Module Information

Dates: January 12-January 30, 2015
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM    Cuneo Hall, Room 107

Clinical Sites: Northside Learning Center/ Al Raby High School

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

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?
- 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 a 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 a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
- Notice and critique implicit messages about families, communities and individuals. (i1F, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g2I)
- 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)

IDEA Objectives:

- Gain factual knowledge (terminology, classifications, methods, trends)
- 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:

D2: Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementations. (i2I) (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 identity). (a1A, i1F, i2J)
Grading Policy & Scale:
The final grade is based upon the completion of course requirements, shown below, 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

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: 20% 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.

Developmental Stage Project Due Monday, Jan. 19, 2015 by 12:00 midnight: (20%)

- Pairs/groups of teacher candidates will select one of the developmental stages we will be covering in the module. The pair will be responsible for reading the chapter/s pertaining to their stage/s. A handout (25% of the grade) will be created that includes an overview of the following information:
  - Important developmental milestones and when they should be reached,
  - Potential warning signs to look for and what type of atypical development that may signify,
  - Key strategies to foster development, and
  - Ten good resources (books, websites, curricula, agencies, etc.) for educators related to this developmental stage.
- Students will also need to comment on two of the posted handouts detailing something that they realized about that particular level of development. (5% of the grade), due by class on 1/22.

• Reflections: 30% of final grade, each reflections is 10%
- At the end of each week, candidates will reflect upon their learning and experiences at the school site that week related to module objectives and essential questions. Each class has a different goal of reflection. These should be addressed in the students’ reflections. These reflections will be submitted as a blog on Sakai by Saturday at midnight of each week.
- Students will need to comment on two of their fellow students reflections by Sunday of that week.

• Parent Project/ Advocacy Project: 30% of final grade, due Fri. 1/30
- Prepare a pamphlet of resources for parents or create a blog for advocacy for students and families.
- IEP Project Students will complete the development of parts of an IEP that includes Present Levels of Academic Achievement and Functional Performance (PLOP), Educational Accommodations and Supports, and a basic Educational Services and Placement worksheet.

Required Textbook:

Resource:
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 for the case study, 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).

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. For additional academic policies and procedures refer to: 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/

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

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**Tentative Module Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>M Jan 12</td>
<td>Overview of Adolescence (physical, cognitive and social-emotional) Overview of development of students with moderate to severe cognitive disabilities.</td>
<td>Chapter 1 (Westling and Fox) “Students with Severe Disabilities: Definitions, Descriptions, Characteristics and Potential. Chapter 16 (Berk)</td>
<td>Choose 3 of the Questions for Reflection at the end of Chapter 1 (Westling and Fox). Answer the questions of your choice. Responses to each question should be approximately 500-750 words each. Submit via email to: <a href="mailto:dmcclendon@luc.edu">dmcclendon@luc.edu</a> by midnight Wed. Jan.14.</td>
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<td>W Jan 14</td>
<td>In school-reflect on the developmental stages around you. Professor McClendon will visit students on-site at Northside Learning Center at 8:15am She will visit students on-site at Al Raby H.S. at 10:15am.</td>
<td></td>
<td>Journal Reflection: Keep track of your activities in the school. Describe and reflect on what you have experienced. Your Reflection (Minimum 750 Words) should be emailed to Professor McClendon by Sat. Jan. 17 at midnight.</td>
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<tr>
<td>F Jan 16</td>
<td>In school-reflect on differences between</td>
<td>Chapter 2: “Philosophy and Best Practices for</td>
<td>Week 1 Reflection due by Sat. 1/17 at midnight.</td>
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<td>Date</td>
<td>Attendance</td>
<td>Notes</td>
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<tr>
<td><strong>M Jan 19</strong></td>
<td>No class</td>
<td>Project on developmental milestones due by 12:00 midnight tonight 1/19.</td>
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<td><strong>W Jan 21</strong></td>
<td>Advocacy</td>
<td>Find the Keys to a Successful Partnership on <a href="http://www.pepartnership.org">http://www.pepartnership.org</a> as well as one other piece of information you found interesting on the site.</td>
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<td>Curriculum connections</td>
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<td>Developmental Differences</td>
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<td>Introduction to the Individualized Education Plan (IEP)</td>
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<td>Professor McClendon will visit Al Raby today.</td>
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<td><strong>F Jan 23</strong></td>
<td>In school-reflect on curriculum and relationships in the community.</td>
<td>Week 2 Reflection due by 1/24 at midnight.</td>
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<td>Professor McClendon will visit NLC today.</td>
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<td><strong>M Jan 26</strong></td>
<td>IEP meeting process. Collaboration of Professionals and Parents.</td>
<td>Read Chapters 3 and 4 in Westling and Fox.</td>
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<td><strong>W Jan 28</strong></td>
<td>In school-reflect on disabilities across the developmental span</td>
<td>Rough draft of your Parent Project/Advocacy Project submitted for feedback</td>
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<td><strong>F Jan 30</strong></td>
<td>In school-IEPs, what is your site doing?</td>
<td>Parent Project/Advocacy Project is due by tonight at midnight.</td>
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<td>Final site visits by Professor McClendon today!</td>
<td>Week 3 Reflection due by Sat.1/31 at midnight.</td>
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