**LOYOLA UNIVERSITY CHICAGO**
**SCHOOL OF EDUCATION**
**TLLSC: Teaching Learning, and lEading with Schools and Communities**

### CIEP M44

**Inclusive Instructional Methods for K-2**

Fall 2016 Course Syllabus

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| Instructor: Bridget H. Farmand | Schedule: Th 4:15-6:45PM |
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**Description**

This course provides a review of standards for K-2 student learning with special emphasis on reading, mathematics, science, and social studies, as well as social-emotional learning. In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with special needs will be discussed. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions, and making use of appropriate augmentative and assistive technologies to support instruction. Behaviors related to low-incidence exceptionalities will be discussed and procedures for using this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs will be addressed. Modification of the curriculum and implementation of these accommodations will also be studied. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed. Finally, the role of the early elementary educator in understanding, working with, and meeting the needs of families of children with exceptionalities will be explored.
For more information about CEC standards, go to http://www.cec.sped.org/

**Standards Alignment**

CIEP M44 is aligned with the following CEC Standards for Initial Teacher Preparation:
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<u>CIEP M44 is aligned with the following NAEYC Standards for Initial Teacher Preparation:</u>
Standard 1: Promoting Child Development and Learning
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Standard 2: Building Family and Community Relationships
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

Standard 4: using Developmentally Effective Approaches
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches


Standard 5.Using Content Knowledge to Build Meaningful Curriculum
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

<u>CIEP M44 is aligned with the following Illinois ECE Standards:</u>

Knowledge Indicators - The competent early childhood teacher:
1A.demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content area: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science.
10A.understands how to plan developmentally and culturally appropriate curriculum.
10D.understands how to use and integrate appropriate technological resources into classroom instruction.

Performance Indicators - The competent early childhood teacher:
1D.plans, implements, and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade three.
10E.plans, implements, and evaluates developmentally and culturally appropriate curriculum and instructional practices that are based on knowledge of individual children, their families, and their communities, and of content areas and curriculum goals.

10H.creates, selects, evaluates, and incorporates developmentally and culturally appropriate materials and equipment into the instructional plans.

11B.understands how to adapt strategies to meet the specific needs of all children from birth through grade three, including those with disabilities, developmental delays, or special abilities.

11G.creates and modifies learning environments to meet the individual needs of children from birth through grade three, including children with disabilities, developmental delays, and special abilities.

11I.integrates and applies individual and group guidance and problem-solving strategies that develop positive and supportive relationships, encourage positive social interaction, promote conflict resolution, and develop personal self-control, self-motivation, and self-esteem in children from birth through grade three.

12C.understands how to select, integrate, and implement technology and multimedia resources with children from birth through grade three, including assistive technologies for children with special needs.

14F.uses a variety of assessment results to diagnose students' learning and development, develop a student profile, align and modify instruction, and design teaching strategies.

15E.establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support child development, learning, and well-being.

CIEP M44 is aligned with the following Illinois ECSE Standards:

Knowledge - The competent ECSE teacher understands:

1D.developmental curriculum areas, including social, emotional, cognitive, language, and physical development

3A.the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.

3C.the significance of familial, cultural, and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community.

4B.the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

4C.short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability.

4E.a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities.

4G.the appropriate use of technology with young children, including assistive technology for use with children with disabilities.

5E.a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals.

9C.the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies.

9F.family systems theory and the dynamics, roles, and relationships within families.

9H; The typical concerns of families of children with exceptional needs and appropriate strategies for collaborating with families in addressing these concerns.

Performance - The competent ECSE teacher:

1G.develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.

1I.matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes

1J.promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities.

2F.how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.

2I.applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains.

2L.incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs.

3G. makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences.

4J.develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community.

4M.evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities.

4O.embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments.

4R.outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.

4T.designs plans that integrate technology, including adaptive and assistive technology, into educational settings.

5I.selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods.

8P.monitors, summarizes, and evaluates the attainment of child and family outcomes as outlined on the IEP and IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.

**IDEA Objectives**

The following objectives are essential to CIEP M44 and will be included in the IDEA online course evaluation for this course at the end of the fall semester:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

## Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Candidates will be assessed on the following dispositions in CIEP M44:

D7:  valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

D12: Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)

D13: Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

## Syllabus Addendum Link

☐   [www.luc.edu/education/syllabus-addendum/](www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

**Conceptual Framework:**                                                                                    "Professionalism in Service of Social Justice" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. School professionals who desire to demonstrate effectiveness in diverse settings (where social justice is of great importance) must strive to understand themselves while simultaneously trying to assess the needs, resources, and priorities of young children

and their families. Empathy and a commitment to the challenging interpersonal work involved in instruction of diverse populations is the content to be addressed here. Primarily, this course addressed CF Standards 2, 4, and 5.The following table better illustrates the relationship of all Conceptual Framework Standards to CIEP M44:

| CF Standards<br>Candidates demonstrate… | Required Activities |
|---|---|
| **CF1**: …an understanding of a current body of literature and are able to critically evaluate new practices and research in their field | Research to practice and presentations<br><br>Quizzes |
| **CF2**: …knowledge and skills in a variety of school and professional settings. | Instructional Unit and lesson plans<br><br>Clinical component and assignments |
| **CF3**: …an understanding of issues of social justice and inequity. | Class activities highlighting features of underserved populations |
| **CF4**: …skills that will enable them to work effectively with diverse clients. | Clinical component and assignments<br><br>RTI Project |
| **CF5**: …technological knowledge and skills which enhance education. | Lesson plans and IEP Review |
| **CF6**: …professional decision-making skills and behaviors in advancing social justice and service. | IEP Review |
| **CF7**: …how moral and ethical decisions shape actions directed toward service to others. | IEP Review |
| **CF8**: …an ability to apply principles in professional decision-making. | IEP Review and Intervention Design |

## Course Objectives
The candidate will demonstrate the ability to:

1. Explain and apply the concepts of inclusion, least restrictive environment (LRE), continuum of services as defined by IDEA 1997, and non-categorical service delivery models (e.g., problem solving). (LB56G) (GC1K1, GC1K3, GC1K5)

2. Articulate a personal teaching philosophy for students with diverse learning and curriculum needs in general education classrooms. (CC1G) (CC1S1)

3. Apply research supported instructional strategies to enable all students' access to the general education curriculum. (LB54N) (GC4K3, GC4S1, GC4S13)

4. Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences. (LB54T) (CC3K5, CC5S6, CC7S4, GC8S2)

5. Identify and discuss conditions influencing what and how students learn and modify instructional strategies to facilitate access to the general education curriculum for all students. (LB54N, LB54T) (CC2K2, CC3K2,GC6K3,GC7K4)

6. Design activities to assess students' knowledge and skills in language arts (i.e., reading, written expression, spelling) and math. (LB53N, LB53O, LB53P) (GC4S4, GC4S14, GC4S15, GC6S3, CC8S4, CC8S5)

7. Analyze assessments of students' learning on standardized and curriculum-based measurements to select instructional methods/strategies that facilitate access the general education curriculum. (LB53F, LB54N) (CC7S1, CC8S8, CC8S6)

8. Design a learning environment that allows for students with individual learning needs to meet learning standards in the general education classroom. (LB53F, LB54N) (GC3S1, GC4S6, CC5K1, CC5S5, GC5K2)

9. Identify and evaluate a "best practice" research base for instructional strategies/methods for teaching language arts, math, science, and social studies for students. (CC4C) (CC4S3, CC7K1)
10. Discuss pre-referral techniques/strategies for students with diverse learning and curriculum needs. (LB57A) (CC8K3, GC8K4)

11. Identify and practice skills which promote a collaborative approach to teaching (e.g., co-teaching, problem-solving, conflict resolution, etc.), to provide all students access to and benefit from general education. (CC4Z, CC4V, CC61, LB56G, LB57A) (CC4S3, CC4S2, GC5S6)

12. Evaluate and select assistive-technologies effective for students' with disabilities. (LB54P, CC4R) (GC4S7, GC5S2, CC6K4, GC6S5, CC7S9)

13. Apply positive behavioral intervention and support strategies to promote students' learning and social skills including strategies appropriate to behaviors related to low-incidence disabilities. (CC5f, CC5J, CC5X, CC5Z) (GC4SA, CC5S11, CC5K2)

14. Identify whole-school structures (e.g., school improvement plans) where the aforementioned objectives can be implemented to provide IDEA 1997 allowances of incidental benefit and school wide approaches in general education settings (LBS3C, LBS3G, LBS3P, LBS4A-C, LBS4Q) (CC5S1, GC7S8)

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Required Text**

Gargiulo, R., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach* (Revised/Expanded ed.). Belmont, CA: Wadsworth Cengage Learning.

Turnbull, A., & Turnbull, R. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (6th ed.). Upper Saddle River, N.J.: Pearson.

Additional readings will be assigned.

Candidates will access www.pbis.org throughout the semester and search for information related to PBS. Additional websites of interest to participants in this course include:

www.swis.org                          www.aimsweb.org

www.whatworks.org                www.interventioncentral.org

www.easycbm.com                  www.pdkintl.org

http://www.projectachieve.info    www.corestandards.org

**Language**
In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. An article outlining those recommendations will be provided to you by your instructor.

**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). 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).

**Field Experiences**

This course is designed to support candidates while they are developing their skills in meeting children's educational needs in Sequence 7 early elementary school settings.  Candidates' field experiences will primarily be supported by TLSC 360 and the TLSC 370 coach, but you are encouraged to find links among the experiences and assignments in each portion of the sequence. Your Integrated Unit assignment is also shared across these sequence activities and your instructors will collaborate to support you in developing it.

**Course Requirements**                                                                                                      Your responsibilities in this course include class attendance and participation, and completion of assignments (including observations, assessments, papers, quizzes, and in some cases professional development). These assignments are described in separate documents posted in the Assignments section of Blackboard. You are responsible for ensuring that you clearly understand assignment expectations *in advance of their due dates*.  Thoroughly reviewing this syllabus and keeping track of assignment due dates are essential steps toward that goal.

**Course Assignments (described in greater detail at the end of this syllabus):**

| Quizzes (2) | 20 pts |
|---|---|
| Professionalism | 10 pts |
| Research to Practice Presentations (2) | 10 pts |
| Text presentations (2) | 30 pts |
| Adapted Lesson Plans (3-5) | 30 pts |
| EdTPA (LiveText) | 35 pts |
| IEP Review | 35 pts |
| RTI Project | 30 pts |
| | |
| TOTAL | 200 pts |

**Course Grading**

| 170-159 | A | 100-94% |
|---|---|---|
| 153-158 | A- | 93-90% |
| 152-148 | B+ | 89-87% |
| 147-142 | B | 86-84% |
| 141-136 | B- | 83-80% |
| 135-131 | C+ | 79-77% |
| 130-126 | C | 76-74% |

| Due to ISBE requirements for IL teacher licensure, any grade below this level will necessitate retaking the course. |
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**Technology**

Technology is an essential tool for developing one's own professional skills and for completing any degree program.  This course assumes a basic and practical knowledge of technology.  I assume that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, and downloading Microsoft Word and Acrobat Reader files.  In terms of performing literature searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this.  Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Each student in CIEP must possess an activated LiveText account (this activation must be completed using LUC email addresses ONLY) in order to receive a grade for key assignments.  If you do not have an account, it is your responsibility to follow up with the SOE.  Failure to activate your LiveText account will result in failure of the course, since a major assessment would be left ungraded. The <u>integrated instructional unit</u> assignment is a core assessment in the School of Education Early Childhood Special Education program.  This means that the SOE uses data from these assignments in order to assess student performance and progress relative to the conceptual framework described earlier in the syllabus.  Core assessment performance is evaluated by the instructor, but these assignments **MUST** be submitted in accordance with the guidelines described in the appendix.  A LiveText rubric is used to evaluate the core assessments in this course can be found in the appendix and, of course, within your LiveText account.

Blackboard will be the primary method of communication with students enrolled in this course. Since Blackboard utilizes your Loyola GroupWise email account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

**A note on attendance and class participation**

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. Students are also expected to complete all clinical hours, follow the behavioral expectations laid out in their clinical experiences handbook, and to complete the coursework associated with their clinical experiences.

As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Examples of behavior leading to the loss of participation points include the following:

allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

## ASSIGNMENTS

### Quizzes
Candidates will complete **(2) quizzes (20 points total)** during the semester. They will consist of a combination of multiple choice, true and false, and/or short answer. You will be free to use notes for these quizzes.

### Professionalism
Candidates will be expected to demonstrate **professionalism (10 points)** (e.g., attendance, participation) both in-class and at school sites. **Late work** is accepted, but not encouraged. Points will be deducted at the rate of 10% per day for any assignment turned in late unless alternative arrangements have been made. It is also understood that clinical sites' calendars will sometimes conflict with your assignment calendar, and adjustments to due dates may be necessary.

### IEP Review and Intervention Design: (35 points)
In the Candidates clinical experience they will review IEPs of the students in their assigned classrooms. The IEP review asks the candidates to identify the student's goals and design an intervention plan that they will perform in their clinical experience. Candidates will present the following in the form of a PowerPoint of other format that includes:

>    (a) The student's goal(s)
>    (b) Intervention plan
>    (c) Data documentation
>    (d) Results of intervention
>    (e) A summary of their overall experience reviewing the IEPs, planning an intervention(s) and putting their intervention into practice.

### Research to Practice presentations: (5 points each)

Candidates will select two research articles from peer-reviewed journals within the fields of education, special education, or educational psychology. Articles should present research on specific teaching strategies, family involvement, assistive technology or academic interventions (e.g., reading, math, writing, social skills, study skills) for students with disabilities. The article can focus on a strategy/intervention for students with a high incidence disability. Candidates will produce a one-page (double sided) summary of the article according to the format provided below. Candidates will provide a link to the article and their written summary to me in advance of class (2 points). Candidates will present the intervention/strategy to the class (3 points), and facilitate a discussion around the effectiveness of the intervention/strategy (presentation format can follow the written summary format or creativity is welcome). Presentation should model/demonstrate the activity and include discussion, while summary sheet provides background.

Summary Format:

*1. Journal & Article Identification* : An APA formatted citation that includes the name of the journal, month & year of publication for the selected article, authors of the selected article, and page numbers.

*2. Problem Statement:* Describe the problem investigated/research topic of the article. Summarize the background research the authors provide to the reader.

*3. Method of the Study:* Describe how the authors studied the problem. Include in your summary specifics about the design of the study, who the participants were, how many participants were included, and which techniques/instruments/observations were used to document results. This can be presented in bullet points

*4. Results of the Study:* Summarize the results of the study. Highlight any positive outcomes and the conditions under which benefit was observed, as well as any examples/conditions under which little or no benefit was observed.

*5. Classroom Implications/Applications of the Study:* Describe classroom implications/applications the authors outline as well as any implications and applications you identified**.**

## Chapter presentations (15 points each)

Candidates will be assigned material from the Gargiulo text to present in class. Points will be awarded based upon accuracy, creativity, and applicability of the material to teaching. An assignment description will be provided.

## Adapted Lesson Plans (edTPA):
**(10 points each, guidelines and rubric to be provided)**
Candidates will create lesson plans for their edTPA Units in TLSC 360. CIEP M44 supports the development of those lesson plans by focusing on adaptations for children with learning needs AND/OR disabilities within those lesson plans. Your lesson plans will include:
        Part A: Context for Learning Information
        Part B: Lesson Plans for Learning Segment
        Part C: Instructional Materials
        Part D: Assessments and/or Data Collection Procedures
        Part E: Planning Commentary
**Lesson Plan format will be discussed in detail in class.**

## edTPA (30 Points)

This assignment will be discussed in greater detail in TLSC 360. While the assignment will be housed in that module, portions of the work you do for Tasks One and Two related to children with exceptionalities will be included in M44, and you will submit an expanded version of the EdTPA to LiveText as an assessment of your progress in the ECSE program. You will receive guidance and supervision on the assignment in all of your courses. The portions of your EdTPA that pertain to working with students with special needs are worth 30 points and are included in your grade for CIEP M44. Candidates will also choose one video of them using strategies discussed in M44, that video will be submitted along with their lesson plans. The remainder of the project points will be assigned in TLSC 360.

## RTI Project (30 points)

In the Candidates clinical experience they will interview their cooperating teachers about the RTI practices that take place in their schools. The candidates will also select two research articles about RTI to read and summarize. The candidates will create an RTI implementation plan which includes:

        (a) Summary of interview and at least two research articles about RTI implementation.

        (b) A Universal Screener

        (c) Researched Based Interventions for both reading and math (3-5 for each     subject area)

        (d) Progress monitoring tool

        (e) Data documentation tool

Candidates will present their projects in class. An assignment descriptor will be provided in class.

## Tentative Schedule

**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 discussion.

| Date | Topics/Class Activities | Assignments and Readings due this date |
|------|------------------------|---------------------------------------|
| 9/1/16<br>1 | Orientation to class, review of syllabus<br>**Discuss Research to Practice** | |

| 9/08/16 2 | *Understanding Inclusion* <br> *Laws Related to SpEd and Inclusion* <br> *Teaching in Today's Inclusive Classrooms* <br> *IEPs* <br> *Families as Partners in Developing Individualized Plans* <br> *The Family Systems Perspective* <br> **Discuss IEP Review** | Read: Gargiulo (2013) Ch 1 <br> Turnbull (2011) Ch 1, 10 |
|---|---|---|
| 9/15/16 3 | *Universal Design for Learning* <br> *Family Interaction* <br> **Discuss UDL Project** | Read: Gargiulo (2013) Ch 2 <br> Turnbull (2011) Ch 2 |
| 9/22/16 4 | *Policies, Practices, and Processes for Special Education and Inclusive Education* <br> *RTI* <br> *Public Policies and Family and Professional Partnerships* <br> **Discuss RTI project** | Read: Gargiulo (2013) Ch 3 <br> Turnbull (2011) Ch 6 <br><br> **edTPA Work Time** |
| 9/29/15 5 | *Diversity in the Classroom 1: Learners with High Incidence Disabilities* <br> *Families Historical and Current Roles* | Read: Gargiulo (2013) Ch 4 <br> Turn Turnbull (2011) Ch 5 <br><br> **edTPA Work Time** |
| 10/06/16 6 | *Diversity in the Classroom II: Students with Low Incidence Disabilities* <br> *Meeting Families Basic Needs* | Read: Gargiulo (2013) Ch 5 <br> Turnbull (2011) Ch 11 <br><br> **edTPA Work Time** |
| 10/13/16 7 | *Diversity in the Classroom III: Learners with Gifts and Talents, Learners Who are Culturally and Linguistically Diverse, and Learners at Risk for Success at School* <br> *ELL* | Read: Gargiulo (2013) Ch 6 <br><br> **edTPA Work Time** |

| | | |
|---|---|---|
| 10/20/16<br><br>8 | *Collaboration and Cooperative Teaching: Tools for Teaching All Learners*<br>*Designing Learning that Works for All Students*<br>*Seven Principles of Partnerships* | Read: Gargiulo (2013) Ch 7 and 8<br>Turnbull (2011) Ch 7<br><br>**Quiz 1: Topic – Diversity in the Classroom**<br><br>**edTPA Work Time** |
| 10/27/16<br><br>9 | *Assessing and Evaluating Learner Progress*<br>*Families as Partners in Evaluating a Student* | Read: Gargiulo (2013) Ch 9<br>Turnbull (2011) Ch 9<br><br>**edTPA Work Time** |
| 11/03/16<br><br>10 | *Selecting Instructional Strategies for Teaching All Learners* | Read: Gargiulo (2013) Ch 10<br>**Last Day for Research to Practice**<br><br>**edTPA Work Time** |
| 11/10/16<br><br>11 | *Creating Literacy Rich Environments for All Learners*<br>*Developing an Understanding of Mathematics in All Learners*<br>*Teaching Critical Content in Science and Social Studies to All Learners.* | Read: Gargiulo (2013) Ch 13-15<br><br>**edTPA Work Time** |
| 11/17/16<br><br>12 | *Selecting Behavior Supports for All Learners*<br>*Creating a Classroom Environment That Promotes Positive Behavior* | Read: Gargiulo (2013) Ch 11<br>**Quiz 2: Topic- Instructional Strategies for Teaching All Learners**<br><br>**edTPA Work Time** |
| 11/24/15 | *No Class- Happy Thanksgiving* | |

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| 12/1/16<br><br>13 | *Families and Professionals as Partners in Communicating and Collaborating Professionals and Families as Partners for Student Outcomes* | Read: Turnbull (2011) Ch 8, 12<br><br>**Completed lesson plans with accommodations due**<br><br>**RTI Project Due**<br><br>**edTPA Work Time** |
| 12/8/16<br><br>14 | *Assistive Technologies and Innovative Learning Tools* | Read: Gargiulo (2013) Ch 12<br>Read: Illinois Assistive Technology Guidance Manuel<br><br>**IEP Review Due**<br>**IEP Review Presentations** |
| 12/15/16<br><br>15 | *Last Class* | **edTPA Due in LiveText Videos uploaded to Box** |