

# DuPage TIDE Special Education Cohort: **LBSI Teacher Endorsement** Lewis University Course Sequence

- SPED 51300 Development and Characteristics of Learners (3 credit hours)
- SPED 51400 Assessment for Learning (3 credit hours)
- SPED 51700 Instructional Strategies and Learning Communities for Exceptional Learners (3 credit hours)

This rotation provides nine (9) credit hours toward the LBSI Teacher Endorsement and assumes that participants have previously taken a course (with clinical hours) that explores Exceptional Learners. Teachers who do not have a prior course in Exceptional Learners must complete an additional three (3) credit hours to meet state requirements.

The Lewis course that explores Exceptional Learners is:

- SPED 55700 Exceptional Learners in Inclusive Communities (3 hours)

## **Why Choose Lewis University?**

- Quality coursework at an affordable price of \$275 per credit hour.
- Program grounded in a disability studies/inclusive education stance and belief that all students should have access to a rich quality general education curriculum.
- Exceptional faculty who model best teaching practices including the use of instructional technology to meet the needs of all students
- Skills and strategies that will enhance your teaching for the benefit of all students, not just those with identified disabilities

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AMBER QUIRK, REGIONAL SUPERINTENDENT**

# COURSE DESCRIPTIONS



## **SPED 51300 Development and Characteristics of Learners**

This course focuses on specific frameworks of learning with expansion and application to those students who may have learning challenges in various developmental phases. Historical perspectives of learning and behavior challenges will be discussed in light of current theories of exceptionalities. Emphasis will be placed on how students with exceptional needs learn in both academic and social settings. Special emphasis will be placed on identification and exploration of students with associated language disorders.

## **SPED 51400 Assessment for Learning**

This course introduces teacher candidates to the assessment of students who may be or already are identified as eligible for special education supports and services. The course content addresses both formal and informal assessment tools and their administration and interpretation as related to classroom needs. Candidates learn about standardized assessments, multi-tiered systems of support (MTSS), curriculum-based assessment and measurement, task analysis, functional behavior assessment, and how to generate teacher-designed tests. Candidates will design formative and summative assessments as well as have the opportunity to interpret educational assessment findings and summarize the results for an educational assessment report.

## **SPED 51700 Instructional Strategies and Learning Communities for Exceptional Learners**

This course is designed to present opportunities for pre-service teacher candidates or in-service teachers working toward an LBS1 endorsement to apply a wide range of strategies that best address the academic and behavioral needs of learners with disabilities. Candidates will develop skills that will allow them to integrate curriculum across subject areas, create learner-centered materials, and develop skills that will enable them to effectively interact with other professionals providing academic and behavioral support to students with individual learning needs.

## **SPED 55700 Exceptional Learners in Inclusive Communities**

This course is designed to provide pre-service teacher candidates at the graduate level and in-service teachers working towards LBS1 endorsement with the knowledge and skills that are required to identify and instruct exceptional learners in inclusive classroom settings, including students identified as having learning disabilities, emotional-behavioral challenges and/or other disability support needs as described in the federal Individuals with Disabilities Education Improvement Act. Course content and assessments will focus on the characteristics of exceptional learners, the processes for identifying exceptional learners for appropriate services, collaboration with parents and professional colleagues and research-based approaches for designing inclusive classroom settings and instructional/behavioral/assessment strategies and supports for exceptional learners. Course participants will learn how to implement research-based tiered interventions that enable all students to succeed in inclusive classrooms. This course also includes a field experience working with an exceptional learner.

**Registration will be available on the TIDE website:**

**[TIDE Graduate Courses – DuPage Regional Office of Education \(dupageroe.org\)](https://www.dupageroe.org)**

**Any questions, please contact Sarah Baumbach, TIDE Program Assistant at: [sbaumbach@dupageroe.org](mailto:sbaumbach@dupageroe.org)**