **to be turned in with the assignment**. These activities could include, but are not limited to: review of the literature, develop a presentation for the class on a particular content area, assist with a research project, conduct assessments for a problem-solving team and help with interventions. Total points will be negotiated with the candidate and instructor. These activities can also include modifying activities from one of the other three classes from the Block. See Appendix A for additional ideas.

Final (Evaluation for Learning Objectives 1-5): This is an option requiring students to complete an exam covering topics throughout the semester and may consist of either multiple choice, true and false, and/or short answer.

Course point options

A total of 180 points is possible for the course.

Grade	Points
A	167-180
A-	162-166
B+	157-161
B	150-156
B-	144-149
C+	138-143
C	131-137
C-	126-130
D	108-125
F	107-BELOW

Use the following grid to make your decision about your program

Mandatory Assignments	• Class professionalism/ participation	10 points
	• Universal Learning Design Activity	45 points
	• Positive Behavior Support Project Presentation	45 points
	• Quizzes (2) (25 each)	50 points
	Total	150 points
Choose One of These	• Interview • My Activity • Final	30 points

Positive Behavior Support Rubric

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Component	1 Unacceptable	2 Needs improvement	3 Acceptable	4 Target	5 exceeds target
Interview with teacher	Questions are mostly inapplicable to project, offensive to teacher in some way, no student strengths, no notes or summary, and/or very little information gathered	Many questions are not pertinent to project, no mention of student strengths, notes and/or summary excluded, insufficient information gathered	Questions are mostly pertinent to project, candidate attempts to discover student strengths, nothing offensive or alienating to teacher is expressed, notes and summary included, sufficient information is gathered	Questions are pertinent to project, strengths of student included, respect conveyed to teacher, notes and summary included, sufficient information gathered	Questions are thorough, thoughtful, and pertinent to project, candidate obviously probed for strengths of student, collaborative intent conveyed to teacher, notes and complete summary included, information gathered provides clear picture of student behaviors (who, what, when, where, how)
ABC observation	Chart is incomplete, most language is subjective, focus is not on student in questions	Chart includes ABCs of behavior but observation is too short or language is somewhat subjective (e.g. Student just refuses to do anything, student wants attention, student shuts down)	Chart accurately conveys ABCs of behavior, language is primarily observable and objective	Chart accurately conveys ABCs of behavior, focused on student in question, uses objective observable language	Chart clearly conveys antecedents, behaviors, and consequences, is organized, neat, focused on student in question, provides clear picture of student behaviors using objective observable language (e.g. Student sits quietly at desk, student taps pencil on desk)
Identify behavior of concern	Definition is incomplete or entirely unclear/subjective	Behavior is defined in terms that are somewhat subjective or difficult to observe/measure	Behavior is defined in measurable, observable or objective terms	Behavior is defined in measurable, observable, objective terms	Behavior is clearly defined in measurable, observable, objective terms
Hypothesis	Hypothesis is missing several components, is extremely illogical, subjective, and unclear	Hypothesis is missing one or two components, is illogical or unclear, is written in mostly subjective terms	Hypothesis is objective, logical and includes setting events, ABCs, definition of problem behavior, and some connections between the above are demonstrated	Hypothesis includes the setting events, antecedents, behaviors, and consequences, the definition of the problem behavior, and the clearly defined connections presumed between all of the above in terms that are objective and logical	Hypothesis includes the setting events, antecedents, behaviors, and consequences, the definition of the problem behavior, and the clearly defined connections presumed between all of the above in terms that are objective, hypothesis is logical, thoughtful, and clearly demonstrates the function of the behavior
Identify behavior to teach	Definition is incomplete or entirely unclear/subjective	Behavior is defined in terms that are somewhat subjective or difficult to observe/measure	Behavior is defined in measurable, observable or objective terms	Behavior is defined in measurable, observable, objective terms	Behavior is clearly defined in measurable, observable, objective terms
Identify	Definition is incomplete or entirely unclear/subjective	Behavior is defined in terms that are somewhat subjective	Behavior is defined in measurable, observable or	Behavior is defined in measurable, observable,	Behavior is clearly defined in measurable, observable, objective

behaviors to increase		or difficult to observe/measure	objective terms	objective terms	terms
Quality of life intervention	Intervention is illogical and no connection is made to setting events	Intervention is subjective (e.g. Language conveys blame or assumptions), or not clearly connected to setting events	Intervention is objective and connected to setting events	Intervention is thoughtful, creative, objective and obviously connected to setting events, but somewhat unrealistic (e.g. Overly time-consuming)	Intervention is thoughtful, creative, objective and realistic, and is obviously connected to the setting events identified through interview and observations
Intervention for school setting	Intervention is illogical and no connection is made to function of the student's behavior	Intervention is subjective (e.g. Language conveys blame or assumptions), or not clearly connected to function of the student's behavior	Intervention is objective and connected to function of the student's behavior	Intervention is thoughtful, creative, objective and obviously connected to function of the student's behavior, but somewhat unrealistic (e.g. Overly time-consuming)	Intervention is thoughtful, creative, objective and realistic, and is obviously connected to the function of the student's behavior identified through interview and observations
Who can help with goals	Suggested personnel are illogical choices based on the information gathered	Suggested personnel are unlikely to help, or student is unlikely to be willing to work with them	At least one person is suggested who is likely to be willing to help	At least one person is suggested who is likely to be willing to help and the student may be willing to work with	Several people suggested who are likely to be willing to help, and student is likely to be willing to work with
Bonus points	Lesson plan for teaching expectation to class (1 Point)				Total bonus:
Total Points:	/45				

Universal Design for Learning Lesson Plan Rubric

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Component	1 Unacceptable	2 Needs improvement	3 Acceptable	4 Target	5 exceeds target
pre-post test for lesson objectives	Both are omitted or are inappropriate means of measuring objectives	Either pre or post test is omitted, or both are included but inefficient	Both pre and post tests are included, efficient	Both pre and post tests are included, and are efficient, accurate methods for measuring the objectives	Both pre and post tests are included, well-planned, efficient, accurate methods for measuring objectives, creatively embedded in the lesson
Lesson goals and objectives	No goals and/or objectives are included; goals and/or objectives are entirely unclear/unrelated to the lesson and state standards	Goals and/or objectives are unclear, not measurable; disconnect between state standards and goals/objectives	Goals and objectives are somewhat defined and measurable; aligned with appropriate state standards	Goals and objectives are clearly defined and measurable; aligned with appropriate state standards	Goals and objectives are clearly defined, measurable, and respond to the varying abilities and behaviors of individuals; aligned with appropriate state standards
flexible representation	No obvious example of flexible means of representation	At least one example of flexible means of representation that is unclear, alienating, or impractical for the students	One example of flexible means of representation clearly included in lesson	At least one example of flexible means of representation included in lesson and clearly provides opportunities for students of varying interests and/or ability levels	At least one example of flexible means of representation included in lesson and clearly provides opportunities for students of varying interests and/or ability levels, done so creatively and resourcefully
flexible engagement	No obvious example of flexible means of engagement	At least one example of flexible means of engagement that is unclear, alienating, or impractical for the students	One example of flexible means of engagement clearly included in lesson	At least one example of flexible means of engagement included in lesson and clearly provides opportunities for students of varying interests and/or ability levels	At least one example of flexible means of engagement included in lesson and clearly provides opportunities for students of varying interests and/or ability levels, done so creatively and resourcefully
flexible expression	No obvious example of flexible means of expression	At least one example of flexible means of expression that is unclear, alienating, or impractical for the students	One example of flexible means of expression clearly included in lesson	At least one example of flexible means of expression included in lesson and clearly provides opportunities for students of varying interests and/or ability levels	At least one example of flexible means of expression included in lesson and clearly provides opportunities for students of varying interests and/or ability levels, done so creatively and resourcefully
Lesson sequence	Missing lesson components: Modeling, guided practice, and/or checking for understanding; disconnect between objectives and lesson components	Failure to describe activities which emphasize explicit modeling, efficient guided practice and checking for understanding.	Limited description of activities which emphasize explicit modeling, efficient guided practice and checking for understanding.	Detailed description of activities which emphasize explicit modeling, efficient guided practice and checking for understanding.	Scripted description of activities which emphasize explicit modeling, efficient guided practice and checking for understanding.
Lesson closure	No closure to lesson provided.	Missing: Failure to script closure or provides closure unrelated to lesson content.	Closure briefly summarizes lesson content.	Detailed description of closure that summarizes lesson content & fosters active engagement of students.	Scripted closure that summarizes lesson content & fosters active engagement of students.
organization	lesson is very disorganized,	lesson is somewhat	Lesson is basically	Lesson is easy to follow,	Lesson is very carefully planned and

	difficult to follow, system for highlighting different types of flexibility is absent	disorganized, system for highlighting different types of flexibility is unclear	organized and easy to follow, different types of flexibility are highlighted in some way	organization is evident, different types of flexibility are highlighted	organized, clear to follow, organization is apparent, system is included to obviously highlight the different types of flexibility
provides flexible access to general education curriculum	Concept of UDL is not demonstrated through this lesson	UDL is partially demonstrated, some students may be unable to access this curriculum as well as others	UDL is demonstrated, most students could access this lesson despite different ability levels	UDL is clearly demonstrated, basically all students could access this lesson without special individual accommodations	Comprehension of concept of UDL is clearly evident in this lesson, flexible access to the general education curriculum would be possible to basically all students, and design of this flexibility is efficient, creative, and resourceful
Total points: /45					

Guidelines for Interview Activity

Objectives: Candidate's will have the opportunity to increase their understanding of working with people with exceptionalities, their family members, and those who support them (**Course Objective 2**).

Rationale: Students need to interact with people impacted by exceptionalities to increase their own understanding and ability to provide supports to those in need.

Activities: As stated in the course syllabus, students will be graded based on guidelines, with three being the highest grade possible, and one being the lowest. The following is a breakdown of what is required for each level.

3 –TARGET (30-27 points): Candidates can conduct an interview in one of two ways:

- In person by taking notes
(Students should create a one bulleted page handout of the main points of the interview)
- Conducting a phone/Skye type interview or via e-mail.

The interview:

Provide the person to be interviewed with a list of possible questions prior to the interview

Interviews can range from 20 minutes to an hour.

Turn in to the professor –

Copies of your notes (for in-person interview);

A copy of the questions you asked the interviewee;

A one-three page summary of the interview; and

1 page bulleted list of “lessons learned” to be shared with the class (typed, spell checked, proof read)

2. - MEETS STANDARD (26- 24 points): Interview is conducted, missing only one of the supporting materials

1. – STANDARD NOT MET (23 points and below): Interview is conducted, candidate is missing most of the supporting materials, and/or the student did not follow the directions provided by this instructor about their content.

Please turn in all material to the professor. Materials will be due on the date assigned by the professor. **You must clear the person you want to interview with the instructor to receive credit for this assignment!**

Possible people to interview:

One of the authors of the book

A researcher cited in the book (if that person is still living and willing to talk with us)

A person from a family-advocacy group

A person who is a self-advocate

A person with a disability that would like to share their experiences with pre-services professionals

A school district employee (urban, suburban, or rural) who is impacted by the exceptional lives of the students they serve.

Person from a government, civil, private, or public agency who is in charge of ADA and the Rehabilitation Act requirements for their organization (e.g., CTA, Boeing, Loyola)

Please make an appointment with the professor if you would like help with identifying people to interview. The burden is on the student to make the contact for the interview.

Guidelines for “My Activity”

Objectives: (*Candidates must state the objective(s) of the activity and which objectives in the “Course Objectives” it addresses*)

Rationale: (Candidates state why this objective is important to them and how it relates to the class)

Activities: As stated in the course syllabus, candidates will be graded based on guidelines, with three being the highest grade possible, and one being the lowest.

A 3, 2, or 1 will be based on the quality of work. (Level three must include a handout which might be beneficial to the class). **Each candidate will develop their own rubric stating expectations of the project.**

3 –TARGET : (30-27 points)

2. – MEETS STANDARD: (26- 24 points)

1. – STANDARD NOT MET: (23 points and below)

_____ Professor’s signature indicates an agreement with the objectives, rationale, and activities of this “My Activity.”

_____ Date

_____ Candidate’s signature indicates that he/she is in agreement with the professor regarding the objectives, rationale, activities, and evaluation of this “My Activity” and understands that he/she will be accountable to the evaluation agreed upon in this document. If the student wishes to make some change to the project, he or she must create a new rubric, and obtain the signature of the professor.

_____ Date

Please turn in all materials to the professor with this as a cover sheet. Materials will be due on the date assigned by the professor.

Tentative Course Outline

Note: The following topics will be covered in this sequence. This is a tentative schedule and might change so don't get too far ahead. Students are expected to have read the appropriate material prior to the class.

Week	Topic	Readings for the week/Assignments
1/18/2011	Introductions, Syllabus, Establish Expectations	Bring copy of syllabus to class
1/25/2011	Getting to know you Look at the field and direction History of Special Education	Chapter 1
2/1/2011	The Law (IDEA, Section 504) RTI Framework	Chapter 1
2/8/2011	Characteristics of children with special needs Video: How Difficult can this be?	Chapter 4
2/15/2011	Characteristics of children with special needs cont. Video: Educating Peter	Chapter 3
2/22/2011	TBD	TBD
3/1/2011	Characteristics of children with special needs cont. Video: Misunderstood Minds	Chapter 5 Quiz I
3/8/2011	Process of delivering services /IEP IEP Snapshots	Chapter 6
3/15/2011	Mid-Semester Break	
3/22/2011	Adapting the Lesson (Assistive and Adaptive Technology) Discuss UDL Project Mid-Evaluation	Read Chapter 9 Visit UDL site: http://www.cast.org
3/29/2011	Adapting the Lesson (Flexible means of presentation, engagement, and expression) Discuss UDL Project	Read Chapter 9 Visit UDL site: http://www.cast.org
4/5/2011	Adapting the learning environment Positive Behavior Supports Discuss project Video: Revisit Educating Peter	Read Chapter 8 PBS Visit website Visit Online Module http://www.onlineacademy.org
4/12/2011	Collaboration Video: Power of 2	Chapter 2 Universal Design Lesson Choice Activity Due
4/19/2011	Teaching Techniques Adapting Content	Read Chapter 10 Read Chapter 11 Positive Behavior Support Project Due
4/26/2011	Adapting assessment, evaluation, and grading Last Class/Catch-up time	Skim Chapter 12, Final Due and Final presentations

5/3/2011	FINALS WEEK	FINAL TBD
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Suggestions for My Activities

1. Attend (or volunteer at) a conference related to our course and write a short one page paper about how this conference related to one of the course objectives stated in the syllabus.
2. Complete a grid for quality of life in class. Next, candidates will select an activity from one of the four quadrants that will improve an area of life. You can review the list of upcoming events from local media and other sources about upcoming event. The candidate will pick an activity that is out of their normal routine that expands their own quality of life (e.g., exercise program, religious study, time with family members). Special emphasis will be placed upon the arts – (e.g., music, theater).
 - a. Next candidates will:
 - i. Make sure they attend the program or complete the activity
 - ii. Turn a copy of the program, log, pictures, or other form of documentation
 - iii. Type up a reflection log, not longer than one page answering the following questions:
 1. What did you think of the performance or activity?
 2. What were you exposed to that you were not familiar with previously?
 3. How did attending this performance or completing this activity address any area of your own personal development/quality of life?
 4. Would access to activities like this be beneficial to your students? If so, why? (remember to use spellchecker and proofread your document).
3. Participate in one of the following online trainings
 - a. Review *one* of the RtI modules (Powerpoints listed)
 - i. Academics: at http://www.illinoisaspire.org/welcome/training_modules.php
 - ii. Review the presentation
 - iii. Write a one page review of how this module addressed an objective from our course syllabus.
 - b. Review the behavior lesson
 - i. Behavior: at http://www.onlineacademy.org/modules/a201/lesson/lesson_4/a201c4_00100.html
 - ii. Review the preview and presentation
 - iii. Complete the direct assessment question (no more than one page)
 - c. Watch the webinar on academics and behavior from the RtI action network
 - i. Academics and behavior: at <http://www.rtinetwork.org/Professional/Webinars>
 - ii. Choose “Integrating Academic and Behavior Supports Within an RTI Framework”
 - iii. Write a one page review of how this module addressed an objective from our course syllabus.