



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 261: Significant Disabilities and Life Planning
Teaching, Learning, and Leading with Schools and Communities
 School of Education, Loyola University Chicago
 Spring Semester 2017

Module Information

Instructor: Don Sibley, NCSP

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Office Hours: By Appointment

Dates: Feb 6 – Feb. 24, 2017

Classroom: LSC, Cuneo 107

Time: 8:15 – 11:15, Monday, Wednesday, Friday

Clinical Sites: Sullivan HS, Misericordia and Al Raby High School

Module Description

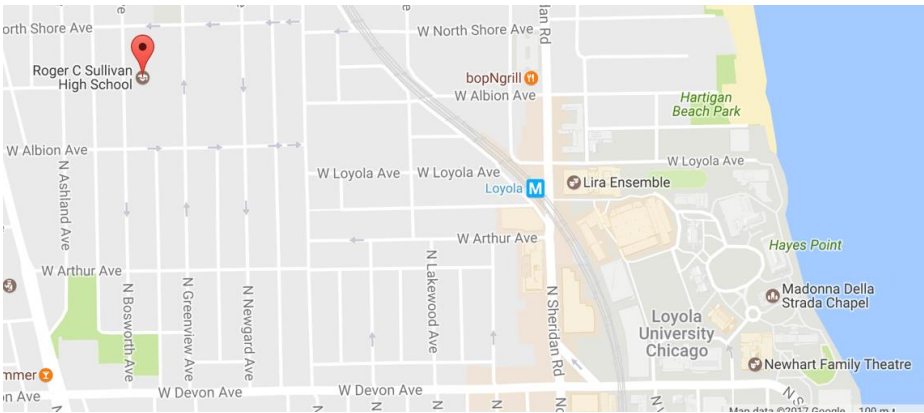
By focusing on urban classrooms, this module addresses multiple methods for instruction, behavior supports and progress monitoring for students with moderate to severe cognitive disabilities. This module engages teacher candidates in looking at how to develop lesson plans, aligned to Common Core State Standards. This course offers the teacher candidates a clinical opportunity to participate in the development and demonstration of lessons in concert with the best practices for students with low incidence disabilities. Through this module, teacher candidates will: (a) understand the current trends in service delivery for students with low incidence/ significant disabilities (e.g., partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs and (b) review components of Individualized Education Plans and Individual Transition Plans and (c) explore the etiology of low incidence disabilities, and identify and apply to practice supports for individual health care needs affecting students and families.

We will be at three different sites: Misericordia, 6300 North Ridge, Chicago; Sullivan High School, 6631 N Bosworth Ave, Chicago; and Al Raby High School, 3545 W. Fulton Blvd., Chicago. All three schools are easily accessible via CTA. Each week we will meet one morning on campus (LSC) and be at our sites for one or two mornings. However, we will also need to work around holidays (e.g., MLK's Birthday) and the CPS school calendar. **Be sure to check the syllabus for the schedule. Our first day of class for this module will be Monday, Feb. 6.** Your first day at your school sites will be on January 20. I will plan to stop briefly at each of the school sites on Friday, January 20. Other weeks I will rotate between the schools. Because Friday, Feb. 3 is a School Improvement Day for CPS we will be at our school sites on Monday and Wednesday of that week (Jan. 30 and Feb. 1) and on campus (LSC) on Friday, Feb. 3.

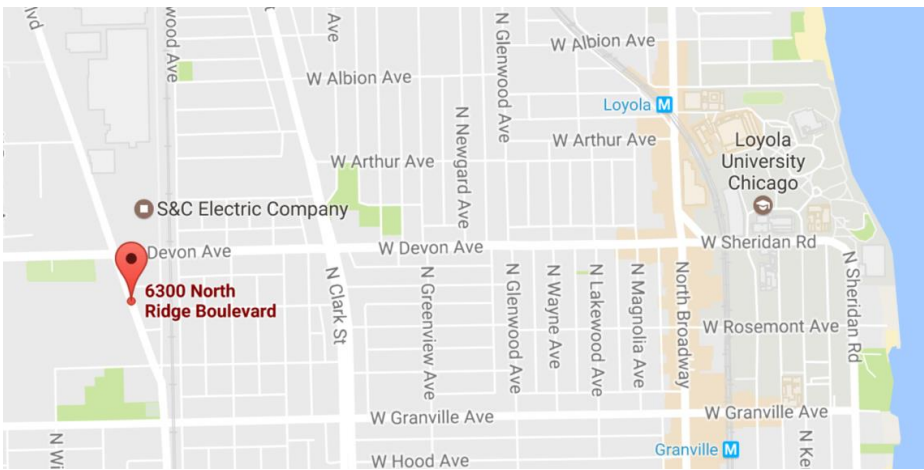
Al Raby High School



Sullivan High School



Misericordia



Module Goals

Essential Questions:

- What are the critical issues, laws and policies in educating this population of students?
- What are the essential components of lesson-planning with accommodations and modifications?
- How is academic progress monitored for this student population?
- What are the strategies for teaching students how to acquire and maintain new skills?
- What is the role of the teacher advocate in the broader realm of education?
- What are the components of supporting person-centered and futures plan to support students with significant needs?

As a part of this module, candidates will understand and be able to:

- Explain the roles of an advocate, the process of advocacy, and how it can be used to challenge or promote policies and practices affecting students.
- Compare diverse forms of assessment and evaluation according to how each connects to content and instruction, as well as to the assumptions and implications that underlie each.
- Articulate the implications contemporary school reform policies and programs have for teaching, learning, and leading, in schools.
- Describe the important facts and central concepts, principles, and theories associated with their certified content areas.
- Describe a wide range of research-based and evidence-based instructional strategies and the advantages and disadvantages of each.
- Describe how to conduct and interpret appropriate content specific assessments.
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools.
- Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities.(a1A)

As a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g21)
- Incorporate verbal and written discourse that is stereotype-free, person-first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1I, i2D) (IB)
- Use analyses of relevant educational practices, policies, and legislation to advocate with and for students and families. (i1F, i2I)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, 12I)
- Differentiate instruction to support the learning needs of all students.
- Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)
- Make developmentally appropriate choices in selecting teaching strategies.

- Utilize asset mapping to outline the resources of students, families, and communities.(h1A, h2K) (IB)
- Develop systems to communicate with and actively involve parents and families with learning goals and educational experiences of their children.(c1F, h2G, i2D) (IB)

Key Activities

- Identify methods for instruction and behavior support for students.
- Develop progress monitoring strategies for students.
- Develop lesson plans and accommodations for students

IDEA (Individual Development And Educational Assessment) Objectives:

The essential objectives for evaluation of this course are **boldfaced**:

- 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)**
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
- 5. Acquiring skills in working with others as a member of a team**
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

IDEA Course Evaluation Link for Students

IDEA Campus Labs website: <http://luc.edu/idea/>. The Student IDEA Log In is on the left hand side of the page.

Attendance:

- You are expected to arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
- If there are special circumstances that require changes in the course schedule or meeting locations you will be informed of those changes via an announcement on Sakai. If such changes are needed (hopefully won't happen, given that we will only be meeting for eight sessions!) I will give you as

much notice of the change as possible. In the event of a CPS school closure due to weather, we will meet in our LSC classroom unless the university also closes. In the event of CPS closures due to a teacher strike we will meet in our LSC classroom.

- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor regarding procedures to make up the work and time at the school site.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
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Class Communication

Sakai and University email will be the main methods of communication with candidates enrolled in this course. Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you should arrange to forward emails from your student account to the personal account.

Module Readings

- Westling, David L. & Fox, L. (2008). Teaching Students with Severe Disabilities (5th Edition), New York: Prentice Hall.
 - LiveText (<http://luc.edu/education/admission/tuition/course-management-fee/>). 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.
 - Websites:
 - Beach Center on Families and Disabilities: <http://www.beachcenter.org>
 - Institute for Community Inclusion: <http://www.communityinclusion.org/>
 - Genetic Education Materials for School Success: <http://www.gemssforschools.org/>
 - Resources on Sakai:
 - “Rubric of Quality Indicators for Specially Designed Instruction” (CPS document)
 - “Adaptive Behavior Intervention Manual: 13-18 years” Hawthorne Educational Services
-

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Conceptual Framework

“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”.
(<http://www.luc.edu/education/mission/>)

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

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 Disposition outcomes:

D3: Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserves and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (IB)

D6: Collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

D9: Recognize his/her own point of view and biases about diverse learners and how this perspective can impact teaching and learning. (a1F)

D12: Develop an awareness that student behavior is shaped by complex environmental factors. (d1D)

D15: Demonstrate resiliency when confronted with challenges and recognize when the support of colleahues and others is needed.

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](#).

Syllabus Addendum Link

- 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***.

Module Assignments

1) **Module Participation and Attendance: 20% of final grade.**

You are expected to be on time for all field experiences and class sessions and to stay for the entire class session. Given the “compressed” format for this course, missing class time or being late will be detrimental to your learning and the learning of your peers. Up to one missed class will be excused with with appropriate notification of the instructor. The program *may* require that missed classroom or site time be made up. More than one missed class can negatively impact your attendance grade as well as your grade for contributions to class collaborative projects.

a) Professional Attitude and Demeanor Part I

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

b) Professional Attitude and Demeanor Part II

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

c) Level of Engagement in Class

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

d) 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.

e) Listening Skills

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

2) **Reflections/Response to Rubric of Quality Indicators (45% of final grade; each reflection is 15%)**

At the end of each week candidates will reflect upon their learning and experiences at the school site that week using module objectives and the target Rubric of Quality Indicators. Each should include at least 3 examples or non-examples of the Rubric “target” listed in the course schedule. These responses should be posted to Sakai by Sunday at midnight of each week. ***Each response should be approximately 1000 words in length (approx. 2 pages, 12 pt. font, single spaced).***

3) Student Project: 10% of final grade due 6/15/16.

Candidates can conduct one of two assignments.

Option 1: Candidates may identify a task a student in their site needs to acquire. For this activity, the candidate will develop a task analysis of a skill. The candidate will list out these steps in sequential order that would be taught to the student.

Option 2: The candidate will conduct an ecological assessment of an environment where their student will be going for class work or other field work. The candidate may use a tool provided by the instructor or one of their cooperating teacher’s design to identify the skills the student would need for the environment.

4) Philosophy of Education: 25% of final grade, due 7/3/2016.

The candidate will write a paper (4-5 pages single-spaced, 8-10 pages double-spaced) on their philosophy of education related to teaching students with significant disabilities. Candidates will address both course content (e.g., text, lectures) and clinical site experiences. Rubric to be provided.

Grading Policy and Scale

The final grade is based upon the completion of course requirements and following this scale:

	93% - 100% A	90% - 92% A-
87% - 89% B+	83% - 86% B	80% - 82% B-
77% - 79% C+	73% - 76% C	70% - 72% C-
67% - 69% D+	63% - 66% D	60% - 62% D-
Below 60% F		