

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TLLSC: Teaching Learning, and Leading with Schools and Communities
Sequence 7 Syllabus

CIEP M44

Inclusive Instructional Methods for K-2
Fall 2021

Instructor: Bridget Farmand

Schedule: Th 5:30PM - 8:00PM

Classroom: Cuno 203/Blended

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Office Hours: By appointment

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School of Education Commitment - COVID-19:

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number

of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Course 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.

CIEP M44 is aligned with the following NAEYC Standards for Initial Teacher Preparation:

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

CIEP M44 is aligned with the following Illinois ECE Standards:

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

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)

University Policies and Information

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework:

“Social Action through Education” 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 and 4. The following table better illustrates the relationship of all Conceptual Framework Standards to CIEP M44:

CF Standards candidates demonstrate...	Candi-	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 IEP Review
CF2: ...knowledge and skills in a variety of school and professional settings.		Lesson plans 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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

LiveText and Digication

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-

face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Aynchronous Meetings

Candidates will meet Asynchronous on the following dates: 9/16, 9/30, 10/14, 10/28, 11/11, 12/2, 12/16. During these meetings candidates will complete learning modules and other independent assignments for class.

Student Participation

Candidates will be expected to demonstrate **professionalism** (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.

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, as well as for failing to do the assigned readings. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

Required Text

Gargiulo, R., & Metcalf, D. (2016). *Teaching in today's inclusive classrooms: A universal design for learning approach* (Second edition or later). Belmont, CA: Wadsworth Cengage Learning. This text is currently in its third edition. SEED scholars will receive this text via Sakai

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.interventioncentral.org

<https://www.pbis.org/>

www.easycbm.com

<http://www.nea.org/>

www.corestandards.org

<https://iris.peabody.vanderbilt.edu/>

<https://connectmodules.dec-sped.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 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.

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.

The integrated instructional unit 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 some assessments in this course.

LiveText will be the primary method of communication with students enrolled in this course. Since these systems utilizes your Loyola Outlook 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.

Assignments**Professionalism and Participation - 10 pts.**

Candidates will be expected to demonstrate **professionalism** (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.

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, as well as for failing to do the assigned readings. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

TedTalk RAFT (15 points)

Candidate will view the following TED Talks

1. <https://www.youtube.com/watch?v=UJ7QaCFbizo#t=23>
2. <https://www.youtube.com/watch?v=4eBmyttcfU4>

Candidates will choose a role, audience, format, and topic and create a product in the chosen format. Candidate should clearly include some pieces of information, topics, themes, concepts, etc. from BOTH of the TED talks. It should be clear from the product that the candidate watched them carefully, but be creative! Submit on Sakai.

Research to Practice presentations (3 @ 5 points each)

Candidates will select three 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. Candidates should choose one article focusing on one of the following focus areas: engaging families in the IEP process, academic skills, social-emotional/behavior, or MTSS. The article should focus on a strategy/intervention for students with a high incidence disability and must have direct implications for grades K-2. In other words, it should be an intervention used with these grades. Do not select pre-K, middle school, or high school related articles as they are beyond the scope of this course. Article should be submitted to your instructors for approval prior to the presentation. 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 the instructor(s) 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 actively model/demonstrate the activity (rather than just describing it) and include discussion, while summary sheet provides background.

Summary Format:

1. **Journal & Article Identification:** Include 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. Discuss some of the ways a school or teacher might enhance the practicality of this intervention. If you find that this article has no practical applications, then you should select a different one.

IEP Review (20 points)

Candidates will review one IEP of a PK-2 student to identify the degree to which the IEPs align to both IDEA requirements and best practice. Candidates will present the following in the form of a PowerPoint or other format that includes:

- (a) Student's present levels of functioning, including strengths and needs
- (b) Data documentation - have areas of need and strength and goals been identified using data?
- (c) Student's Goals
- (d) Accommodations and Modifications
- (e) Overall experience reviewing the IEPs

For each section listed above, candidate will provide a summary of that section and insights of how the IEP aligns to IDEA requirements and best practice.

Chapter presentations (20 points)

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.

Lesson plans for Diverse Learner Child (30 Points)

For this assignment, you will submit a minimum of three lesson plans that focus on developing skills of children with special needs in your S7 placement classrooms - this includes your ECSE placement, your math PK-2 placement, or both. You will be evaluated based upon how you integrate your learning from CIEP M44 into that planning. Lesson Plan format will be discussed in detail in class.

IRISCenter Modules and ConnectModules (30 Points)

Candidates will participate in three IRISCenter Learning Modules to learn about topics such as UDL, Differentiating Instruction and Creating Individual IEPs. Candidates will complete the modules and submit via Sakai a screenshot of completed screen.

Assignments and Grading

Assignment	Submitted	Points
Professionalism and Participation	N/A	10
Research to Practice Presentations	In class with any required documentation to Sakai	3@ 5 pts ea 15
IEP Review	Sakai	20

Chapter presentation	In class with any required documentation to Sakai	10
Lesson plans (3)	Digication	30
TedTalk RAFT	Sakai	15
IRISCenter Modules and Connect Modules	Google Doc or Emailed	30
Reflections	Sakai	2@ 5 pts ea 10
TOTAL		140

Course Grading

A 94-100%	A- 90-93%	B+ 87-89%	B 84-86%	B- 80-83%	C+ 77-79%	C 74-76%	C- 72-73	Below C- is an automatic retake per ISBE licensure requirements
131-140	126-130	121-125	117-120	112-116	107-116	103-106	101-102	

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
9/2 1	<p><u>In Person</u></p> <p><i>Orientation to class</i> <i>Review of syllabus</i> <i>Overview of assignments</i> <i>Introductions</i> <i>Intro to topics</i> <i>Understanding scholarly journals for research to practice papers</i></p>	<p>Log into Sakai, familiarize yourself with syllabus.</p> <p>Locate texts/websites for class.</p>
9/9 2	<p><u>In Person</u></p> <p><i>Understanding Inclusion</i> <i>Laws Related to SpEd and Inclusion</i> <i>Teaching in Today's Inclusive Classrooms</i></p> <p><u>Link to Creating Inclusive Environments:</u> https://ccsso-org.zoom.us/rec/share/75Aoc-ZfZzmhITZ2X2l2BX_JxIJTXX6a81ClNq6dZzkx-HupvQ1Rm5hF71j8MtHyv1 (password: 7V+3=. *5)</p> <p>Discuss TedTalk RAFT Project Discuss IEP Review Discuss Chapter Presentations</p>	<p>Read: Gargiulo (2013) Ch 1 and 3</p> <p>Watch: Creating Inclusive Environments In-Person and Online</p> <p><u>Assignment Due:</u> -E-mail top 3 choices for Chapter Presentation.</p>

<p>9/16 3</p>	<p><u>Asynchronous:</u> UDL <i>Differentiating instruction</i> <u>IRIS UDL learning module:</u> Link for Modules: http://iris.peabody.vanderbilt.edu/module/udl/#content</p>	<p>Read: Gargiulo (2013) Ch 2 Watch TedTalks 1. https://www.youtube.com/watch?v=UJ7QaCFbizo#t=23 2. https://www.youtube.com/watch?v=4eBmyttcfU4 <u>Assignment Due:</u> -IRIS UDL Learning Module (take screenshot of completed screen- upload to SAKAI) -Share research to practice articles via Sakai forum</p>
<p>9/23 4</p>	<p><u>In Person</u> <i>Diversity in the Classroom 1: Learners with High Incidence Disabilities</i> Discuss Reflections</p>	<p>Read: Gargiulo (2013) Ch 4 <u>Assignment Due:</u> - Chapter Presentation - TedTalk RAFT Due</p>
<p>9/30 5</p>	<p><u>Asynchronous:</u> <i>Creating/ Writing IEPs</i> <u>IRIS Creating IEPs Learning Module:</u> https://iris.peabody.vanderbilt.edu/module/iep01/</p>	<p>No Reading This Week <u>Assignment Due:</u> -Reflection due, upload to Sakai - IRIS Creating IEPs Learning Module (take screenshot of completed screen- upload to SAKAI)</p>
<p>10/7 6</p>	<p><u>In Person</u> <i>Diversity in the Classroom II: Students with Low Incidence Disabilities</i> <u>Link to Multi-Tiered Systems of Support for All: Including Students with the Most Significant Cognitive Disabilities:</u> https://ccsso-org.zoom.us/rec/share/4ZJq-Kr3q5kJIEqf_xmKBR6AaOLrdeaa81CAb86ULx-B61ZxLy4rUTwnt9sL08DUCZ (password: 2F!F4*n6)</p>	<p>Read: Gargiulo (2013) Ch 5 Watch: MTSS: Including Students with the Most Significant Cognitive Disabilities. <u>Assignment Due:</u> -Research to Practice (First of three due) -Chapter Presentation -Complete Note Catcher</p>

<p>10/14 7</p>	<p><u>Asynchronous:</u></p> <p><i>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, Differentiating instruction</i></p> <p><u>IRIS Differentiating Instruction learning module:</u> https://iris.peabody.vanderbilt.edu/module/di/</p>	<p>Read: Gargiulo (2013) Ch 6</p> <p><u>Assignment Due:</u> -IRIS Differentiating Instruction Learning Module (take screenshot of completed screen- upload to SAKAI)</p>
<p>10/21 8</p>	<p><u>In Person</u></p> <p><i>Collaboration and Cooperative Teaching: Tools for Teaching All Learners Designing Learning that Works for All Students Seven Principles of Partnerships</i></p>	<p>Read: Gargiulo (2013) Ch 7 and 8</p> <p>Read: http://www.nea.org/tools/6-steps-to-successful-co-teaching.html</p> <p>Read: https://www.cultofpedagogy.com/co-teaching-push-in/</p> <p><u>Assignment Due:</u> -Research to Practice Presentations (Second of three due) - Chapter Presentation - Respond to Sakai Forum</p>
<p>10/28 9</p>	<p><u>Asynchronous:</u></p> <p><i>Assessing and Evaluating Learner Progress Families as Partners in Evaluating a Student</i></p> <p><u>IRIS Progress Monitoring: Reading</u> https://iris.peabody.vanderbilt.edu/module/pmr/#content</p>	<p>Read: Gargiulo (2013) Ch 9</p> <p><u>Assignment Due:</u> -Reflection due, upload to Sakai -IRIS Progress Monitoring: Reading Module (take screenshot of completed screen- upload to SAKAI)</p>
<p>11/4 10</p>	<p><u>In Person</u></p> <p><i>Selecting Instructional Strategies for Teaching All Learners</i></p>	<p>Read: Gargiulo (2013) Ch 10</p> <p><u>Assignment Due:</u> -Research to Practice Presentations (Third of three due) -Chapter Presentation</p>

<p>11/11 11</p>	<p><u>Asynchronous:</u> <i>Creating Literacy Rich Environments for All Learners</i> <i>Developing an Understanding of Mathematics in All Learners</i> <i>Teaching Critical Content in Science and Social Studies to All Learners.</i></p> <p><u>IRIS Learning Module: Early Childhood Environments: Designing Effective Classrooms</u> https://iris.peabody.vanderbilt.edu/module/env/#content</p>	<p>Read: Gargiulo (2013) Ch 13-15</p> <p><u>Assignment Due:</u> -IRIS Early Childhood Environments: Designing Effective Classrooms Module (take screenshot of completed screen-upload to SAKAI)</p>
<p>11/18 12</p>	<p><u>In Person</u> <i>Selecting Behavior Supports for All Learners</i> <i>Creating a Classroom Environment That Promotes Positive Behavior</i></p>	<p>Read: Gargiulo (2013) Ch 11</p> <p><u>Assignment Due:</u> -Chapter Presentation</p>
<p>11/25</p>	<p>No Class- Happy Thanksgiving</p>	
<p>12/2 13</p>	<p><u>Asynchronous:</u> <i>Families and Professionals as Partners in Communicating and Collaborating</i> <i>Professionals and Families as Partners for Student Outcomes</i></p> <p><u>Complete Module 3: Communication for Collaboration</u> https://connectmodules.dec-sped.org/connect-modules/learners/module-3/</p> <p><u>Complete Module 4: Family-Professional Partnerships</u> https://connectmodules.dec-sped.org/connect-modules/learners/module-4/</p>	<p><u>Assignment Due:</u> - Complete Connect Modules 3 and 4 - Forum Discussion on Sakai</p>

<p>12/9 14</p>	<p><u>In Person</u></p> <p><i>Assistive Technologies and Innovative Learning Tools</i></p> <p><u>Complete Module 5: Assistive Technology</u> https://connectmodules.dec-sped.org/connect-modules/learners/module-5/</p> <p><u>IRIS Learning Module: Assistive Technology:</u> https://iris.peabody.vanderbilt.edu/module/at/</p>	<p>Read: Gargiulo (2013) Ch 12 Read: Illinois Assistive Technology Guidance Manual</p> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> -IEP Review Due -IEP Review Presentations -IRIS Assistive Technology Module (take screenshot of completed screen- upload to SAKAI)
<p>12/16 15</p>	<p><u>Asynchronous:</u></p> <p><i>Finals Week</i></p>	<p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> -Submit any outstanding assignments to receive credit -Submit Lesson Plan Project to Digication