

CIEP 340 Section 001: Professional Applications in Special Education
Loyola University Chicago
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Course Meeting Lake Shore Campus: Monday 7-9:30 PM Mundelein Center - Room 617

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.

Course Description

This course examines, tests, and clarifies the teacher candidate's commitment to and understanding of the special education teaching profession. The course includes a study of current trends and issues in special education, with particular attention to the demands of teaching in a diverse society, working with general education teachers, paraprofessionals, parents and other community members, and juggling the responsibilities of teaching, collaborating, designing and implementing interventions, and assisting with case management and IEP writing. The council for Exceptional Children (CEC) Ethical Standards for special education will be discussed. This course also focuses on what can be applied to classroom practice from published empirical research. Emphasis will be placed on keeping current in the field of special education by monitoring peer reviewed research and educational websites.

Conceptual Framework

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice." This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/schools/education/programs/>

Framework Domains

Context, Critical Thought and Reflection: Candidates will learn to be critical consumers of educational research and will reflect on what they find at websites that monitor the newest trends.

Experience and Action: Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work to concrete situations in their student teaching sites.

Authentic Assessment : Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities).

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Course Objectives

Upon completion of this course candidates will demonstrate the ability to:

- train, monitor, evaluate, and provide feedback to paraprofessionals (CC7S, LBS107)

- critically evaluate articles in peer reviewed journals that relate to teaching strategies that increase student achievement and identify best practices in reading, vocabulary, writing, math, science and social studies (CC4A-F)
- identify the impact of federal legislation on providing special education services to individuals with disabilities (CC1B)
- reflect on and evaluate their own biases/opinions towards education of students with disabilities and how those biases influence decision making (CC5D, CC5P, CC8A)
- engage in professional dialogues that focus on issues related to the profession of special education (CC9D)
- reflect on the central concepts and method of inquiry for the improvement of instruction and guidance (CC9C, CC9D, LBS9B)
- develop and/or select relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences (CC4Q)
- evaluate the overrepresentation of minorities in special education placements (LSB108)
- incorporate into lesson plans ethical practices identified by the Council for Exceptional Children (CC8H, CC8M, LBS108)
- evaluate the legal responsibility associated with related services within the student teaching experience of free and appropriate public education and least restricted environment (CC8E, CC1B, CC8M, CC8L, LBS108)

Professional Dispositions

Candidates will be assessed throughout the course on the following professional dispositions: Professionalism, Fairness, and the Belief that all students can learn. Please see LiveText for the rubrics that will be utilized for ratings at the end of the semester.

IDEA Objectives

The following objectives will be the focus for the instructor evaluation surveys at the end of the semester:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Developing skill in expressing oneself orally or in writing

Recommended Textbook

Gibb, G.S. & Taylor, T. (2006). (2nd edition). *Writing quality Individualized Education Programs*. New York: Allyn and Bacon.

Additional materials related to the course will be posted on Sakai.

Helpful references

Churchill, L.R., Mulholland, R., & Cepello, M.R. (2008). *A Practical guide for special Education professionals*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Cohen, M.K., Gale, M. & Meyer, J.M. (2005). *Survival Guide for the first-year special Education teacher*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Grant, C. & Gillette, M. (2006). *Learning to teach everyone's children: Equity, Empowerment, and Education that is multicultural*. Canada: Thomson- Wadsworth.

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. 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

Accessibility

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/>

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/Communication/Electronic Etiquette

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class. Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade. *In addition, please allow the instructor 3 business days to respond to e-mails.*

Diversity

Throughout the course, students will examine and discuss research on educating students of diverse backgrounds, especially in urban settings. They will analyze issues of diversity they come across in their student teaching settings, and plan their own strategies for providing equitable education for students of all races, religions, socioeconomic statuses, abilities, etc.

Evaluation Procedures

Attendance and participation in class activities (100 Points)

Candidates must be on time and able to stay for the whole class. More than one absence or frequent tardies to class or after breaks jeopardizes a candidate's chances of earning an "A". Up to 7 points per class may be earned for participating fully and accurately in all activities. An absence will result in a score of 6 if a candidate is late or zero

for a missed class. Up to one missed class will be excused with proper documentation of illness or unavoidable emergency. Additional missed classes that are properly documented will need to be made up by proposing and completing learning activities to meet the objectives of that particular class. This is a seminar and workshop style class and only works if class members come prepared to discuss readings, share ideas, and participate in activities.

Individualized Education Program (IEP) (100 points)

Each candidate will create an IEP for a child receiving special services at his or her student teaching site. Candidates will work with their cooperating teachers to choose a student whose annual IEP meeting is scheduled for November, December, or January. Candidates will be responsible for completing all steps of the IEP writing process, including: assessing the child’s present level of performance, interviewing the child’s guardian and any other pertinent individuals (teachers, the child, etc.) to gather information about the child’s strengths, areas of need, interests, etc., and creating the actual IEP with goals and a transition and behavior plan if appropriate. Candidates will be expected to present to the class their ideas for accommodations, modifications, and intervention strategies, with at least three citations from professional journals and or organization websites. A detailed rubric will be posted on Sakai. A timeline will be created as a class for each step of the process. Any late elements will result in a deduction in points for the project (details will be included in the rubric).

Tentative course outline – Topics listed were suggested by previous section, finalized plan will be completed with candidate input – likely to be adjusted throughout semester – check Sakai frequently!!!!

Date	Topic	Assignment/ Reading due
1/13/2014	Introduction to class	Planning Weekly Topics Refining goals/timelines for IEP project
1/20/2014	No class – MLK Day	
1/27/2014	Read and review all documents on Sakai from folders marked “Referral and evaluation” and “IEP process”	-Read pages 36-49 – present level of performance section -Have student chosen and parent contacted for permission by today
2/03/2014	- Begin IEP writing – referral process, evaluation, assessment and information gathering -Writing IEP and facilitating meeting – who does what? Case manager, service provider, teacher, etc. -IEP writing continued – -Sections of IEP -General considerations page	Read goal writing section of text Bring plan for information gathering/assessment Begin information gathering
2/10/2014	-CBM and info gathering methods – not ORF, but yes other types -Understanding test scores of	Bring “exemplary” IEP from student teaching site with all names deleted or blacked out Bring rubric and checklist, rate

	<p>the standardized variety</p> <ul style="list-style-type: none"> -Learning Environment Screener -Review IEP rubric - Review IEPS 	<p>your sample IEP</p> <p>Continue info gathering</p>
2/17/2014	<ul style="list-style-type: none"> -IEP writing continued – Goal pages - PLAFP -Goal writing 	Continue info gathering
2/24/2014	<ul style="list-style-type: none"> - Using scholarly sources to choose interventions, accom. - ? -IEP writing continued – Accommodations/modifications, transition plans, FBA/BIP 	<p>Evidence of all necessary information due: CBMs, test scores, interviews, observations, etc.</p> <p>Begin writing general considerations section – check in</p>
3/03/2014	No class – spring break	
3/10/2014	<ul style="list-style-type: none"> -Professionalism tips, maintaining healthy working relationships -unions -Working with social workers, school psychologists, etc. 	Draft of General considerations section due
3/17/2014	<ul style="list-style-type: none"> -Organization of paperwork, school supplies, case management materials, home base issues. -IEP writing - workshop day 	Bring all materials, come prepared to work on IEPs
3/24/2014	<ul style="list-style-type: none"> -Life skills curriculum -prepping students with significant needs for post-secondary -IEP writing - workshop day 	Bring all materials, come prepared to work on IEPs
3/31/2014	<ul style="list-style-type: none"> -Extremes in classroom management: de-escalation 	Draft of ALL Present level of performance and goal sections

	<p>physical aggression, mandated reporting issues, homelessness, undocumented student needs, etc.</p> <p>-Quick check-ins and feedback about PLAFP and goal sections</p>	due
4/07/2014	<p>-Minutes for IEP – what do they mean, how does the team determine what is appropriate?</p> <p>-changing LRE</p> <p>-Classroom management refresher? – as needed</p> <p>-Share accommodations/modifications and resources to show where you found them</p>	<p>Draft of accommodations and modifications due</p> <p>Bring challenges/scenarios to discuss</p> <p>bring at least three citations from professional journals and or organization websites that helped you plan A and M section</p>
4/14/2014	<p>-504 plans – examples</p> <p>-interviewing tips</p>	<p>Draft of choice sections due</p> <p>Bring all sections of IEP for final workshop and peer edit session.</p>
4/21/2014	<p>-How to get free stuff =)</p> <p>-I just got hired, now what? Keeping up with licensure process?</p> <p>-Professional development plans</p>	IEP final copies due