

SPE 5133

Standards in Education

Fall 2012

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Appointments: Sign up in the Red Notebook in the SPE office
Or make an appointment with Dr. Stringfellow

Location/Time: 1180 Buzzard Hall / Tuesdays, 7-9:30pm

Course Information Summary

Course (Prefix, Number, Title):

SPE 5133, Topics: Standards in Education

Course Description:

A study of the nature of standards in the provision of education to all students including students with disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings.

Pre-requisites/Co-requisites

Upper division or Graduate level standing in special education or a related field.

Required Text:

There is no one text that covers all of the historical and political content to be taught in this course. Therefore, readings consisting of various journal articles on the topics included in this course can be purchased.

Support of Conceptual Framework:

Candidates' knowledge and understanding of how standards impact the field of education is salient in the development of high-quality professionals that will function in today's schools. Standards are a part of curriculum development, assessment, and personnel preparation. These are influenced by local, state, and federal mandates. Candidates need to have a working knowledge of how standards are developed, are used to guide program policies and practices, and are used to communicate amongst professionals. These all support the unit theme of "Educators as Creators of Effective Educational Environments."

Diverse Subjects: Each content area possesses a set of distinct standards of which an educator must be aware and knowledgeable. Understanding core concepts, knowledge, and skills for various content areas as delineated by the standards allows the educator to effectively design lessons and units which prioritize learning experiences, link subjects, and promote a deep understanding.

Diverse Strategies: Effective educators possess a number of strategies which can be utilized to present and explore skills and concepts. By incorporating these strategies with curriculum that is aligned to standards and thus considered essential, teachers can assist students in better retention and application.

Diverse Students: Standards were devised to focus students' learning on the skills and concepts all students should know. However, differences in students often require adapted approaches to meet and/or assess the standard to determine proficiency or areas in need of improvement. The effective educator recognizes the role diversity plays in

schools, how individualized programs can work in accordance with standards, and understands the appropriate use of alternate routes to meet the standards.

Diverse Societies and Communities: The effective educator understands how local and district norms influence the interpretation of national and state level standards. In addition, the alignment of the school improvement process with community goals/needs is considered important.

Diverse Technologies: Effective educators are familiar with the technology standards for teachers and consistently utilize technology to plan and present information as well as to manage data related to school improvement.

Methods of Instruction:

Within this course, instructional methods will include lecture, discussion, and candidate-led presentations.

Learning Outcomes/Objectives

EIU Graduate level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity

CEC Advanced Content Standards (CEC AC)

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development & Organization

Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a

continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical

and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

CEC Advanced Core Standards (CEC ACC_K and CEC ACC_S)

Standard 1: Leadership and Policy, Knowledge

- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school
- ACC1K4 Federal and State education laws and regulations
- ACC1K5 Current legal, regulatory, and ethical issues affecting education
- ACC1K6 Responsibilities and functions of school committees and boards

Standard 1: Leadership and Policy, Skills

- ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs

Standard 2: Program Development and Organization, Skills

- ACC2S2 Connect educational standards to specialized instructional services
- ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory
- ACC2S4 Incorporate essential components into individualized education plans

Standard 3: Research and Inquiry, Skills

- ACC3S1 Identify and use the research literature to resolve issues of professional practice.
- ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard 4: Evaluation, Knowledge

- ACC4K2 Variety of methods for assessing and evaluating students' performance
- ACC4K4 Evaluate a student's success in the general education curriculum.

Standard 4: Evaluation, Skills

- ACC4S1 Design and use methods for assessing and evaluating programs
- ACC4S4 Report the assessment of students' performance and evaluation of instructional programs.

Standard 5: Standard # 5: Professional Development and Ethical Practice

- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S5 Create an environment which supports continuous instructional improvement.

CEC Specialty Area Knowledge and Skills (CEC SEA_K or CEC SEA_S)

Special Education Administrator

Standard 1: Leadership and Policy, Knowledge

SEA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families

SEA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families

Standard 1: Leadership and Policy, Skills

SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families

Standard 2: Program Development and Organization, Knowledge

SEA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs

SEA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs

SEA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

Standard 3: Research and Inquiry, Knowledge

SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Standard 4: Individual and Program Evaluation, Knowledge

SEA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families

Standard 4: Individual and Program Evaluation, Skills

SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems

Standard 5: Professional Development and Ethical Practice, Knowledge

SA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families

SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs

State of Illinois Specialty Area: Curriculum Adaptation Specialist (IL CAS)

STANDARD 1 – Foundations

The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

- 1A. the general curriculum structure.
- 1B. curricular issues and their associated implications for students with disabilities.
- 1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).
- 1D. state law related to the general curriculum.
- 1E. processes for curriculum development.
- 1F. philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

Performance - The competent curriculum adaptation specialist:

- 1G. meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners

The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]

Knowledge - The competent curriculum adaptation specialist understands:

- 2A. learning research and implications for students with disabilities.
- 2C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 2D. the impact of language development on the academic and social skills of individuals with disabilities.

Performance - The competent curriculum adaptation specialist:

- 2E. determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.

STANDARD 3 – Assessment

The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge - The competent curriculum adaptation specialist understands:

- 3B. methods used for statewide assessment of student learning standards.

Performance - The competent curriculum adaptation specialist:

- 3H. systematically monitors student progress through general and modified curriculum.
- 3K. adapts formal tests to accommodate students' disabilities and modes of communication.
- 3L. assesses reliable methods of response of individuals who lack communication and performance abilities.

STANDARD 6 - Instructional Delivery

The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

Knowledge - The competent curriculum adaptation specialist understands:

6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.

Performance - The competent curriculum adaptation specialist:

6L. uses research-supported instructional strategies and practices.

STANDARD 8 - Professional Conduct and Leadership

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:

8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth

The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Performance - The competent curriculum adaptation specialist:

9A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

State of Illinois Specialty Area: Behavior Intervention Specialist (IL BIS)

STANDARD 1 – Foundations

The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education. [28.350(a)]

Knowledge - The competent behavior intervention specialist understands:

1A. positive theoretical approaches and landmark research on behavior.

1B. current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation.

1C. relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs.

1D. crisis prevention and intervention research and issues.

1E. the impact of cultural and linguistic diversity on student behavior and learning.

1F. the impact of multiple disabilities on behavior and learning.

Performance - The competent behavior intervention specialist:

1I. articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws.

1J. recognizes students' behaviors as age-appropriate based on observation and social validation.

STANDARD 2 - Characteristics of Learners

The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.350(b)]

Knowledge - The competent behavior intervention specialist understands:

- 2A. similarities and differences of behavior of individuals with and without disabilities.
- 2E. the relationship between learners' behaviors and intensity of service provision.

STANDARD 3 – Assessment

The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.350(c)]

Knowledge - The competent positive behavior intervention specialist understands

- 3A. terminology used in functional and positive behavioral assessment.
- 3B. state and federal laws and regulations and ethical considerations of functional and positive behavioral assessment.

Performance - The competent behavior intervention specialist:

- 3K. identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

STANDARD 4 - Planning for Instruction

The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.350(d)]

Knowledge - The competent behavior intervention specialist understands:

- 4A. behavioral demands of various learning environments.
- 4B. the impact of learners' behaviors on instruction.
- 4C. the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers.
- 4F. the rationale for targeting specific behaviors and selecting positive behavior management techniques.

Performance - The competent behavior intervention specialist:

- 4G. develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders.
- 4I. facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel.
- 4J. evaluates the effectiveness of positive behavior management plans and revises as needed.

STANDARD 8 - Professional Conduct and Leadership

The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.350(h)]

Knowledge - The competent behavior intervention specialist:

8A. meets the standards set forth in Section 28.100 (h) (1) of this Part.

Performance - The competent behavior intervention specialist:

8B. uses positive behavioral interventions with consideration of learners' physical freedom and social interaction.

8C. uses positive behavioral interventions with respect for human dignity and personal privacy.

8D. serves as an advocate for individuals and their families.

STANDARD 9 - Reflection and Professional Growth

The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.350(i)]

Knowledge - The competent behavior intervention specialist:

9A. meets the standards set forth in Section 28.100 (i) (1) of this Part.

Grading Policy:

Grades are earned on a point basis. Each assignment has an assigned point value. Final grades are reflective of points earned out of the total points available during the semester, as is consistent across the Department of Special Education:

90% or more of total points	= A
80-89% of total points	= B
70-79% of total points	= C
60-69% of total points	= D
less than 60% of total points	= F

Assignments:

Reading responses; in-class activity points; exam; standards project (IL LBS-II, Curriculum Adaptation Specialist and Behavior Intervention Specialist).

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed					
		1	2	3	4	5	6	1	2	3	4	5	
Standards Project	Each candidate will design a standards based project which addresses students with disabilities. The project will include a research paper, written in APA (6 th ed.) format and containing a minimum of ten appropriate references. Additionally, the projects will be presented in class according to the sign-up sheet distributed in class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

SPE 5133

Topics: Standards in Education

Course Description

SPE 5133: Topics: Standards in Education (3-0-3) A study of the nature of standards in the provision of education to all students including student with disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings. Prerequisite: Upper division or Graduate level standing in special education or a related field.

Course Texts

There is no one text that covers all of the historical and political content to be taught in this course. Therefore, readings consisting of various journal articles on the topics included in this course can be downloaded from WebCT.

Learning Model

The primary learning model for this course is the Ecological Model. For more information on this model read Evans, Gable, & Schmidt (1991).

Course Outline

I. Course Introduction

- A. Scope of content
- B. Course requirements

II. Introductory Concepts in Standards

- A. Definition
- B. National/ State/ Local
- C. Types of Standards
 - 1. Teaching Standards
 - a. content standards
 - b. professional teaching standards
 - c. National Board of Professional Teaching Standards
 - 2. Academic Learning Standards
 - a. Goals
 - b. Benchmarks
 - c. Performance Indicators
 - d. Assessment Framework
 - 3. Occupational and Workplace Skills

III. Development of the Standards Movement

- A. Nationally
 - 1. Third International Mathematics and Science Study (TIMMS) Report
 - 2. The Schooling Practices That Matter Most Report
 - 3. P.L. 94-142, 1975; P.L. 104-476, IDEA, 1990; P.L. 105-17 1997; P.L. 108-446, 2004
 - 4. No Child Left Behind (NCLB), P.L. 107-110
- B. State/Local
 - 1. Illinois School Improvement Process
 - 2. Illinois Standards Achievement Test (ISAT); Prairie State Achievement Exam (PSAE), Illinois Measurement of Annual Growth in English (IMAGE)
 - 3. Illinois Certification/Recertification Process

4. Corey H

IV. Standards and the IEP

- A. IDEA requirements
- B. Illinois Rules and Regulations
- C. Alternative Assessment Requirements to State and Local Testing

V. Issues in Implementing Standards

- A. Teachers
- B. Parents
- C. Schools/Districts
- D. Communities
- E. Students

VI. Implementing Standards into Classroom Practice

- A. Professional Portfolio
- B. Certification/Recertification Requirements
- C. Professional Development

VII. Implementing Student Academic Learning Standards into Classroom Practice

A. Curriculum Alignment

- B. Standards-Aligned Assessment
- C. Standards-Aligned Lesson/Unit Plan
- D. Integrating Technology
- E. Universal Design for Learning

Course Requirements

1. **Readings.** Each student will be responsible for the information contained in the readings for this course. For each assigned reading the student will complete a reading response reflection following APA (6th ed.) and copyrighted material guidelines. The purpose of the readings is to help with completing course activities and exams. (max. of 80 points)
2. **In-class activity points.** Class members will participate in activities that demonstrate the ability to use information regarding standards in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials according to the needs of the learner, inclusive of racial, cultural, gender and ethnic differences. These activities will be completed in class. Points for these activities cannot be made up. (max. of 50 points)
3. **Exam.** Each student will complete one exam that may include a combination of multiple choice, true-false, matching, short answer, and/or essay items. (75 points)
4. **Standards Project.** Each student will design and present a standards-based project which addresses students with disabilities. Students will use information presented in class, class readings and additional published research. Specific directions will be provided by the instructor. (100 points)

Determination of Final Course Grade

Readings (max. of 16 @ 5 points each).....	80 points
Exam	75 points
In-class activities.....	max. of 50 points
Standards Project	100 points

Total points.....max. of 305 points

Final grade will be computed as follows:

100-90 % of total points = A

80-89% of total points = B

70-79% of total points = C

60-69% of total points = D

59% and below of points = F

Course Department Policies

1. **Written Language Standards:** Knowledge of APA style is assumed at the graduate level. APA style should be used in all writing assignments. If you have not used APA style prior to taking this course, please familiarize yourself with the manual and ask questions prior to turning in assignments.
2. **Non-Labeling Language:** The Department of Special Education at EIU requires that all assignments be completed using non-labeling language. If labeling is utilized because it is part of a quote from a published source, please indicate that the information is a quote, utilizing correct APA form.

Example:

A. Non-Labeling Language

1. Students with learning disabilities
2. Students identified as behavior disordered
3. Teachers of students with mild mental impairments

B. Labeling Language (DO NOT USE)

1. Learning Disabled Students
2. BD Students
3. Learning Disability Teachers

3. **Attendance:** Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student 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 student's request to make up missed assignments or exams. **Students, for whatever reason, are held responsible for the material covered during their absence.**

The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

4. **Assistance:** Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.
5. **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. If an absence is excused, the student will not be penalized points. Assignments that are late due to unexcused absences will be assessed a 10% penalty for **each day** they are late.

Learning Outcomes/Objectives

EIU Graduate level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity

CEC Advanced Content Standards (CEC AC)

Advanced Standard 1: Leadership and Policy

Advanced Standard 2: Program Development & Organization

Advanced Standard 3: Research & Inquiry

Advanced Standard 4: Student and Program Evaluation

Advanced Standard 5: Professional Development and Ethical Practice

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- ACC1K6 Responsibilities and functions of school committees and boards

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- ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs

Standard 2: Program Development and Organization, Skills

- ACC2S2 Connect educational standards to specialized instructional services
- ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory
- ACC2S4 Incorporate essential components into individualized education plans

Standard 3: Research and Inquiry, Skills

- ACC3S1 Identify and use the research literature to resolve issues of professional practice.
- ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard 4: Evaluation, Knowledge

- ACC4K2 Variety of methods for assessing and evaluating students' performance
- ACC4K4 Evaluate a student's success in the general education curriculum.

Standard 4: Evaluation, Skills

- ACC4S1 Design and use methods for assessing and evaluating programs
- ACC4S4 Report the assessment of students' performance and evaluation of instructional programs.

Standard 5: Standard # 5: Professional Development and Ethical Practice

- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S5 Create an environment which supports continuous instructional improvement.

CEC Specialty Area Knowledge and Skills (CEC SEA_K or CEC SEA_S)

Special Education Administrator

Standard 1: Leadership and Policy, Knowledge

- SEA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families
- SEA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families

Standard 1: Leadership and Policy, Skills

- SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families

Standard 2: Program Development and Organization, Knowledge

SEA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs

SEA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs

SEA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

Standard 3: Research and Inquiry, Knowledge

SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Standard 4: Individual and Program Evaluation, Knowledge

SEA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families

Standard 4: Individual and Program Evaluation, Skills

SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems

Standard 5: Professional Development and Ethical Practice, Knowledge

SA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families

SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs

State of Illinois Specialty Area: Curriculum Adaptation Specialist (IL CAS)

STANDARD 1 – Foundations

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- 1B. curricular issues and their associated implications for students with disabilities.
- 1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).
- 1D. state law related to the general curriculum.
- 1E. processes for curriculum development.
- 1F. philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

Performance - The competent curriculum adaptation specialist:

- 1G. meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners

The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]

Knowledge - The competent curriculum adaptation specialist understands:

- 2A. learning research and implications for students with disabilities.
- 2C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 2D. the impact of language development on the academic and social skills of individuals with disabilities.

Performance - The competent curriculum adaptation specialist:

- 2E. determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.

STANDARD 3 – Assessment

The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge - The competent curriculum adaptation specialist understands:

- 3B. methods used for statewide assessment of student learning standards.

Performance - The competent curriculum adaptation specialist:

- 3H. systematically monitors student progress through general and modified curriculum.
3K. adapts formal tests to accommodate students' disabilities and modes of communication.
3L. assesses reliable methods of response of individuals who lack communication and performance abilities.

STANDARD 6 - Instructional Delivery

The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

Knowledge - The competent curriculum adaptation specialist understands:

- 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.

Performance - The competent curriculum adaptation specialist:

- 6L. uses research-supported instructional strategies and practices.

STANDARD 8 - Professional Conduct and Leadership

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:

- 8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth

The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Performance - The competent curriculum adaptation specialist:

- 9A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

State of Illinois Specialty Area: Behavior Intervention Specialist (IL BIS)

STANDARD 1 – Foundations

The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education. [28.350(a)]

Knowledge - The competent behavior intervention specialist understands:

- 1A. positive theoretical approaches and landmark research on behavior.
- 1B. current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation.
- 1C. relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs.
- 1D. crisis prevention and intervention research and issues.
- 1E. the impact of cultural and linguistic diversity on student behavior and learning.
- 1F. the impact of multiple disabilities on behavior and learning.

Performance - The competent behavior intervention specialist:

- 1I. articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws.
- 1J. recognizes students' behaviors as age-appropriate based on observation and social validation.

STANDARD 2 - Characteristics of Learners

The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.350(b)]

Knowledge - The competent behavior intervention specialist understands:

- 2A. similarities and differences of behavior of individuals with and without disabilities.
- 2E. the relationship between learners' behaviors and intensity of service provision.

STANDARD 3 – Assessment

The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.350(c)]

Knowledge - The competent positive behavior intervention specialist understands

- 3A. terminology used in functional and positive behavioral assessment.
- 3B. state and federal laws and regulations and ethical considerations of functional and positive behavioral assessment.

Performance - The competent behavior intervention specialist:

- 3K. identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

STANDARD 4 - Planning for Instruction

The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.350(d)]

Knowledge - The competent behavior intervention specialist understands:

- 4A. behavioral demands of various learning environments.
- 4B. the impact of learners' behaviors on instruction.
- 4C. the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers.
- 4F. the rationale for targeting specific behaviors and selecting positive behavior management techniques.

Performance - The competent behavior intervention specialist:

- 4G. develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders.

- 4I. facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel.
- 4J. evaluates the effectiveness of positive behavior management plans and revises as needed.

STANDARD 8 - Professional Conduct and Leadership

The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.350(h)]

Knowledge - The competent behavior intervention specialist:

- 8A. meets the standards set forth in Section 28.100 (h) (1) of this Part.

Performance - The competent behavior intervention specialist:

- 8B. uses positive behavioral interventions with consideration of learners' physical freedom and social interaction.
- 8C. uses positive behavioral interventions with respect for human dignity and personal privacy.
- 8D. serves as an advocate for individuals and their families.

STANDARD 9 - Reflection and Professional Growth

The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.350(i)]

Knowledge - The competent behavior intervention specialist:

- 9A. meets the standards set forth in Section 28.100 (i) (1) of this Part.

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STANDARDS PROJECT

Each candidate will design a standards based project which addresses students with disabilities. The project will include a research paper, written in APA (6th ed.) format and containing a minimum of ten appropriate references. Additionally, the projects will be presented in class according to the sign-up sheet distributed in class. Presentations will be no longer than 30 minutes.

The research paper will consist of four sections:

1. Introduction: what area of standards is being addressed, how does it relate to candidate area of concentration, how does it relate to students with disabilities, where/how is this area defined in the research.
2. Review of Literature: more detail on the area of standards and relation to students with disabilities, what is the historical perspective of this area, what methods have been used successfully, how can they be implemented given current political/social/instructional climate
3. Action Plan: what do you propose based on your experience and information learned from this course, what steps need to be taken for training students/teachers/parents, how best to implement
4. Evaluation: methods for assessing successes and areas of need, detailed description of how to evaluate and what areas would require evaluation, provide an example of the evaluation tool and/or process

The presentation will consist of sufficient number of power point slides to present the four areas of the research paper (minimum of 5 power point slides, maximum of 8 slides). Additionally, the presentation will be scored based on the candidate's use of oral language, ability to synthesize information, enthusiasm/creativity, and logical organization/flow of presentation.

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/safman/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