SPE 4700: *Individualized General Curriculum and Materials*
Fall 2012
Sections 1 and 2


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COURSE DESCRIPTION:  SPE 4700 Individualized General Curriculum and Materials.  A study of curricular content and materials, which provide and enhance access to the general curriculum for individuals with exceptional learning needs.  Development and the role of the Individualized Education Program in curriculum development and material selection and development are significant components of this course.

PREREQUISITES: SPE 3200, 3201

TEXTBOOK:

Choate, J. S. (Ed.). (2004). *Successful Inclusive Teaching* (4th ed.). Boston: Pearson Education. A packet of readings and other course material will be available at Copy X.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments.  Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work.  Your knowledge central to responsible global citizenship will be enhanced through lectures,

particularly topics related to diversity, and reading of your textbooks and supplemental materials.

PRIMARY LEARNING MODEL:
The primary learning model for this course is the Ecological Model (Evans, Evans, Gable, & Schmid, 1991).

COURSE REQUIREMENTS/ASSIGNMENTS

A. Class Participation:
As an active learning community, class participation is anticipated and expected. There will be in class group work, film quizzes, etc. which candidates will not be able to make up if they are missed. When attendance is not possible, candidates must make arrangements to obtain any hand-out materials. While most information is in the packet, there are times, when information is given to the class. It is your responsibility to make arrangements to information from a classmate and/or instructor.

B. Course Readings:
Candidates are required to write chapter outlines/notes pertaining to each textbook chapter assigned. Chapter outlines/notes (from the Choate textbook) will be checked during notebook checks. These can be typed or handwritten.

C. *Examinations and Quizzes*
There are both mid-term and final examinations in SPE 4700.
These are in-class evaluations and attendance is mandatory. Instructors reserve the right to administer small quizzes throughout the semester.

D. Course Assignments:
1. A list of assignments and a brief synopsis of each is listed below. Teacher candidates will complete an IEP, Learning Centers, and a Unit Plan in cooperative learning groups.
2. All candidates are urged to use the Special Education Technology Lab and the TMC for all assignments in SPE 4700.

SPE 4700 Assignment Descriptions:

1. *IEP*
In teams, candidates will develop an Individualized Education Program (IEP) based on a case study provided by the instructor. The case study requires the team to develop an IEP based upon the academic areas including reading, language arts and arithmetic, social, and adaptive/functional needs of the learner. The IEP will be the focal document for the Unit Plan and Learning Center.

2. *Curriculum Unit Proposal, and Unit Plan.*
Using your IEP, each s team will prepare a curriculum unit plan for use that spans a three-week period and addresses the academic, social, adaptive/functional needs of the learner to enhance access to the general curriculum. *Prior to developing the unit plan, a*

*proposal must be submitted to the instructor containing the following: topic, rationale, unit goals, objectives, and specific students for which the unit is intended to benefit.* Each candidate will write a series of 5 lesson plans for one content area appropriate for the grade level and topic of the Unit Plan.

Policy on Written Assignments:
All assignments are to be written in APA style and in a non-labeling language format. The use of labeling language in any written assignment will result in a 25% deduction of the student's total points. Furthermore, the instructor expects all written assignments to contain correct punctuation, language use, and sentence structure. If you know that you have some difficulties in writing, please seek help from the "Writing Center" at your earliest convenience.

Special Note:
"LiveText" must be purchased and used in this course. Students who do not successfully complete the required curriculum unit plan and submit via "LiveText" as directed by the course instructor will earn less than a "C" for the course.

Grading:

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

| | | |
|---|---|---|
| 90%-100% | = | A |
| 80%-89% | = | B |
| 70%-79% | = | C |
| 60%-69% | = | D |
| less than 60% | = | F |

The final grade and its determination is the purview of the instructor.

Policy on Late Assignments:
Assignments are due the class period of the day listed as the due date for the assignment. Any assignment turned in after this is considered late and is subject to point penalties of 5 points per day and will not be accepted after 1 week.
If you are sick or unable to attend class on a scheduled due date, you must email the text of your assignment to the instructor prior to the start of class with dates for when you will turn in any accompanying materials (student data, etc.). Otherwise, late points will begin to accrue
If you have a prolonged illness or family emergency and you know you will not be able to complete an assignment by the due date, you must contact and speak with the instructor by phone or in person at a scheduled appointment in the special education office to arrange an alternative due date. Once a due date is established any variation from the due date will result in late points.

Assistance:
Each student is encouraged to contact the course instructor for assistance with any class-related

problem. The instructor is interested in you.

Students with a letter of accommodation from the office of disability services are encouraged to make an appointment with the instructor as soon as possible to discuss the students' needs.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Class Attendance:

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency, the candidate is responsible for contacting the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, may deny the candidate's request to make-up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Activity points from any day cannot be made up if an absence occurs.

The Department of Special Education endorses the notion that attendance in classes is essential.

The candidate is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

I.      The Special Education Curriculum (3 weeks)
        A.  Curriculum Development for Learners with Exceptional Learning Needs (Saylor, 1982; Ysseldyke & Algozzine, 1982; Bigge, 1988)
            1.  Types of Curriculum
            2.  Scope and Sequence
            3.  Functions of Curriculum Development:  IEPs, Units, and Lesson Plans
        B.  National, State, Local mandates (Saylor, 1982; Hehman & McLaughlin, 1981; Underwood & Mead, 1995; Ysseldyke & Alogzzine, 1982; The IDEA Amendments of 1997; NICHY, 1998)
            1.  IEP
            2.  Common Core:  Illinois State Standards
                a.  English
                b.  Language Arts
                c.  Mathematics
                d.  Social Science
                e.  Science
        C.  School Structures and Agencies (Saylor, 1982; Ysseldyke, Algozzine, 1982; Ysseldyke, Algozzine, & Thurlow, 1992)

II.     General and Specialized Curriculum Domain and Subdomain (7 weeks)
        A.  Academic Curriculum
            1.  Literacy (4)
                a.  Listening
                b.  Reading
                c.  Speaking
                d.  Written Language
                    1.  Written Expression
                    2.  Spelling
            2.  Math
            3.  Content Areas (1 week)
                a.  Science
                b.  Social Studies
        B.  Functional Curriculum (2)
            1.  Functional Academics
            2.  Social Skills
            3.  Life Skills
        C.  Mapping Curriculum to Standards

III.    Developing and Writing Instructional Plans (5 weeks)
        A.  IEP
            1.  Sources of Assessment Data (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor, 1982; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; McLoughlin & Lewis, 1994)

      a. Task Analysis
      b. Parent Conferences
      c. Staffing
      d. Psychological Reports
      e. School Records
      f. Test Results
         (Stephens, Hartment, & Lucas, 1982; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Choate, et al., 1987; Bigge, 1988; McLoughlin & Lewis, 1994)
         1. Standardized
         2. Curriculum-based assessment
         3. Performance assessment (Elliott, 1998)
      g. School Personnel (General Educators, Administrators, Related Service Personnel)
      h. Legal System
      i. Community Agencies
  2. Utilization of Other Types of Information in the Decision-Making Process (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; McLoughlin & Lewis, 1994; Smith, Polloway, Patton, & Dowdy, 1995).
      a. Health and personality
      b. Intelligence and academic aptitude
      c. Peer and family behavioral patterns
      d. Family history and present circumstances
      e. Performance in school subjects
      f. Non-academic skills and abilities
      g. Aesthetic and artistic abilities
      h. Interests
      i. Cultural Factors
      j. Modalities and Individual Learning Styles
  3. Developing and Writing the Present Levels of Academic and Functional Performance
  4. Determining and Writing Annual Goals as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLoughlin & Lewis, 1994; Tymitz-Wolf, 1982; Polloway, Payne, Patton & Payne, 1989; Smith, 1990).
      a. Academic
      b. Social
  5. Determining and Writing Short Term Benchmarks as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLaughlin & Lewis, 1994).
      a. Academic
      b. Social
B. Instructional Planning: Developing Unit and Lesson Plans
  1. Relationship between materials and the IEP (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor, 1982)
  2. Material Evaluation and Selection (Carbo, Dunn & Dunn, 1986; Howell &

Morehead, 1987; Saylor 1982)

3. Adaptation of materials to meet needs and utilize skills of the learner (Carbo, Dunn & Dunn, 1986; Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; Saylor, 1982)

4. Use of technology:  assistive, augmentative, and alternative (Bender & Bender, 1996)

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Carbo, M., Dunn, R., & Dunn, K. (1986). *Teaching students to read through their individual learning styles.* Englewood Cliffs, NJ: Prentice-Hall.

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Howell, K.W., & Morehead, M.K. (1987). *Curriculum-based evaluation for special and remedial education: A handbook for deciding what to teach.* Columbus, OH: Charles E. Merrill.

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Polloway, E.A., Payne, J.S., Patton, J.R., & Payne, R.A. (1989). *Strategies for teaching retarded and special needs learners.* Columbus, OH: Charleston E. Merrill Publishing.

Saylor, J.G. (1982). *Who planned the curriculum?* West Lafayette, IN: Kappa Delta Pi Press.

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Smith, T.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (1995). *Teaching Students with Special Needs in Inclusive Settings.* Needham Heights, MA: Allyn and Bacon.

Tymitz-Wolf, B. (1982). "Guidelines for assessing IEP goals and objectives." *Teaching Exceptional Children, 14,* 198-201.

Underwood, J.K., & Mead, J.F. (1995). *Legal Aspects of Special Education.* Needham Heights, MA: Allyn & Bacon.


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Relationship of the Course to Unit Theme and Conceptual Framework
Conceptual Framework Unit Theme:  Educator As Creator of Effective Educational Environments.

*SPE 4700 focuses on student learning styles that can be facilitated through the modification of the classroom environment and adaptations of curriculum materials for the student with special needs.*

The Five Domains:  Subjects, Strategies, Students, Societies and Communities, and Technology:

The term "subject" pertains specifically to content areas (i.e., math, reading, language art, written expression, etc.) that are discussed in terms of age-appropriate and meaningful adaptations that would be used for students with mild to moderate disabilities.

*"Strategies" pertain to curriculum adaptations. Societies/communities refer to preparing students with mild to moderate special needs to be productive members of the workforce and productive members in society. Technology is another important component of the curriculum that is embedded into lessons and into learning center stations.*

The Learning Model for this course is:

Ecological

Methods used in teaching this course which reflect this learning model:

Ecological theory advocates that individuals are products of their environment.  Consequently, for a family in which an individual is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself.  SPE 4700 is taught using various methods (lecture, readings, power point, group activities).

Methods of assessment of student performance relative to the theme and/or the domains):

The SPE 4700 student's performance with regard to curriculum theory and design is assessed through peer-group activities, exams and quizzes, and a case-study approach and the development of a curriculum unit plan which connects a student's IEP to lessons plans (i.e., academic and life skill learning). Lesson plans are connected to learning center stations (i.e., both must incorporate some aspect of technology for either a one-week lesson or in one learning center station). These activities/assignments assist the SPE 4700 student in being competent to develop a curriculum unit for a class or students with mild or moderate disabilities in either a resource room or in an inclusionary classroom setting.

The IGC Unit Plan is assessed specific to the department and unit assessment plan via Live Text.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 3 - Individual Learning Differences

Knowledge:

- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Standard 4 - Instructional Strategies

Skills:

- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Social skills needed for educational and other environments.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.

- Scope and sequences of general and special curricula.

- National, state or provincial, and local curricula standards.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

- Use task analysis.

- Sequence, implement, and evaluate individualized learning objectives.

- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

- Incorporate and implement instructional and assistive technology into the educational program.

- Prepare lesson plans.

- Prepare and organize materials to implement daily lesson plans.

Standard 8 - Assessment

Skills:

Interpret information from formal and informal assessments.
CEC Individualized General Curriculum Standards, including Knowledge and Skills:
Standard 4 - Instructional Strategies

Knowledge:

- Sources of specialized materials, curricula, and resources for individuals with disabilities.

Skill:

- Use appropriate adaptations and technology for all individuals with disabilities.

Standard 7 - Instructional Planning

Skill:

- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.

Standard 8 - Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.

- Types and importance of information concerning individuals with disabilities available from families and public agencies.


CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:
Standard 4 -   Instructional Strategies

Knowledge:

- Specialized materials for individuals with disabilities.

Standard 7 -   Instructional Planning

Skill:

- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications

- Design and implement curriculum strategies for medical self-management procedures.

Standard 8 -   Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.

- Types and importance of information concerning individuals with disabilities available from families and public agencies.

State of Illinois Standards Addressed in this Course

## *ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)*

*Standard 1 - Teaching Diverse Students* – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1A)   understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (D)

1B)   understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (D)

1C)   understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (D)

1D)   understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); (D)

1E)   understands the impact of linguistic and cultural diversity on learning and communication; (D)

1G)   understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (D)

Performance Indicators – The competent teacher:

1H)   analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; (D)

1I)   stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (D)

1J)  differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (I)

1K)  facilitates a learning community in which individual differences are respected; and (D)

1L)  uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (D)

*Standard 2 - Content Area and Pedagogical Knowledge* – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2A)  understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (D)

2B)  understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (D)

2C)  understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; (D)

2D)  understands the relationship of knowledge within the disciplines to other content areas and to life applications; (I)

2E)  understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (D)

2F)  knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (D)

2G)  understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and (D)

2H)  understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. (D)

Performance Indicators – The competent teacher:

2I)  evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs; (D)

2L)  demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; (D)

2M)	uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (I)

2N)	facilitates learning experiences that make connections to other content areas and to life experiences; (D)

2O)	designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; (D)

2P)	adjusts practice to meet the needs of each student in the content areas; and (D)

2Q)	applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. (I)

*Standard 3 - Planning for Differentiated Instruction* – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3A)	understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; (I)

3B)	understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (I)

3C)	understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (I)

3D)	understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; (I)

3E)	understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;(D)

3F)	understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and (D)

3G)	understands how research and data guide instructional planning, delivery, and adaptation. (D)

Performance Indicators – The competent teacher:

3H)	establishes high expectations for each student's learning and behavior; (I)

3I)    creates short-term and long-term plans to achieve the expectations for student learning; (D)

3J)    uses data to plan for differentiated instruction to allow for variations in individual learning needs; (I)

3K)    incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences; (I)

3L)    creates approaches to learning that are interdisciplinary and that integrate multiple content areas; (I)

3N)    accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;(D)

3O)    when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); (I)

3P)    works with others to adapt and modify instruction to meet individual student needs; and (D)

3Q)    develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. (D)


*Standard 4 - Learning Environment* – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.


Knowledge Indicators – The competent teacher:
  4C)    understands how to help students work cooperatively and productively in groups; (D)
  4D)    understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (I)


Performance Indicators – The competent teacher:
  4M)    organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; (D)


*Standard 5 - Instructional Delivery* – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.


Knowledge Indicators – The competent teacher:

5A)   understands the cognitive processes associated with various kinds of learning; (D)

5B)   understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (D)

5C)   knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; (D)

5D)   understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences; (I)

5E)   knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (D)

5F)   knows strategies to maximize student attentiveness and engagement; (D)

5H)   understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. (D)

Performance Indicators – The competent teacher:

5O)   models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; (P)

*Standard 6 - Reading, Writing, and Oral Communication* – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

6A)   understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; (D)

6B)   understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; (D)

6C)   understands communication theory, language development, and the role of language in learning; (D)

6D)   understands writing processes and their importance to content learning; (D)

6E)   knows and models standard conventions of written and oral communications; (P)

6F)   recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; (D)

6G)   understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student; (D)

6H)     understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and (D)

6I)     knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. (D)

Performance Indicators – The competent teacher:

6P)     integrates reading, writing, and oral communication to engage students in content learning; (D)

*Standard 7 - Assessment* – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A)     understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (D)

7B)     understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards; (D)

7G)     understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (D)

7H)     knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and (D)

7I)     knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (D)

Performance Indicators – The competent teacher:

7J)     uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; (D)

*Standard 8 - Collaborative Relationships* – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (D)

8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and (D)

8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. (D)

Performance Indicators – The competent teacher:

8M) uses digital tools and resources to promote collaborative interactions; (D)

*Standard 9 - Professionalism, Leadership, and Advocacy* – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (D)

9H) understands the importance of modeling appropriate dispositions in the classroom. (P)

Performance Indicators – The competent teacher:

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (P)

9P) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development; (D)

9T) models digital etiquette and responsible social actions in the use of digital technology; and (P)

Common Core Standards for All Special Education Teachers:
STANDARD 4 - Planning for Instruction:

*The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)]*

Knowledge:

*The competent special education teacher understands*

CC4A.  the scope and sequence of the general curriculum.

CC4B.   the concepts of language arts.

CC4C.   the concepts of math including numeration, geometry, measurement, statistics/probability and algebra

CC4D.   general curriculum practices and materials.

CC4E    the components of an effective social skills curriculum.

CC4H    sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4L    short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

Performance:

*The competent special education teacher*

CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.

CC4R.   selects and uses appropriate technologies to accomplish instructional objectives.

CC4S.  develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.

CC4V   evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.

CC4Y   evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.

CC4Z utilizes resources and materials that are developmentally and functionally valid.

Learning Behavior Specialist 1 Standards:
STANDARD 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [28.200(d)]

Knowledge:

The competent learning behavior specialist understands

LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.

Performance:

*The competent learning behavior specialist*

LBS4N  integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an

effective individualized education program.

LBS4P   evaluates, selects, develops, and adapts curricular materials and technology appropriate or individuals with disabilities.

LBS4T   prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

Core Language Arts Standards for All Teachers:
STANDARD 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

*The competent teacher*

2A.    Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.

2B.    Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

*The competent teacher*

2C.    Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

2D.    Reads, understands, and clearly conveys ideas from texts or other supplementary materials.

2E.    Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

2F.    Expresses ideas orally with explanations, examples, and support in a clear, succinct style.

Technology Standards for All Teachers:
STANDARD 1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

Knowledge Indicator:

*The competent teacher*

1A.    Understands how to run computer software; access, generate and manipulate data; and publish results.

Performance Indicators:

*The competent teacher*

1B.    Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.

1C.    Uses appropriate terminology related to computers and technology in written and oral communications.

1D.    Describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices.

1E.    Uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.

STANDARD 2 - Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

Performance Indicators:

*The competent teacher*

2B.    Identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.

2C.    Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.

2D.    Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.

2E.    Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

2F.    Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

2G.    Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.

2H.    Adheres to copyright laws and guidelines in the access and use of information from various technologies.

2J.    Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.

STANDARD 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that

integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator:

*The competent teacher*

3A.     Understands how to apply learning technologies that support instruction in their grade level and subject areas.


Performance Indicators:

*The competent teacher*

3B.     Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.

3E.     Practices socially responsible, ethical, and legal use of technology, information, and software resources.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

1. IEP Assignment
   - CEC/CC: 7, 10 LBS I: 4  LBS I: 1  T:  1
2. Individualized General Curriculum Unit Plan Assignment
   - CEC/CC: 1, 7  CEC/IGC: 4  CEC/IIC: 4  T: 1, 2, 3, 7  LBS I: 4  IPTS: 1, 2, 3, 4, 6
3. Learning Center Assignment
   - CEC/CC: 3, 4, 5, 6  LBS I: 4, 5, 7  LA: 1, 3  T: 1, 8  CEC/CC: 4  IPTS: 3, 5
4. Exams and Quizzes

   - IPTS: 1,2,3,4,5,6,7,8

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department.  Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does.  Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire.  You are to move at least 50 feet away from the building.  You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall.  Opening windows allows damaging winds to enter the structure.  Leave the windows along; instead, immediately go to a safe place.  Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety.  There are designated areas marked by the "Severe Weather Shelter" signs.  There will <u>not</u> be an all clear siren.  The tornado warning will be over when the weather has improved.  Stay away from windows and automobiles.  Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building.  The University Police will assist with the search and/or evacuation.  You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning.  At best, a person may move under his/her desk.

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Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011