

LOYOLA UNIVERSITY CHICAGO

School of Education

CIEP 510

ACCESSING AND ADAPTING THE GENERAL EDUCATION CURRICULUM

2021

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COURSE INFORMATION

This course provides a review of standards for K-12 student learning. In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with disabilities will be discussed. The primary focus will be utilizing Universal Design for Learning and effective methods of co-teaching in order to address a wide variety of student needs. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and vocational 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 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. For more information about CEC standards, go to <http://www.cec.sped.org/>

This course is described as an online course in which the majority of the learning is asynchronous in nature, meaning that most of the work involved will be completed independently. At the same time, there will be several course meetings that will occur throughout the semester. Additionally, students may be asked to set up individual meetings with the professor should the need arise. Finally, I will provide Office Hours where anyone is available to drop in on the following Monday dates between 4:30-5:30pm:

1/25/21

2/15/21

3/22/21

4/12/21

*Please note that these Office Hours are different from our few course meetings that will occur.

Additionally, on Wednesday, April 7th, there will be a cross-curricular experience with your ELPS 472 course and this course from 5-7pm. Please mark your calendars and be present for this virtual class.

My goal is to support you in any way I can throughout this course so please reach out when necessary.

The course has been designed with several themes in mind. Connected to each theme, students will be expected to view videos, provide reflections, engage in online forums, and complete other papers, projects, presentations, etc.

COMPONENTS OF EACH MODULE

A. Video Viewing & Reflections -

Each module will have videos for you to view in your own time. There will be a series of prompts that you will respond to & submit.

B. Readings/Reaction Papers -

At several points during each module, you will be asked to write a one page, double-spaced 'Reaction Paper' based off of what you were assigned to read. There are no parameters for this; you may speak to whatever moved you or resonated with you based on the reading(s). The key, however, is to make sure you do not summarize what you read. Rather, you are to 'react' to what you read and provide your thoughts around this topic or these topics.

C. Discussion Board Posts -

In the Forum section of Sakai, there will be 1 or 2 prompts for each module. ***You will be expected to submit 1 discussion post directly communicating your thoughts regarding the prompts. Additionally, you will be expected to respond to at least two of your classmate's posts.*** Of course, you may have expanded dialogue beyond the above stated expectations of a minimum of three total submissions.

- Please do not flood our discussion board with basic responses like, "I agree." or "Thank you."
- Remember to respond directly to the prompt and/or statements by your classmates. Avoid moving onto topics beyond the focus of the prompt.
- Use the readings within each module, where appropriate, when responding to prompts or classmates. However, do not copy and paste large segments of course readings to make your points.
- Be succinct, yet thorough in your responses. In other words, consider what you want to write before writing it. Provide thoughts, beliefs, etc. in a manner that demonstrates thoughtful consideration to the prompt and/or the responses of your classmates.
- Be sure your responses are well-written, and free of grammatical and/or spelling errors.

D. End of Module 'Synthesis of Learning -

At the end of each module, you will be asked to summarize or synthesize regarding what you learned related to the topic. An intentional effort was made to stretch you in regards to how you might demonstrate such learning in that use of technology is used in most options. Additionally, each 'Synthesis of Learning' will involve student choice in that you will be able to choose from several different options in regards to how you will demonstrate learning. For example, you may choose from submitting a video recording, a presentation, a paper, or an 'Infographic' with images and links to your responses.

TENTATIVE COURSE CALENDAR

Our semester begins the week of January 19th through May 3rd, 2021. Our course calendar will be comprised of four thematic 'Modules' that you will work through during the semester. Each module lasts roughly 3 ½ weeks. Below are the themes and timeframes for work to be completed relevant to each module:

Module 1: ***Inclusion in Instructional Practices*** (1/19/21 - 2/10/21)

Module 2: ***Universal Design for Learning/UDL*** (2/11/21 - 3/5/21)

- Week of 3/7/21 - 3/12/21 is LUC spring break

Module 3: ***Differentiation in Teaching & Learning*** (3/15/21 - 4/7/21)

Module 4: ***Co-Teaching That Works*** (4/8/21 - 4/30/21)

Each module will consist of roughly the same set of experiences for you as a learner:

1. Several **interactive flipped videos** for you to view - you may be expected to submit responses/feedback to such flipped videos
2. At least one **online discussion board**
3. Several sets of **readings** that will include assigned **'Reaction Papers'**
4. Some sort of **summative synthesis of your learning via a digital infographic**. You will receive a variety of prompts that you will be required to address and integrate into your summative synthesis of learning.

Module Schedule for Spring 2021:

Module	Dates
#1: <i>Inclusion in Instructional Practices</i>	1/19/21 - 2/10/21
#2: <i>Universal Design for Learning/UDL</i>	2/11/21 - 3/5/21
#3: <i>Differentiation in Teaching & Learning</i>	3/15/21 - 4/7/21
#4: <i>Co-Teaching That Works</i>	4/8/21 - 4/30/21

ASSIGNMENTS, FEEDBACK, GRADING, AND RUBRICS

Assignments (video responses, reaction papers, discussion board posts) are expected to be completed with thoughtful consideration to what was taught and what was learned. While you have approximately three and a half weeks to complete each module, please make efforts to begin the discussion board posts earlier in the time frame rather than later so that you have time to respond to one another.

I will provide feedback, to varying degrees, and it is not uncommon that I may ask you to revisit a certain section or component of your response that requires further elaboration. In such a case, please resubmit your edited or improved submission in a timely manner and be sure to identify whatever content on your part is ‘newly submitted.’

For all assignments that consist of writing, please make every effort to be reflective, use evidence where appropriate, commit to some formal structure in your work, and use instructor feedback moving forward.

The sections of each module are weighted as follows for grading purposes:

- Video Responses - 20%**
- Reaction Papers - 20%**
- Discussion Board Posts - 20%**
- End of Module ‘Synthesis of Learning - 40%**

While grades are important, your focus for this course should be on LEARNING. Be thorough and thoughtful in the work you submit, interact with me as your instructor to improve your work, and the rest will follow.

Please see the rubrics at the end of the syllabus for a more clear understanding of expectations. If/when you ever have questions about what you are submitting related to the various assignments, please reach out to me.

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

The conceptual framework of the School of Education is “Social Action through Education”. 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. Our conceptual framework is described here: www.luc.edu/education/mission/

Framework domains include:

Context, Critical Thought and Reflection: Students will develop their understanding of how contexts impact curricular needs of students with individual learning and behavioral differences. Through activities and class discussions, students will discuss questions such as “What strategies are most effective for ensuring all students have access to the general education curriculum, and experience success?”

Experience and Action: Students will be asked to take what they learn about differentiation of instruction and universalize a lesson plan with different students with disabilities in mind.

Authentic Assessment: Students will be provided with feedback from multiple sources (e.g., peers, course activities). Through collaborative activities and lesson plan development, students will develop permanent products of their learning that can be used to (a) assess the effectiveness of this course, and (b) provide content for the student’s professional portfolio. All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

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). 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). In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. <https://www.ohrd.wisc.edu/Home/Portals/0/Leadership%20at%20Lunch/PeopleFirstLanguage.pdf>

Required Texts and Resources*

Salend, S. J. (2016) *Creating Inclusive Classrooms: Effective and Reflective Practices*. (8th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Nolet, V. and M.J. McLaughlin (2005) *Accessing the General Curriculum: Including Students With Disabilities in Standards-Based Reform*. (2nd edition). Thousand Oaks, California: Corwin Press.

Beninghof, A. (2020) *Co-Teaching That Works*. (2nd Edition). Jossey-Bass Publishers.

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 to 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 schoolwide approaches in general education settings (LBS3C, LBS3G, LBS3P, LBS4A-C, LBS4Q) (CC5S1, GC7S8)

STANDARDS

1. State Content Standards (29.140)

- A1) knows and understands the needs of different groups in a pluralistic society.
- B1) knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
- C1) knows and understands the principles of developing, implementing, and evaluating long-term plans.
- I1) knows and understands systems and theories of educational assessment and evaluation.
- A2) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- B2) facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff.
- A3) knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.
- E3) knows and understands cognition, learning theories, and interventions and their relationship to instruction.
- F4) knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program.

- G4) knows and understands a variety of methods for assessing and evaluating students' performance.
- J4) has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.
- D5) facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.
- H5) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.
- K5) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.
- L5) facilitates and engages in activities that connect educational standards to specialized instructional services.
- A8) knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.
- D8) knows and understands the continuum of programs and array of services available to students with disabilities.
- E8) knows and understands the process of developing Individualized Education Programs (IEP).
- G8) knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment.
- D9) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.
- E9) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
- H9) facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum.

II. Social Emotional Learning Standards

- 1B. Recognize personal qualities and external supports.
- 2B. Recognize individual and group similarities and differences.

- 3A. Consider ethical, safety, and societal factors in making decisions.

III. Council for Exceptional Children Standards

- SEA.1.S1 Advocate for and implement procedures for the participation of individuals with exceptionalities in accountability systems
- SEA.2.K1 Instruction and services needed to support access to the general education curriculum for individuals with exceptionalities
- SEA.3.K1 Programs and services within the general education curriculum to achieve positive school outcomes for individuals with exceptionalities
- SEA.3.K2 Programs and strategies that promote positive school engagement for individuals with exceptionalities
- SEA.3.S1 Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families
- SEA.4.S1 Engage in data-based decision making for the administration of educational programs and services that support exceptional individuals with exceptionalities and their families
- SEA.5.S5 Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families
- SEA.7.K1 Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

GENERAL RUBRICS

Video Responses

TARGET	DEVELOPING	UNACCEPTABLE
<p>*Student submissions take into account the content/curriculum within the videos and directly integrates such content/curriculum into their writings.</p> <p>*Where appropriate, the student provides real-world evidence within the field of education that support or reference the content/curriculum being learned.</p> <p>*Student takes into account both theoretical and real-world application of content/curriculum</p> <p>*Student is able to take into account the role of Social Action/Social Justice within the framework of what is being learned.</p> <p>*Student responses are well-organized and free from major grammar/spelling errors</p>	<p>*Student submission references the content/curriculum within the videos, but in a more general manner.</p> <p>*Some real-world evidence exists that supports the content/curriculum being learned, but it lacks specific evidence or examples</p> <p>*Some attempt at using theoretical or real-world application is made, but with uneven results.</p> <p>*Social Action/Social Justice is referenced, but not directly relating to what is being learned.</p> <p>*There is some semblance of organization, but improvements could be made. A few grammar or spelling errors exist.</p>	<p>*Student submissions do not take into account the content/curriculum within the videos. No mention is made</p> <p>*Students provide no real-world evidence within the field of education when addressing the prompts</p> <p>*Students make no effort to integrate theoretical or real-world applications when addressing the prompts.</p> <p>*Social Action/Social Justice is not mentioned or addressed in student responses.</p> <p>*Student responses appear unorganized and possess grammar, spelling errors</p>

Reaction Papers

TARGET	DEVELOPING	UNACCEPTABLE
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<p>*student demonstrates knowledge gleaned from course readings by directly referencing theoretical or practical content on the part of the author and integrates them into thoughtful reactions to what was read.</p> <p>*student is able to pull several references made by the author and apply them to their own life as an educator.</p> <p>*the opinions, ideologies, etc around whatever topics were covered from the readings are clearly communicated by the student.</p>	<p>*student indirectly or generally references the readings and provides basic reactions to what was read.</p> <p>*the reaction paper makes some references to the readings, but does not apply them to their own life as an educator.</p> <p>*it is difficult to discern specific opinions or ideologies by the student based on what was read and what they wrote.</p>	<p>*student writes opinions about topics without referencing the readings.</p> <p>*student spends entirety of paper summarizing what the author(s) wrote about.</p> <p>*student makes no connections between the readings and their own experiences as an educator.</p>
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Discussion Board Posts

TARGET	DEVELOPING	UNACCEPTABLE
<p>*student directly responds to instructor's initial post in a thorough manner, citing both theoretical and practical applications to communicate their thoughts/insights.</p> <p>*student directly responds to the posts made by classmates in a respectful, thoughtful manner that takes into account not only what their classmate said, but articulates their own thoughts simultaneously.</p>	<p>* some reference to the prompts is made, but is done so in a vague or not fully developed manner.</p> <p>*general thoughts are conveyed on behalf of the student, but are not grounded in formal evidence, theory, or practice.</p>	<p>*student doesn't respond to posts with any level of specificity.</p> <p>*responses are vague or do not address the prompt(s).</p> <p>*language, tone, etc communicated via posts are disrespectful, rude, or intolerant of the views of others.</p>

End of Module 'Synthesis of Learning;

TARGET	DEVELOPING	UNACCEPTABLE
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<p>*product submitted by student references on a wide scale the content/curriculum taught and learned across the continuum of the module.</p> <p>*student answers all of the prompts in a thorough manner</p> <p>*technology, writing, and/or speaking skills manifest themselves in the final product in a manner that demonstrates the student put in real time and effort to be innovative, dynamic, and engaging related to the content/curriculum.</p> <p>*the final product is absent of errors related to technology, grammar, spelling, etc.</p>	<p>*some effort is made by the student to reference content/curriculum throughout the module, but in an uneven manner.</p> <p>*some synthesis of learning occurs, but there are gaps in regards to the content/curriculum that was covered.</p> <p>*a few errors in presentation, display, grammar, spelling, and technology.</p> <p>*parts of the final product depict an effort to engage the instructor or audience, but in an uneven manner.</p>	<p>*the final product submitted lacks cogent answers to the prompts. Instead, the student speaks vaguely and demonstrates little evidence of learning throughout the module.</p> <p>*errors in presentation, display, grammar, spelling, and technology exist throughout the product.</p> <p>*no connections are made between the content/curriculum covered during the relevant module and the student's own experiences as an educator.</p>
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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 2020-2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

CIEP 510 ASSIGNMENT CHECKLIST

Please use this checklist as a way to keep track of the completion of work for each module:

Module 1

1. Pre-assessment ____
2. Responses to 2 video posts ____
3. Reaction Paper for Salend ____
4. Reaction Paper for Nolet ____
5. Discussion Board Posts ____
6. Culminating Product via Adobe Spark ____

Module 2

7. Responses to video posts ____
8. Reaction Paper for Salend ____
9. Reaction Paper for Nolet ____
10. Discussion Board Posts ____
11. Culminating Product via Adobe Spark ____

Module 3

12. Response to video posts ____
13. Reaction Paper for Salend ____
14. Discussion Board Posts ____
15. Culminating Product via Adobe Spark ____

Module 4

16. Response to video posts ____
17. Reaction Paper for Salend ____
18. Reaction Paper for Beninghof ____
19. Discussion Board Posts ____
20. Culminating Product via Adobe Spark ____