The Mission of the Loyola University Chicago School of Education
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.

Course Description
This course examines, tests, and clarifies the teacher candidate’s commitment to and understanding of the special education teaching profession. The course includes a study of current trends and issues in special education, with particular attention to the demands of teaching in a diverse society, working with general education teachers, paraprofessionals, parents and other community members, and juggling the responsibilities of teaching, collaborating, designing and implementing interventions, and assisting with case management and IEP writing. The council for Exceptional Children (CEC) Ethical Standards for special education will be discussed. This course also focuses on what can be applied to classroom practice from published empirical research. Emphasis will be placed on keeping current in the field of special education by monitoring peer reviewed research and educational websites.

Conceptual Framework
The conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” 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. Discussion of the mission of the school of education and the framework can be found online at: http://www.luc.edu/schools/education/programs/

Framework Domains
Context, Critical Thought and Reflection: Candidates will learn to be critical consumers of educational research and will reflect on what they find at websites that monitor the newest trends.
Experience and Action: Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work to concrete situations in their student teaching sites.
Authentic Assessment: Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities).

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Course Objectives
Upon completion of this course candidates will demonstrate the ability to:
• train, monitor, evaluate, and provide feedback to paraprofessionals (CC7S, LBS107)
• critically evaluate articles in peer reviewed journals that relate to teaching strategies that increase student achievement and identify best practices in reading, vocabulary, writing, math, science and social studies (CC4A-F)
• identify the impact of federal legislation on providing special education services to individuals with disabilities (CC1B)
• reflect on and evaluate their own biases/opinions towards education of students with disabilities and how those biases influence decision making (CC5D, CC5P, CC8A)
• engage in professional dialogues that focus on issues related to the profession of special education (CC9D)
• reflect on the central concepts and method of inquiry for the improvement of instruction and guidance (CC9C, CC9D, LBS9B)
• develop and/or select relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences (CC4Q)
• evaluate the overrepresentation of minorities in special education placements (LSB108)
• incorporate into lesson plans ethical practices identified by the Council for Exceptional Children (CC8H, CC8M, LBS108)
• evaluate the legal responsibility associated with related services within the student teaching experience of free and appropriate public education and least restricted environment (CC8E, CC1B, CC8M, CC8L, LBS108)

Professional Dispositions
Candidates will be assessed throughout the course on the following professional dispositions: Professionalism, Fairness, and the Belief that all students can learn. Please see LiveText for the rubrics that will be utilized for ratings at the end of the semester.

IDEA Objectives
The following objectives will be the focus for the instructor evaluation surveys at the end of the semester:
1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Developing skill in expressing oneself orally or in writing

Recommended Textbook

Additional materials related to the course will be posted on Sakai.

Helpful references

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.
Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade. In addition, please allow the instructor 3 business days to respond to e-mails.

For information about academic honesty, the ethics reporting hotline, or accessibility, please click here: http://luc.edu/education/syllabus-addendum/

Diversity
Throughout the course issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. When discussing issues related to professionalism in special education and working with children and families to create and implement individualized education programs and interventions, care should be taken to discuss groups and individuals with respect and objectivity.

Evaluation Procedures

Special notes:
- Descriptions of assignments on the course Sakai page will contain more details about each assignment. The descriptions here are merely overviews. You must see Sakai for specifics.
- The instructor reserves the right to deduct 5% of the points for an assignment for each day it is late, unless special arrangements have been made with the instructor in advance, or documentation of an emergency verifies that the assignment absolutely could not be turned in on time.
- Student dispositions will be assessed on the School of Education dispositions for teaching throughout the course using the rubric found in student LiveText accounts. 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 learn. Factors related to some of these dispositions may also be reflected in student participation grades (see below).

Attendance and participation in class activities (100 Points)
Candidates must be on time and able to stay for the whole class. More than one absence or frequent tardies to class or after breaks jeopardizes a candidate’s chances of earning an “A”. Up to 7 points per class may be earned for participating fully and accurately in all activities. An absence will result in a score of 6 if a candidate is late or zero for a missed class. Up to one missed class will be excused with proper documentation of illness or unavoidable emergency. Additional missed classes that are properly documented will need to be made up by proposing and completing learning activities to meet the objectives of that particular class. This is a seminar and workshop style class and only works if class members come prepared to participate in activities.

Individualized Education Program (IEP) (100 points)
Each candidate will create an IEP for a child receiving special services at his or her student teaching site. Candidates will work with their cooperating teachers to choose a student whose annual IEP meeting is scheduled for some time between December and June. Candidates will be responsible for completing all steps of the IEP writing process, including: assessing the child's present level of performance, interviewing the child’s guardian and any other pertinent individuals (teachers, the child, etc.) to gather information about the child’s strengths, areas of need, interests, etc., and creating the actual IEP with goals and a transition and behavior plan if appropriate. Candidates will be expected to present to the class their ideas for accommodations, modifications, and intervention strategies, with at least three citations from professional journals and or organization websites. A detailed rubric will be posted on Sakai. A timeline will be created as a class for each step of the process. Any late elements will result in a deduction in points for the project (details will be included in the rubric).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading due</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/2014</td>
<td>Introduction to class</td>
<td>Planning Weekly Topics, Refining goals/timelines for IEP project</td>
</tr>
</tbody>
</table>
| 08/31/2014 | Read and review all documents on Sakai from folders marked “Referral and evaluation” and “IEP process”
- Learning Environment Screener
- CBM and info gathering methods | Have student chosen and parent contacted for permission by today
- Bring plan for information gathering/assessment |
| 09/07/2014 | Labor Day – no class                                                   | Share information gathering evidence                                                  |
| 09/14/2014 | - Begin IEP writing – referral process, evaluation, assessment and information gathering
- Writing IEP and facilitating meeting – who does what? Case manager, service provider, teacher, etc. | |
| 09/21/2014 | - IEP writing continued – Sections of IEP
- General considerations section
- Understanding test scores of the standardized variety
- Review IEP rubric
- Review IEPS | Bring “exemplary” IEP from student teaching site with all names deleted or blacked out
Bring rubric and checklist, rate your sample IEP
Continue info gathering |
| 09/28/2014 | - IEP writing continued – Specialized instruction sections – PLAFP/goal
- Goal writing
- Goal writing | Continue info gathering
Evidence of all necessary information due: CBMs, test scores, interviews, observations, etc. – send electronically
Begin writing general considerations section – check in |
| 10/05/2014 | No class – fall break                                                 | Draft of General considerations section due                                           |
| 10/12/2014 | - Using scholarly sources to choose interventions, accom. - ?
- IEP writing continued – | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/2014</td>
<td>Accommodations/modifications, transition plans, FBA/BIP</td>
<td>Bring one goal with three benchmarks, be prepared to share out and edit together.</td>
</tr>
<tr>
<td></td>
<td>-Professionalism tips, maintaining healthy working relationships – focus also on coteaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Working with social workers, school psychologists, etc.</td>
<td></td>
</tr>
<tr>
<td>10/26/2014</td>
<td>IEP writing - workshop day</td>
<td>Bring all materials, come prepared to work on IEPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draft of at least one specialized instruction section due</td>
</tr>
<tr>
<td>11/02/2014</td>
<td>-Interventions – Wilson, REWARDS, ALEKS, etc.</td>
<td>Bring examples of effective interventions for academic or behavioral needs</td>
</tr>
<tr>
<td></td>
<td>-examples of effectively differentiating instruction in inclusive classrooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Life skills curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-unions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-IEP writing - workshop day</td>
<td></td>
</tr>
<tr>
<td>11/09/2014</td>
<td>-Extremes in classroom management: de-escalation physical aggression, mandated reporting issues, homelessness, undocumented student needs, etc.</td>
<td>Draft of ALL specialized instruction sections due</td>
</tr>
<tr>
<td></td>
<td>-Quick check-ins and feedback about PLAFP and goal sections</td>
<td></td>
</tr>
<tr>
<td>11/16/2014</td>
<td>-Minutes for IEP – what do they mean, how does the team determine what is appropriate?</td>
<td>Draft of accommodations and modifications due</td>
</tr>
<tr>
<td></td>
<td>-changing LRE</td>
<td>Bring challenges/scenarios to discuss</td>
</tr>
<tr>
<td></td>
<td>-classroom management refresher IF needed</td>
<td>bring at least three citations from professional journals and or organization websites that helped you plan A and M section</td>
</tr>
<tr>
<td></td>
<td>-Share accommodations/ modifications and resources to</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Notes</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/23/2014</td>
<td>- 504 plans – examples</td>
<td>Draft of choice sections due</td>
</tr>
<tr>
<td></td>
<td>- interviewing tips</td>
<td>Bring all sections of IEP for last workshop and peer edit session.</td>
</tr>
<tr>
<td>11/30/2014</td>
<td>- How to get free stuff =)</td>
<td>Final IEP project due</td>
</tr>
<tr>
<td></td>
<td>- I just got hired, now what? Keeping up with licensure process?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Professional development plans</td>
<td></td>
</tr>
</tbody>
</table>