



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 431 001: Specializing in an Area of Teaching and Learning: Supporting Students with Special Needs
Sequence 4: Significant Disabilities and Life Planning
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Summer, 2016

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Module Information

Dates: May 25 – June 30, 2015

Days: Wednesdays and Thursdays

Times: 9:00 - 11:30 AM

Classroom: Lakeshore Campus, Mundelein Center, Room 617

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

See Schedule of Class Meetings and Clinical Site Field Experiences



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. Module 4.2 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.

Theoretical Principles and Concepts presented in this Module are Self-regulated learning and Metacognition, Self-efficacy and how it effects behavior, Teacher efficacy and learning, Role-modeling.

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)

Module Readings

- Westling, David L. & Fox, L. (2008). Teaching Students with Severe Disabilities (5th Edition), New York: Prentice Hall.
- LiveText ([LiveText](#).)
- 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

Dispositions

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.

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

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 431 Module Assignments

Assignment	Total Points
Participation and Attendance/Module Participation	10%
Weekly Reflections	30%
Student Project (Due June 15, 2016)	10%
Philosophy of Education Paper (Due 7/3/2016)	25%
Parent Resource Project (Due 7/3/2016)	20%
Partial Summative Assessment: IEP and Development Reflection Paper (Due 7/3/2016)	5%
Course Total	100%

Module 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.

Weekly Reflection: 30% of final grade

By Sunday evening of each week, candidates will reflect upon their learning and experiences at the school site on Wednesday and Thursday related to the module objectives, essential questions, and prompts. Weekly reflection prompts are provided on the Combined Course Schedule. *Each reflection should approximately 1500 words in length (approx. 3 pages, 12 pt. font, single spaced).*

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.

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.

Parent Resource Project: 20% of final grade, due 7/3/2016.

Candidates will select a low-incidence disability/exceptionality and prepare a resource document that could be provided to parents. The document should utilize online and local/community/national resources that may be helpful to them in understanding the disability/exceptionality, accessing support and resources, etc. 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. Exemplars and a rubric will be posted on Sakai.

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.