

DuPage TIDE Special Education Cohort: LBS I Teacher Endorsement Lewis University Course Sequence

54-513 Development and Characteristics of Learners

54-514 Assessment for Learning

54-517 Instructional Strategies and Learning Communities for Exceptional Learners

This rotation provides 9 credit hours toward the LBS I 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 would need to complete an additional 3 hours to meet the state required credit hours for the endorsement. The most appropriate course to complete the hour is:

54-557 Exceptional Learners in Inclusive Communities

Why Choose Lewis University?

- Quality coursework at an affordable price of \$225 per credit hour
- Social justice and multicultural curriculum based on the belief that all students are capable of learning and the importance of adapting instruction to serve all students.
- 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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DR. DARLENE J. RUSCITI, REGIONAL SUPERINTENDENT

COURSE DESCRIPTIONS

54-513 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.

54-514 Assessment for Learning

An introductory study of assessment techniques used to evaluate students with academic and behavior problems, this class will focus on specific evaluative devices, their administration, and interpretation of the results as related to remediation methods. Portfolio assessment is stressed, including curriculum-based and precision assessment models.

54-517 Instructional Strategies and Learning Communities for Exceptional Learners

This course allows the teacher to begin to apply a wide range of strategies that will 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.

54-557 Exceptional Learners in Inclusive Communities

This course is designed to provide 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 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.

Registration will be available on the TIDE website at:

<http://www.dupage.k12.il.us/educators/courses/courselist.php>.

Any questions, please contact D'Arcy Greenleaf, TIDE Assistant, at dgreenleaf@dupageroe.org