

SPE 3700
Individualized Independence Curriculum and Materials
Fall, 2012

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Lecture: M, 4:30-7:00P.M. (Johnson/Li Section2)

R, 3:00-5:30 P.M. (Johnson/Section1)

Practicum: TBA, 100 Minutes Per week

Appointments: Check appointment book in Buzzard 1212 (Johnson/Lei)

Class: 1121Buzzard Hall (Section 2)

1121Buzzard Hall (Section 1)

Online: We will utilize Web CT during the course for some assignments including some supplemental readings.

Catalog Description: SPE 3700 Individualized Independence Curriculum and Materials: A study of the curricular content and materials utilized in the planning and programming for individuals in the independence curriculum. A practicum experience is provided in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs.

Textbooks:

Brolin, D.E. (1998). *Life centered career education: A competency based approach* (5th ed). Reston, VA: The Council for Exceptional Children.

Westling, David L.& Fox, Lise (2009) *Teaching Students with severe Disabilities* (4th ed). Upper Saddle River, NJ: Pearson.

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.

Learning Model:

The primary learning model for this course is Brofbbrenner's ecological model. For more information on this model read Chapter 5 of Gajar, Goodman, & McAfee (1993).

Standards addressed: A new set of Illinois Teaching Professional Standards(IPTS) is included in this syllabus for your reference as well as what particular standards are addressed with each assignment that is listed.

Course Requirements/Assignments: The student will -

- A. Attendance is mandatory. Lectures will sometimes address materials not covered by the reading assignments. If you have an unexcused absence (no note from Health center), you will not be allowed to make up any work missed. (IPTS 2,3,4 &9)
- B. Tests/quizzes will assess your knowledge of information from readings and lectures. The student is responsible for all lectures and reading information because any of it could be included on the tests. (IPTS 1, 2,3,4,5,6,,7, ,8, & 9)
- C. Technology is integrated throughout many of the course assignments. Students are to seek outside assistance if they have difficulties in completing these integrated projects and assignments. (IPTS 2,3,4 &9)
- D. Participation points may be earned for in-class activities addressing topics related to curriculum. If there is an absence, the student cannot make up the points. (IPTS 1,2,7, & 9)
- E. Complete a 15 hour practicum experience in an arranged location. Practicum schedule and requirements will be fully discussed during the first two class meetings. A "Satisfactory" rating must be obtained in the course practicum in order to receive a "C" or higher in the course. (IPTS 1, 2, 3, 4, 5, 7, 8, &9)
- F. Complete semester-long instructional unit plan to be implemented at practicum location and presented in class on a designated day. The purpose of this project is for you to gain experience in designing and implementing an instructional unit involving transition, daily living, social skill development or other functional skill areas.(IPTS 1,2,3,4,5,7,8,&9)
- G. For this project: conduct a needs assessment, develop an overview of an instructional unit, develop the instructional unit, use LCCE style lessons, implement the unit, take data on the effectiveness of the unit, provide charts/graphs that clearly show progress or lack of progress for the skills that were taught in the instructional unit,, and submit a short paper that reviews/analyzes the results.. Unless otherwise indicated, a final copy of the instructional unit and the unit's supplemental instructional materials should be left at the practicum site for continued use. The unit plan should encourage self-determination, highlight the principles of Universal Design, and make use of the ecological model of service delivery. Above all, the unit should be tailored to the needs of the individuals

with whom you are working and the site where you are placed. The Instructional Unit Plan assignment sheet will further clarify the requirements. (IPTS 1, 2, 3, 4, 5, 7.8, &9)

Grade (based on percent of total possible points):

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
Below 60%	F

Late work Penalties:

All assignments are due on the dates specified by the instructor. Unless approved in advance by the instructor, a late submission is a daily deduction of 10% of the original assignment points.

Extra Credit: The student may earn extra-credit points in SPE 3700 by assisting at Special Olympics and/or Family Fun Festival. (Fall/Spring semester)

Non-Labeling Language:

The Special Education Department strongly supports the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in SPE 3000. The APA (American Psychological Association) Style Manual, 6th Edition, is to be used as the official word on all formal written work submitted for a grade. Assignments using labeling language will earn a point reduction and be returned to the student for correction and resubmission.

Student Conduct:

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 by 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). There are also times when the instructor may be busy, or out of town so follow up if you do not have a response within 48 hours.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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.

Course Outline

- I. History and Background (2 week)
 - A. Early 1900's-Present
 - B. Service Delivery Models
 - 1. Institutional Model
 - 2. Developmental Model
 - 3. Ecological Model
 - C. Council for Exceptional Children (CEC) Code of Ethics
 - D. Terminology

- II. Legislative Foundations (1 week)
 - A. Americans with Disabilities Act (ADA)
 - 1. P.L. 101-336
 - B. Individuals with Disabilities Education Act (IDEA)
 - 1. P.L. 102-119
 - 2. P.L. 105-17
 - 3. P.L. 108-446 (Individuals with Disabilities Education Improvement Act-IDEIA)
 - C. Perkins Act
 - 1. P.L. 101-392
 - 2. P.L. 105-332
 - D. Family Educational Rights and Privacy Act-FERPA)
 - E. Standards-Based Reform
 - 3. P.L. 105-17 (Individuals with Disabilities Education Act 1997)
 - 4. P.L. 107-110 (No Child Left Behind-NCLB)

- III. Assessment of Individuals with Moderate and Severe Disabilities (2 weeks)
 - A. Informal Assessment & Alternative Assessment
 - 1. Observational Data
 - a. Frequency
 - b. Duration
 - c. Latency
 - d. Intensity
 - 2. Interview
 - 3. Portfolio
 - 4. Functional Assessment
 - 5. Interest Reinforcement Inventories
 - 6. Illinois Alternate Assessment
 - 7. Norm-Referenced

- IV. Curriculum Development: Individualized Independence Curriculum Content (4 weeks)
 - A. Lifespan and Curriculum Development (P-21)
 - B. Developing Ecological Curriculum

1. Ecological Inventory
2. Social Validation
- C. Individualized Education Plan (IEP) and Individualized Transition Plan(ITP)
- D. Daily Living Skills
 1. Personal Finances
 2. Managing Households
 3. Personal Needs
 4. Marriage and Children Responsibilities
 5. Purchasing, Preparing & Consuming Food
 6. Buying and Caring for Clothing
 7. Citizenship
 8. Recreational and Leisure
 9. Getting Around the Community
- E. Personal Social Skills
 1. Self-Awareness
 2. Acquiring Self-Confidence
 3. Socially Responsible Behavior
 4. Interpersonal Skills
 5. Achieving Independence
 6. Decision Making
 7. Communicating with Others
- F. Occupational Guidance and Preparation
 1. Exploring Occupational Possibilities
 2. Selecting and Planning Occupational Choices
 3. Work Habits and Behavior
 4. Securing & Maintaining Employment
 5. Physical Manual Skills
 6. Specific Occupational Skills
- V. Developing Self determination and Self Advocacy (2 week)
 1. Support Networks
 2. Integration with other services
 3. Self-Determination

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

SPE 3700: Individualized Independence Curriculum and Materials relate to the Conceptual Framework Theme as it is framed around providing preservice teachers with the necessary skills to effectively create and plan an individualized educational environment. Through this course preservice teachers learn how to assess and build a diverse learning environment for in a wide variety of ecologically based student needs. The course prepares the preservice teachers to identify and effectively plan an educational environment that maximizes the learning needs of all students

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

SPE 3700: Individualized Independence Curriculum addresses the five Conceptual Framework domains both in the theoretical underpinnings and pragmatic implementation. The topical basis the five domains are interwoven throughout the course readings, course lectures, and course projects. Furthermore, as this course includes a mandatory practica, in which preservice teachers are able to apply their learned skills in the context of a real-world learning environment. Finally, the preservice teachers are to conduct a semester long project where they are required to interactively discuss and produce subject material that deals with diverse students, subject areas, strategies, technology, and societies/communities.

CEC Content Standards Addressed In This Course
CEC Common Core Standards, including Knowledge and Skills:

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.
- Technology for planning and managing the teaching and learning environment.

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.
- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.

- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- 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 and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 7 - Instructional Planning

Knowledge

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities*.
- Relationships among disabilities and reading instruction.

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
- Plan and implement age and ability appropriate instruction for individuals with disabilities*.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design and implement curriculum and instructional strategies for medical self-management procedures.

- Design, implement, and evaluate instructional programs that enhance social participation across environments.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 7 - Instructional Planning

Knowledge:

- Model career, vocational, and transition programs for individuals with disabilities*.

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications.
- Plan and implement age- and ability- appropriate instruction for individuals with disabilities*.
- Select and plan for integration of related services into the instructional program.
- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications
- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education.
- Design and implement curriculum strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

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:

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

- (D1C) 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;
- (D1D) 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);
- (D1E) understands the impact of linguistic and cultural diversity on learning and communication;
- (D1F) understands his or her personal perspectives and biases and their effects on one’s teaching; and
- (D1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- (D1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- (D1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- (D1J) 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;
- (D1K) facilitates a learning community in which individual differences are respected; and
- (D1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

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:

- (D2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- (D2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- (D2C) 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;
- (D)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;
- (I)2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- (I)2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

- (D)2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs;
- (I)2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- (I)2N) facilitates learning experiences that make connections to other content areas and to life experiences;
- (I)2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

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:

- (I)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)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;
- (I)3G) understands how research and data guide instructional planning, delivery, and adaptation

Performance Indicators – The competent teacher:

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

- (D3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;
- (D3O) 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);
- (D3P) works with others to adapt and modify instruction to meet individual student needs; and
- (D3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

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:

- (D4B) understands how individuals influence groups and how groups function in society;
- (D4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- (D4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs;
- (D4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
- (D4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

- (D4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
- (D4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
- (D4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
- (D4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
- (D4Q) analyzes student behavior data to develop and support positive behavior.

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:

- (D5A) understands the cognitive processes associated with various kinds of learning;
- (D5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
- (D5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
- (D5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- (D5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- (D5F) knows strategies to maximize student attentiveness and engagement;
- (D5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- (D5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

- (D5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
- (D5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- (D5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
- (D5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- (D5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- (D5S) implements appropriate evidence-based instructional strategies.

Standard 6 - minus teacher modeling effective communication; plus new emphasis on the teaching of Reading, Writing and speaking) - 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:

- (I)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;
- (I)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;
- (I)6C) understands communication theory, language development, and the role of language in learning;
- (I)6D) understands writing processes and their importance to content learning;
- (I)6E) knows and models standard conventions of written and oral communications;
- (I)6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- (I)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;
- (I)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

Performance Indicators – The competent teacher:

- (I)6J) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- (I)6K) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;
- (I)6P) integrates reading, writing, and oral communication to engage students in content learning;

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:

- (I)7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- (I)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;
- (I)7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring diagnosis and evaluation of learning and instruction;

- (D)7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- (I)7E) understands how to select, construct, and use assessment strategies and instruments for
- (I)7F) knows research-based assessment strategies appropriate for each student;
- (I)7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- (I)7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- (I)7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- (I)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;
- (I)7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
- (D)7M) maintains useful and accurate records of student work and performance;
- (I)7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
- (I)7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- (I)7P) collaborates with families and other professionals involved in the assessment of each student;
- (I)7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
- (I)7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

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:

- (I)8A) understands schools as organizations within the larger community context;

- (D8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- (D8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- (D8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- (D8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- (D8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- (D8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
- (D8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
- (D8I) 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.

Performance Indicators – The competent teacher:

- (D8M) uses digital tools and resources to promote collaborative interactions;
- (D8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
- (D8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- (D8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

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:

- (D9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
- (D9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
- (D9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;

- (D)9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- (D)9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
- (D)9G) understands local and global societal issues and responsibilities in an evolving digital culture; and
- (D)9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

- (D)9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
- (D)9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- (D)9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
- (D)9O) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
- (D)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)9Q) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- (D)9R) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
- (D)9T) models digital etiquette and responsible social actions in the use of digital technology; and
- (D)9U) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of source.

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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 not 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.

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