MTI 508: LBS I (Cross-Categorical) Characteristics

Instructor Information:	
Instructor Name:	**Joy De Los Santos**
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Instructor Background:	Joy de los Santos has worked in the field of special education since 2005. She was a self-contained special education teacher at Homewood-Flossmoor High School for 2 years before moving to AERO Special Education Cooperative. During her 12 years at AERO, Joy worked as a teacher in both the Multi-Needs and STAR programs. In 2019 Joy transitioned to an administrative position at Eisenhower Cooperative. She served as a Program Supervisor at the Development Learning Program for 2 years. In 2021, Joy became the Curriculum, Assessment, and Professional Development Coordinator at Eisenhower Cooperative. Joy has a Bachelor's in Special Education from University of Illinois Urbana-Champaign, a Masters in Early Childhood Education with Special Education endorsement from Governors State University, and a Masters in Education Administration from Concordia University Chicago. She is passionate about helping prepare the next generation of educators to best serve their students with disabilities.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Online Course** The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI

	email address listed above. Approximately 135 hours of instructional time is devoted to this course . All questions, customer service, grades and transcript questions are to be directed to MTI, **NOT ANDREWS UNIVERSITY** for this course. We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the *help* tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Resources**.

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

- Gain a comprehensive understanding of different types of learning disabilities, their characteristics, and their impact on students' academic and social development.. InTASC 1
- Develop proficiency in using various assessment techniques and tools to identify learning disabilities accurately.. InTASC 6, 8
- Acquire skills in designing and implementing intervention strategies that address the specific challenges faced by students with learning disabilities, focusing on both academic achievement and socio-emotional development.. InTASC 7
- Understand the legal frameworks and ethical considerations related to the education of students with learning disabilities, including compliance with laws such as the Individuals with Disabilities Education Act (IDEA) and ensuring ethical assessment and intervention practices.. InTASC 9

Course Description: This course delves into the complexities of identifying and evaluating learning disabilities in students. This includes an in-depth understanding of various learning disabilities, assessment strategies, and effective intervention plans. It is designed to enhance educators' abilities to recognize early signs of learning disabilities, utilize appropriate assessment tools, and collaborate with school teams to create supportive educational environments. Participants will explore current research, case studies, and best practices in the field, preparing them to make significant contributions to the success of students with learning disabilities.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities

throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on		4 hours
Final evaluation/reflection essay	100 points	12 hours
Total	**485 points**	**135 hours**
Grading Scale: A (90-100%); B (80-89%) ***Anything below a B will not receive graduate credit and result in a failing grade of F.***		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a	Response is mostly clear, concise, and well organized. Thoughts are presented in a	Response is somewhat unclear and/or disorganized. Some thoughts are presented	Response is mostly unclear and/or disorganized. Many thoughts are presented

	coherent and logical manner.	coherent and logical manner.	in a coherent and logical manner.	in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule-

Week 1
- Syllabi/assignment review
- Review resource group 1.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2
- Review resource group 2.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Write a concise essay that critically examines the role and effectiveness of the Response to Intervention (RTI) model in the context of identifying and supporting students with learning disabilities, with a specific focus on the use and analysis of Tier 1 and Tier 2 data.

Key Points to Address:

- **Overview of RTI Model**: Briefly describe the RTI framework and its significance in the educational identification and support of students with learning disabilities.
- **Analysis of Tier 1 Data**: Discuss how Tier 1 (universal screening and general classroom interventions) data is used to identify students who may be at risk for learning disabilities. Include examples of types of data collected and how they are used to make instructional decisions.
- **Utilization of Tier 2 Data**: Explore how Tier 2 (targeted interventions for at-risk students) data informs the decision-making process. Discuss the types of interventions typically implemented at this tier and how progress monitoring data is used to evaluate their effectiveness.

- **RTI Effectiveness and Challenges**: Analyze the strengths and limitations of using RTI, particularly Tier 1 and Tier 2 data, in identifying and supporting students with learning disabilities. Consider factors such as accuracy, timeliness, and the ability to differentiate between learning disabilities and other factors affecting learning.
- **Recommendations**: Conclude with your recommendations on optimizing the use of RTI, especially regarding data collection and analysis, to improve outcomes for students with learning disabilities.

Write 1-2 pages APA

Week 3 –Class Inequalities
- Review resource group 3.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Develop a 10-15 slide presentation that covers the key aspects of psychological processing and its impact on academic performance in students with learning disabilities.

Include slides on the following topics:
- An introduction to psychological processing and its role in learning.
- Types of psychological processing challenges (e.g., memory, attention, language processing) and their specific impacts on academic skills.
- Evidence-based strategies for supporting students with processing challenges.
- Case studies or examples to illustrate the application of these strategies.
- Conclusion with key takeaways for educators.

Week 4
- Review resource group 4.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Literature Review:
- Conduct a detailed review of Chapter 6, focusing on the intervention strategies presented for students with learning disabilities. Supplement this with additional research from academic journals, books, and credible online sources.

Data Collection:

- If possible, collect data from real-world applications of these intervention strategies, either through interviews with educators and specialists or by reviewing case studies and existing research findings.

Analysis:

- Analyze the information gathered, focusing on the effectiveness, applicability, and outcomes of the intervention strategies. Consider various contexts, such as different age groups, types of learning disabilities, and educational settings.

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Write a 1-2 page essay that summarizes your research findings.

Week 5

- Review resource group 5.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Introduction:
- Start with an introduction that provides an overview of the book and its primary objectives.

Content Analysis:
- Analyze the key content areas covered in the book, such as identification and evaluation of learning disabilities, intervention strategies, psychological processing, and the role of school teams. Discuss the depth, clarity, and relevance of the information presented.

Methodological Approach:
- Evaluate the methodological approach used by the authors, including their use of research, case studies, and theoretical frameworks. Assess the balance between theoretical insights and practical applications.

Practical Application:
- Reflect on the book's applicability in real-world educational settings. Discuss how the strategies and insights provided can be implemented by educators and school teams.

Critical Evaluation:
- Provide a balanced critique of the book, highlighting its strengths and pointing out any limitations or areas that could be improved. Consider aspects such as comprehensiveness, organization, readability, and evidence-based recommendations.

Conclusion:
- Conclude by summarizing your overall evaluation of the book and its value to educators, students, and professionals in the field of special education.

3-5 pages, APA format.

> **Journaling**
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> Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:
> - How has what you learned about a strategy/topic changed the way you think?
> - What were the results of trying something new that you learned in class, and how could you improve it next time?
> - Reflections on conversations you had with students, colleagues or administrators about what you have learned.
> - Research you've discovered on a topic and how it complements or contradicts what the author says.
> - These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of LD Identification

Article: [What is RTI?](#)
Video: [Introduction to Response to Intervention](#)
Article: [SLD Evaluation: Linking Cognitive Assessment Data to Learning Strategies](#)
Video: [SLD Identification: Evaluating Cognitive Processes](#)
Resource: [IDEA Part B: Identification of Specific Learning Disabilities](#)
Article: [Core Principles: Evaluation and Identification of Learning Disabilities](#)
Resource: [Three Important Laws that Support Individuals with Disabilities](#)
Article: [Using a Team Approach for Students With Learning Disorders](#)

Resource Group 2: Response to Intervention (RTI) and Early Data

Article: [Approaches to RTI](#)

Video: [What Are Examples Of RTI In Practice?](#)
Resource: [Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades](#)
Article: [Turning Tier 1 Universal Data into Action](#)
Resource: [Guidelines for Determining the SLD Eligibility using RTI](#)
Resource: [Fidelity of Implementation](#)
Video: [Monitoring Fidelity in RTI](#)

Resource Group 3: Psychological Processing and Academic Performance

Article: [The Adverse Academic and Social Effects of Slowed Processing Speed](#)
Article: [Understanding Why a Child Is Struggling to Learn](#)
Article: [Understanding, Diagnosing, and Coping with Slow Processing Speed](#)
Resource: [Cognitive Functioning & Psychological Processing](#)
Resource: [Psychological Processing Assessment Guide](#)
Article: [Teach Cognitive Processing Strategies](#)
Article: [Linking Assessment Results to Intervention: How to Quickly Find and Tailor Interventions for Students with Learning Difficulties and Disabilities](#)
Resource: [10 Sources of Data to Build a Comprehensive IEP](#)
Video: [Data Collection Methods for Special Education Teachers and Teams](#)

Resource Group 4: Case Studies and Comprehensive Evaluation

Resource: [A Case Study Guide to Special Education](#)
Resource: [Assessment Selection Guidance](#)
Resource: [National Technical Assistance Center on Transition](#)
Article: [Evaluation Process in Special Education](#)
Article: [Make Data-Based Instructional Decisions](#)
Article: [Interpreting assessment results](#)
Resource: [Essential Components of RTI – A Closer Look at Response to Intervention](#)
Article: [The Collaborative Model: An Alternative to Restrictive Special Education Placements](#)

Resource Group 5: School Team Functioning and Implementation

Article: [From Intervention to Achievement: Integrating Achievement Teams for Effective RTI Implementation](#)
Video: [One Team, One Goal: Strategies for Effective Collaboration](#)
Article: [8 Ways Special Education Directors Can Foster Collaborative Decision-Making](#)
Article: [Documentation in School Settings: Frequently Asked Questions](#)
Article: [Special Education Team Roles and Responsibilities](#)
Article: [Best Practices for Service Documentation](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in

their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.