Module 4.2 Information
Dates: February 3 – February 21, 2014
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
Classroom Cuneo Hall Room 107
Clinical Sites

Module 4.2 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.

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 FBA and how is it an effective intervention for changing student behavior?
What is the role of the teacher advocate in the broader realm of education?

As a part of this module, candidates will understand and be able to:

- EU1K7: 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.
- EU1K9: 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.
- EU5K10: Articulate the implications contemporary school reform policies and programs have for teaching, learning, and leading, in schools.
- EU6K1: Describe the important facts and central concepts, principles, and theories associated with their certified content areas.
- EU6K6: Describe a wide range of research-based and evidence-based instructional strategies and the advantages and disadvantages of each.
- EU6K9: Describe how to conduct and interpret appropriate content specific assessments.
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools.

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.

IDEA Objectives:

- Gain factual knowledge (terminology, classifications, methods, trends)
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
Candidates will be assessed on the following Disposition outcomes:

D1: Develop awareness that teaching is a complex practice with inherently political and ethical implications. (i1F)
D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (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)

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
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<tr>
<td>90% - 92%</td>
<td>A-</td>
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<td>87% - 89%</td>
<td>B+</td>
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<tr>
<td>83% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 82%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>73% - 76%</td>
<td>C</td>
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<td>70% - 72%</td>
<td>C-</td>
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<td>67% - 69%</td>
<td>D+</td>
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<tr>
<td>63% - 66%</td>
<td>D</td>
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<tr>
<td>60% - 62%</td>
<td>D-</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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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.
Module Assignments

- **Module Participation: 25% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. 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. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

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 Reflective Paper: 30% of final grade**
  - On Friday of each week, candidates will reflect upon their learning and experiences at the school site on Wednesday and Friday related to the module objectives, essential questions, and prompts.

- **Student Project: 20% of final grade due 2/8/14.**

- **Philosophy of Education: 25% of final grade, due 2/22/14.**
  - Rubric to be provided.

Module Readings

- 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/
- Resource: “Rubric of Quality Indicators for Specially Designed Instruction” (CPS document)
**School of Education Policies and Information**

**Conceptual Framework Standards**
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.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this module 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. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

**Technology**
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, and (3) observe various uses of technology in classroom rounds.

**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).

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**University Policies and Information**

**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: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**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: http://www.luc.edu/sswd/

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
## Tentative Module Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>M Feb 3</td>
<td>Presentation and Class Discussion on: Students w. Severe Disabilities --- Instructional Best Ed. Practices, Assessing Needs from Curricular Modifications to Lesson Planning with Accommodations, Parents, Families, School Collaborations</td>
<td><em>Teaching Students with Severe Disabilities (4th)</em> Westling &amp; Fox</td>
<td>Prior to 1&lt;sup&gt;st&lt;/sup&gt; class read Westling &amp; Fox, Chapter 1.</td>
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<td><em>Rubric of Quality Indicators for Specially Designed Instruction</em> (ODLSS, Chicago Public Schools)</td>
<td>Bring to class a current news or human interest story about a person with a cognitive disability. (Does the author use Person First Language?)</td>
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<td>Exit slips (at conclusion of class)</td>
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<td>W Feb 5</td>
<td>Teacher candidates at school sites.</td>
<td>Westling &amp; Fox Read Chapter 7.</td>
<td>“Description of Student Learners” assignment due today. Please have this on hand for site visit.</td>
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<td>F Feb 7</td>
<td>Teacher candidates at school sites.</td>
<td>Westling &amp; Fox Read Chapters 17 &amp; 18.</td>
<td>Week 1 Reflection 1500 word description of your clinical experiences this week. (Prompt: Describe your site's philosophy and examples of best practices for educating this low incidence population.)</td>
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<td><em>Rubric of Quality Indicators for Specially Designed Instruction</em>--- Study the “Instruction” section.</td>
<td>Student Project due Lesson Plan to teach a specific skill or an ecological assessment of a natural setting for teaching a specific skill.</td>
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<td>Please email both assignments by Saturday, Feb. 8 @ 11PM.</td>
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<td>Date</td>
<td>Event</td>
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<td><strong>M Feb 10</strong></td>
<td>Presentation and Class Discussion on: Methods and strategies for teaching students new skills, generalization and maintenance of skills.</td>
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<td>Bring your student projects and current news stories for small group sharing. Exit slips (at conclusion of class.)</td>
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<td>Westling &amp; Fox Read Chapter 8</td>
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<td><strong>W Feb12</strong></td>
<td>NO Clinicals today for teacher candidates at NLC, Payton, and Raby. On-site visits for teacher candidates at PACTT and Niles North.</td>
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<td>Assignment for teacher candidates at NLC, Payton, and Raby in lieu of clinicals today. (TBA.)</td>
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<td>Westling &amp; Fox Read Chapters 10 &amp; 18</td>
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<td><strong>F Feb 14</strong></td>
<td>All teacher candidates at sites. On-site visits: NLC, Payton, and Raby.</td>
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<td>Week 2 Reflection 1500 words (Prompt: How does your school site create inclusive educational opportunities, CBI and provide positive behavioral support?) Please email reflection by Saturday, Feb.15 @ 11:00PM.</td>
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<td>Westling &amp; Fox Read Chapter 12</td>
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<td><strong>M Feb 17</strong></td>
<td>Presentation and class discussion on: Monitoring of academic progress, student assessments, behavioral supports, tracking behaviors, charting life skills.</td>
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<td>Using the Rubric look for evidence and examples in your school settings. Keep this on-hand for the site visit.</td>
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<td>Westling &amp; Fox Read Chapter 9 “Rubric of Quality Indicators”---Behavior rubric and Social Skills rubric</td>
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<td><strong>W Feb 19</strong></td>
<td>Teacher candidates at school sites. On-site visits: PACTT, Niles North</td>
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<td><strong>F Feb 21</strong></td>
<td>Teacher candidates at school sites. On-site visits: NLC, Payton, and Raby</td>
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<td>Week 3 Reflection 1500 words What are student assessments, chart, behavior plans and progress monitoring used at your school site.)</td>
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Philosophy of Education

Education Paper due

Please email both assignments by Saturday, Feb. 22 @ 11:00PM.