



**LOYOLA
UNIVERSITY
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Preparing people to lead extraordinary lives

TLLSC 262: Assistive and Adaptive Technology
Sequence 4: Specializing in an Area of Teaching and Learning: Supporting
Students with Special Needs

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2020

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Module Information

Dates: February 24-March 13

Days: Mondays, Wednesdays, & Fridays

Times: 8:15 - 11:15 AM

Location: Cuneo Hall Room 318

Clinical Sites: Jones Prep, Al Raby High School, Roosevelt High School

Module Description

This course will provide opportunities to learn about assistive technology for students with disabilities and the integration of technology into teaching and learning within the field of special education. A variety of assistive technologies ranging from low to high tech will be discussed and demonstrated. Technology for high incidence as well as low incidence disabilities will be covered. Students will learn to apply a process for problem-solving and for the selection of appropriate tools to meet individual student needs. Students are expected to take an active role in learning about assistive technologies and hands-on learning will be included to facilitate that process.

Module Goals

Essential Questions:

1. What is assistive and adaptive technology?
2. What does technology enhanced instruction look like?
3. How do you identify appropriate tools when incorporating assistive and adaptive technology into instruction?

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

- use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.

- explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (c1G) (IB)
- Describe core principles and practices of differentiating instruction, UDL and SIOP. (e1B) (IB)
- Generate examples of strategies for each of the core principles of differentiating instruction: i.e., how to modify instructional methods, materials, and the learning environment, and imbed them directly into instruction to facilitate learning for diverse learners, aligned to expectations, UDL and SIOP.(e1B, e1C) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (c1F, e1B, e1C, e1F, h1G, i1A) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (c1E, e1C) (IB)
- Explain legal provisions, rules, and guidelines regarding assessment accommodations and modifications for student populations. (g1H)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (f1G)
- Consult academic texts or journals to read current research on designing instruction (i1A) (IB)
- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (e2K, i1A) (IB)
- Use core principles of differentiating instruction, UDL and SIOP to design instructional units and individual lessons. (c2J, e2D, e2E, e2F) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (c2G, e2F, e2G) (IB)
- Use the core principles of UDL (flexible means of presentation, engagement, and expression) and multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote critical and creative thinking, problem solving, and authentic performance. (b2E, c2F, c2J, e2A, e2D, e2E) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.(g2I) (IB)
- Provide opportunities for students to use school and community library resources to support discipline specific learning. (h1A, h1H, h2A, h2B)

Conceptual Framework

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.

Conceptual Framework Standards

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.

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:

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

D5: Participate in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (i2G) (IB)

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

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above 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

Attendance:

- 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. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
 - 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.
 - 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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Module Assignments

- ***Module Participation: 20% of final grade***
 - Candidates are expected to consistently and actively participate in all class activities in discussions (both online and in person). Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session.

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.

Level of Engagement in Twitter activity

- 2-Posts interesting and appropriate content/observations in a timely manner each week. Responds to others tweets with meaningful comments, questions, ideas
- 1-Posts relevant content/observations in a timely manner. Responds to others tweets.
- 0-Posts inappropriate content/observations, posts later than requested deadline, little to no comments on others tweets

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.

○ **Reflective Forum: 30% of final grade**

- Candidates will reflect upon their learning and experiences at the school sites as related to the module objectives and essential questions. They will also include thoughts regarding a prompt provided. Reflections will be submitted in Sakai.
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○ **Technology Review: 25% of final grade**

- There will be a number of low to high technology tools related assistive technology topics. Candidates may choose two and write a brief review of the technology or topic that was presented using a provided guide.

○ **Student AT review: 25% of final grade**

- Candidates choose one piece of software or hardware that you see used for a student(s) during your clinical site and write-up a general description of what it is, how it works and the type of impairment it helps to overcome. You also can choose a technology that you think would be helpful for your student, if appropriate.

- **Sequence 4 Summative Assessment** from TLSC 263 (Transition Planning) will account for approximately 5% of your grade in this class

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.

Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: 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).

Tentative Module Schedule

Date	Topic	Readings/Resources	Assignments
Mon Feb 24	What is Assistive Technology Assistive Technology and the Law SETT Process	www.joyzabala.com www.iltech.org www.setbc.org www.donjohnston.com www.aem.cast.org Westling and Fox Chapter 19 Technology	
Wed Feb 26	Jones Prep		
Fri Feb 28	Al Raby		Week 1 Reflection due by Monday by 11:59 PM Week 1 topic: What examples of AT do you see being used in your school placement? What questions do you have or connections did you make related to AT, the readings, and your site?
Mon Mar 2	Spring Break – Class does not meet		
Wed Mar 4	Spring Break – Class does not meet		
Fri Mar 6	Spring Break – Class does not meet		
Mon Mar 9	Augmentative and Alternative Communication Tobiiati presentation	Check out these sites before Mon class www.dynavoxtech.com www.tobiiati.com Westling and Fox Chapter 11 Communication	Technology Review by Monday night – in Sakai

Wed Mar 11	Roosevelt		
Fri Mar 13	Jones Prep		Student AT review due Monday, March 16 th , by 11:59 PM

Loyola University Chicago

School of Education

Syllabus Addendum

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.

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**.

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.

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

Mandated Reporting

Reach out to your professor and Dr. Cohen if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson (Dr. Guofang Wan gwan1@luc.edu).

Accommodations

Any student registered with Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700