



TLSC430: Typical and A-Typical Development
 Loyola University Chicago
 School of Education
 Sequence 4
 Summer Semester 2016

Instructor Information

Instructor: Don Sibley

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Office Hours: By appointment

Module Information

Dates: May 23 – June 28, 2015

Days: Mondays and Tuesdays

Times: 9:00 - 11:30 AM

Classroom: Lakeshore Campus, Mundelein Center, Room 406

Clinical Site: Al Raby High School, 3545 W. Fulton Blvd., Chicago, IL 60624. (Al Raby is easily accessible via the CTA Green Line, Conservatory/Central Park Drive exit)

See Schedule of Class Meetings and Clinical Site Field Experiences



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, and ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). This module engages teacher candidates in looking 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.

Required Texts and Materials

- LiveText ([LiveText](#).)

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?
- What are the basic components of the IEP and the IEP process?
- How do teachers of students with severe disabilities develop and assess benchmarks for students?
- 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 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 part of this module, candidates will:

- Serve as advocates for students, with special attention to those who are marginalized (h2G, i2l)
- Notice and critique implicit messages about families, communities and individuals (i1F, i2l)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice (a2A, g2l)
- 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)

Dispositions

Candidates will be assessed on the following disposition outcomes:

D2: Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementations (i2l) (IB)

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

University Required Syllabus Content

IDEA Objectives for the Objectives Selection Form

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you identify as an essential or important objective for the course. Multiple sections of the same course should have the same essential and/or important objectives (check with your Program Chair to see if your course is in this category). Be sure to rate these objectives as essential or important on your Objectives Selection Form (OSF) for the IDEA online course assessment, and to rate the remaining objectives as minor. The 13 possible objectives you will select from are listed below. 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.

Dispositions

Each candidate will be evaluated on the following dispositions: *Professionalism, Fairness, and the Belief that All Students Can Learn*. These dispositions are indicators of growth for across our programs. Full transparency is critical to ensure that candidates are able to meet the expectations in this area. These

dispositions in the course are assessed using the rubric that is accessible through LiveText. Disposition data will be available every semester to program faculty so they can work with students to develop throughout their program and address any issues as they arise.

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).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to the following required statements and can be used in place of adding each individual statement to your syllabus. Please insert this link where you would normally reference this content in your syllabus.

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:

www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to:

www.luc.edu/education/resources/academic-policies/

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: www.luc.edu/sswd/

Conceptual Framework

SOE's Conceptual Framework –Social Action through Education – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

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:

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

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

www.luc.edu/its/itspoliciesguidelines/index.shtml

TLSC 430 Module Policies

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		

Technology Expectations

To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

Students should check Sakai and Loyola email for course communication. Although I will do my best to answer email in a timely manner, please allow 24-48 hours for a response. If you need an immediate response or have an emergency, please feel free to call or text my cell phone.

Student Dispositions

Student dispositions will be assessed according to the School of Education's dispositional rubrics. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can grow.

Late Work

I will reserve the right to deduct 5% of the earned grade on assignments submitted late (meaning after the module meeting or specified due date) unless special arrangements have been made in advance or unless documentation of emergency verifies that the assignment absolutely could not be turned in on time.

Writing Expectations

Submitted written assignments should be typed, single-spaced, use Times New Roman 12 pt. font and have 1-inch margins. Be sure to check for typos – misspellings, poor grammar, etc.

Attendance

Your participation grade for this course includes your course attendance, but there are a few additional reminders:

- Please arrive promptly and maintain excellent attendance records. You are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
- Inform your classroom teacher and instructor about any absences prior to the module session. (Ask your classroom teacher how she/he prefers to be informed). You can email, call, or text your instructor. If there is an emergency, please contact the instructor 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 unless permission to submit them late is given. If you are absent when an assignment is due, it is your responsibility to still submit them in time. Additionally, since our class sessions will be highly collaborative, you will be required to make up any missed work due to an absence.

TLSC 430 Module Assignments

Assignment	Total Points
Participation and Attendance/Module Participation	10%
Contributions to Typical Development Map (weekly)	35%
Contributions to Atypical Development Google Form (weekly during class sessions)	35%
Cultural Issues and Disabilities (Due 7/3/2016)	15%
Partial Summative Assessment: IEP and Development Reflection Paper (Due 7/3/2016)	5%
Course Total	100%

Participation and Attendance: (10% 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 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.

Typical Development Map (35% of final grade)

The goal of this assignment is to collaboratively create a dynamic document that illustrates typical developmental progress in the areas of cognitive, physical, and social/emotional development during each

of the age ranges of our studies: pre-natal; infancy and toddlerhood (birth-2 yrs.); early childhood (3-6 yrs.); middle childhood (6-11 yrs.); and adolescence/early adulthood). Each student will select an area of development (cognitive, physical, and/or social/emotional) for the particular age range of study for the day. Students will complete their assigned area of our class Developmental Map that outlines the developmental milestones for *typically* developing children. A rubric is provided how the map will be evaluated.

Atypical Development Google Doc (35% of final grade)

Two Contributions at 15 points each

Each student will select two disabilities about which they will become the developmental “expert” in this class. Students 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. During class time, students will use resources (found by themselves) to contribute to a shared class Google Doc. Disabilities of study will include: 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 rubric will be provided that outlines how these contributions will be evaluated.

Course Project: Cultural Issues and Disabilities (15% of final grade)

Teachers of students with disabilities need to be aware of cultural factors that may impact how parents view, and respond to, disabilities that their children may have. Toward that end, each student in this course will chose an ethnicity (Hispanic, African-American, American Indian, etc.) and identify any cultural issues or perspectives that would be important for teachers of students with disabilities to understand. We will use class time the last day of classes to share with the group. Final documents will be posted in a shared folder on Sakai. A rubric will be provided that outlines how this presentation will be evaluated.

Partial Summative Assessment: IEP and Development Reflection Paper (5% of final grade)

For the summative assessment in this sequence (conducted in the next summer session), you will be completing an assessment related to the transition needs in a student’s IEP. For this class, you will complete a partial summative assessment that demonstrates your understanding of how knowledge of student development should impact the writing of the following IEP pages: Present Levels of Academic Achievement and Functional Performance, IEP Goals, and Transition Planning.

For each of these three areas of the IEP, please describe how educators can use the knowledge of a student’s development to inform the completion of this paperwork. In essence, this reflection should answer these questions: 1) How does knowledge of a student’s development impact the writing of the PLAAFP statement? 2) How does the knowledge of a student’s development impact the writing of IEP goals? 3) How does the knowledge of a student’s development impact the writing of a student’s transition plan? (Specifically assessments, post-secondary outcomes, and course of study?) A rubric will be provided that outlines how this presentation will be evaluated.