Preparing people to lead extraordinary lives

TLLSC 260: TYPICAL AND A-TYPICAL DEVELOPMENT
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2018

Module Information

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Cell Phone: 708.609.9918	Office Hours: By Appointment
Dates: Jan. 14 – Feb. 1, 2019	Classroom: LSC, Mundelein 308
Time: 8:15 – 11:15, Monday, Wednesday, Friday	Clinical Sites: Sullivan HS, Misericordia and Al Raby High School

Module Description

By focusing on the typical and a-typical development of children, this module addresses multiple perspectives on diversity, including the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). This module engages teacher candidates in looking at how developmental milestones can be used and applied in daily practice with diverse students in urban schools. Ideas such as advocacy and how to support and enhance the whole child will be addressed within a field setting. Through this module, teacher candidates: (a) learn the different developmental stages and how they manifest in a school setting, (b) see how the educational community contributes to student learning, and (c) become familiar with the Individualized Education Plan (IEP) process.

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. Because of the "compressed" nature of this course we will be maximizing our time at the clinical sites. We will also need to work around holidays (e.g., MLK's Birthday) and the CPS school calendar. ***Be sure to review the Course Schedule (posted on Sakai)***. ***Because of MLK's Birthday holiday on January 16, our first day of class will be January 17. We will meet in Mundelein 609. Your first day at your clinical sites will be Monday, January 22***. I will plan to stop briefly at each of the school sites on Monday, January 22. Other days I will rotate between the schools. On those days that I am only able to visit a single site I will establish a means for you to communicate questions and/or concerns that may arise so that I can respond to them individually or to the group, as it appears appropriate.
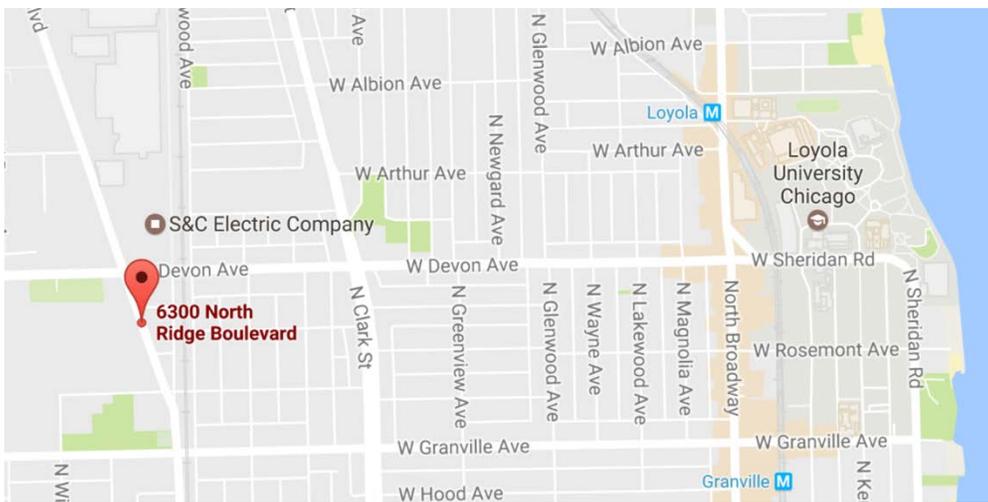
Al Raby High School, 3545 W. Fulton Blvd., Chicago
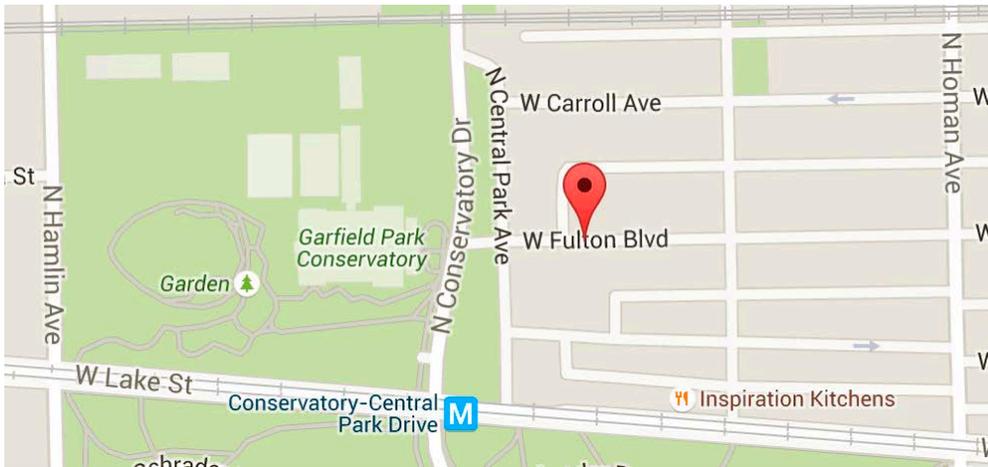
Sullivan High School, 6631 N Bosworth Ave., Chicago
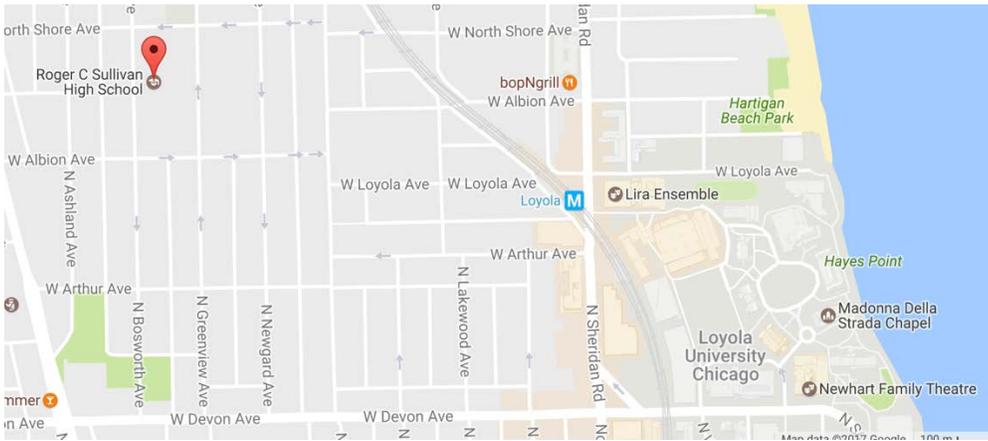
Misericordia, 6300 North Ridge Blvd., Chicago

Module Goals

Essential Questions:

- What are the key developmental milestones in the physical, cognitive, and social-emotional domains for typical development, and what are indications of a-typical development at each stage?
- How does knowledge of typical and a-typical development support the design of Individualized Education Plans?
- What does it mean to be an advocate for a person who has developed a-typically at some stage of life?

As a part of this module, candidates will understand that effective educators:

- 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.
- 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.
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts.
- Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators.
- Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators.

As a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
- Notice and critique implicit messages about families, communities and individuals. (i1F, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g2I)
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)
- Explain how and why core concepts, constructs and working principles from theories and research were used in their decisions and actions related to specific TLLSC EUs and EU indicators. (b2A, d2D, i2C) (IB)

Key Activities
- Identify basic components of the IEP process.
- Describe how to develop and assess benchmarks for students.

IDEA (Individual Development and Educational Assessment) Objectives:

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

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. **Learning fundamental principles, generalizations, or theories**
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 (writing, inventing, designing, 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 and use resources for answering questions or solving problems**
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking questions and seeking answers

IDEA Course Evaluation Link for Students
You can access IDEA evaluation at the IDEA Campus Labs website: http://luc.edu/idea/. Please be sure to complete the evaluation for this course.

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.

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.

Required Textbook:

- Westling, D.L. & Fox, L. (2015). Teaching Students with Severe Disabilities. 5th Ed., 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.

Additional Resource:
- Rubric of Quality Indicators for Specially Designed Instruction (ODLSS, Chicago Public Schools): Posted on Sakai.
- Vanderbilt University IRIS Center, https://iris.peabody.vanderbilt.edu/

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.

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 (15% 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. Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. 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.

- 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).

- 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.

- 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.

- 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 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) **Online IRIS activity: Due Sunday, February 3 by 11:45 pm (20% of final grade)**

Each student will complete the IRIS module, _Autism Spectrum Disorder (Part 1): An Overview for Educators_ and complete a brief (2-4 pages) reflection on that experience. As part of you reflection you should discuss what was already known to you about ASD, what was new information, and how this information might influence your professional practice as an educator. To reach the module, open the link https://iris.peabody.vanderbilt.edu/iris-resource-locator/, select the "Diversity" tab and then select the appropriate module.

3) **Reflections/Response to Rubric of Quality Indicators (15% of final grade)**

At the end of each week, candidates will reflect upon their learning and experiences at the school site that week related to module objectives and the target Rubric of Quality Indicators. Each should include at least examples or non-examples of the Rubric "target" listed in the course schedule. These responses should be posted to Sakai by Sunday at 11:45 of each week. _**Each response should be approximately approx. 3 pages, 12 pt. font, single spaced).**_ See Course schedule for due dates.

4) **Atypical Development Project: Due Tuesday, January 29, 2019 by 11:45 pm (25% of grade)**

Groups of teacher candidates will select one disability about which they will become "experts". Student teams will be responsible for researching how three areas of development (physical, cognitive, and social/emotional) may be impacted during each of the age ranges of our study. Disabilities for this project include: Autism Spectrum Disorders, Down Syndrome, Cerebral Palsy, Fetal Alcohol Spectrum Disorders, Fragile X, Prader-Willi, Angelman Syndrome, and Williams Syndrome. Teams will sign up for a disability during the first day of class. Projects will be shared during the last week of classes. A rubric will be provided that outlines how these contributions will be evaluated.

5) **Parent Resource/Advocacy Project: Due Tuesday, January 29 by 11:45 pm (25% of grade)**

Teams of candidates will select a high- or low-incidence disability/exceptionality and prepare a resource document that could be provided to parents. You should plan for your resource to include some basic information about the exceptionality that you've chosen, links to online resources, and contact information for local, state, and national resources or organizations. You should plan to have links or information about at least two online resources and at least 2 local or national resources. Disabilities for this project include: Autism Spectrum Disorders, Down Syndrome, Cerebral Palsy, Fetal Alcohol Spectrum Disorders, Fragile X, Prader-Willi, Angelman Syndrome, and Williams Syndrome. A Google Doc will be used for sign-up. Exemplars from previous courses will be posted on Sakai. The documents may be in the form of a brochure, small wall poster (8.5x11), or linkable slide show. The documents should be posted to Sakai by midnight, Sunday, Feb 7.

6) **Site Check-In Blog Response: Due Tuesday, January 29 by 11:45 pm (5% of grade)**

Students will post a response to Site Check-In Questions on the Site Check-In Blog.

7) Final Course Reflections Blog Post: Due Sunday, February 3, by 11:45 pm (5% of grade)

Students will post a response to Site Check-In Questions on the Site Check-In Blog.

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, shown below, 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	
≤ 65% = F		

Assignment	Points Possible	% of Grade	Points Earned
Participation and Attendance	20	15	
Online IRIS Module Reflection	20	15	
Rubric of Quality Indicators Reflection	45(15 each)	10	
Atypical Development Project	40	25	
Parent Resource Guide	50	25	
Site Check-In Blog Post	10	5	
Final Course Reflection Blog Post	10	5	
TOTAL	195	100	