

**Special Education 4730**  
**Curriculum Adaptation and Consultation for Individuals with Exceptional Learning Needs**  
**Spring 2013**

**Instructor: Section 001:** S. Huisinga  
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**Class Location/Time:** Section 1: W 7:00 – 9:30pm, 1445 Buzzard Hall and  
TR 3:30 – 4:20pm, 1445 Buzzard Hall

**Instructor: Section 002:** Dr. Amy E. A. Rosenstein  
**Email:** arosenstein@eiu.edu

**Class Location/Time:** Section 2: MW 2:00 – 3:15pm, 1441 Buzzard Hall and  
MW 3:30 – 4:20pm, 1445 Buzzard Hall

**Office/Phone:** 1212 Buzzard Hall; 217-581-5315  
**Appointments:** Sign up in the red notebook in 1212 Buzzard Hall

**Course Description:**

SPE 4730 - Curriculum Adaptation and Consultation for Individuals With Exceptional Learning Needs.

(3-2-3) F, S. Consultation skills essential to collaborate and facilitate adaptation of general and specialized curriculum for individuals with exceptional learning needs are the focus of this course. The process for designing, implementing, and evaluating the effectiveness of curriculum adaptations is also addressed. A practica experience is required. (DCC approved 10/10/12)

**Prerequisites & Notes:**

SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course.

Credits: 3

**Textbooks:**

Friend, M., & Cook, L. (2009). *Interactions: Collaboration skills for school professionals*. (6<sup>th</sup> ed.)

New York: Longman.

Hoover, J.J. & Patton, J.R. (2005). *Curriculum adaptations for students with learning and behavior problems: Differentiating instruction to meet diverse needs* (3<sup>rd</sup> ed.) Austin, Texas: PRO-ED.

Supplemental readings will be assigned.

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:**

Ecological. For more information see Evans, W.H., Evans, S.S., Gable, R.A., & Schmid, R.E. (1991). *Instructional management for detecting and correcting special problems*. Needham Heights, MA: Allyn and Bacon.

**Course Requirements/ASSIGNMENTS:**

1. Readings. Reading of the course texts is assigned. Handouts and articles may also be distributed during class meetings. The purpose of the readings is to help with completing the course projects and exams.
2. Practicum. Each student will complete a minimum of 30 hours of practicum experience involving curricular adaptation, collaboration and/or consultation with cooperating teachers/professionals in public schools who serve students with mild disabilities. Student activities and products are systematically evaluated in collaboration with cooperating teachers using a Clinical Practice Rubric. In addition, students document, evaluate, and reflect on their practica activities and products by maintaining and submitting a Consulting Teaching Log which will document meetings with the public school teacher and reflect the 5 stage consultation model used in class. Students will also submit a Clinical Experience Record (goldenrod) which will include all activities and hours completed in and out of the school setting related to the practica. Students will be required to obtain signatures of the cooperating professional on both documents prior to submission. Students will also submit the Practica Rating Sheet for Instruction completion. . At the end of practica, students will submit a list of all adaptations created over the semester. The practica experience is conducted in accordance with research-based effective teaching practices, the CEC Code of Ethics, and is in alignment

with local, state, and federal laws and regulations. Further information is available in your course-pack.

Students will be required to sign a professional responsibilities contract and will be held accountable for all expected behaviors. If a student does not comply with the contract, points will be deducted from the final practicum grade in accordance with the contract.

**NOTICE MUST BE GIVEN IN ADVANCE TO THE INSTRUCTOR AND COOPERATING PROFESSIONAL IF A SCHEDULED PRACTICUM DATE WILL BE MISSED. FAILURE TO DO THIS WILL RESULT IN AN "F" FOR THE SEMESTER.**

If practicum is judged to be less than satisfactory, no more than a "D" may be earned in the class regardless of the number of points earned. Participants are required to dress in an appropriate professional manner at the practicum sites (e.g., no jeans, shorts, sweats, “t”shirts, hats) 100 points-practicum, and log).

Weekly Communication/email. Each student is to submit a weekly report to the instructor regarding progress towards the completion of practica hours. Each communication will include an update on the hours completed in ‘in class/in school’, professional development progress, and the creating of adaptations. Communications are due to the instructor AND cooperating professional EACH Friday by 11:59pm. Failure to submit 3 or more reports on time will result in a 10 point loss deducted at the end of the semester.

3. Exams/Quizzes: A mid-term and final exam will be given on the textbooks and other course readings for the course. The instructor will provide study guides for the exams. A take-home practical exam will be completed in small cooperative learning groups, this is video taped and accompanied with documentation. Quizzes may be given at any class session without prior announcement. Each exam is 50 points. The take-home exam is 25 points.
4. Class 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 who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Missing class means missing the points for collaboration and reciprocal teaching activities, as well as points for quizzes for that class.
5. Curriculum Based Assessment. Each student will develop a “Reading for the Content Area” CBA. Included in the development of the CBA will be student and teacher directions, methods for monitoring and interpreting progress and scoring guide. The CBA will be administered at the practica site and the results will be reported to the cooperating teacher.

Specific instructions will be given in class and are given in the course-pack under 'Assignments –CBA' 50 points

6. Curriculum Material Adaptations. The focus of the practica experience is creating adaptations that meet specific student learning needs. Students will submit one of the adaptations created. A curriculum adaptation begins by identifying the curriculum expectation and the specific learning need. Consideration of various adaptations are listed then prioritized with rationale for the final adaptation selection. Directions for adaptation creation and implementation will be provided in class and in the course-pack under 'Assignments –Curriculum Adaptation'. All references used are cited using APA form, 6<sup>th</sup> Edition. 100 points
7. Instructional Design Project. Class participants will design instruction addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The project will include class management, instruction, and assessment practices. Each candidate will include following in the project: curriculum skill sequence, curriculum-based measurement tool, integration of reading, writing, and math knowledge and skills is instructional lessons. Attention will be given to incorporating Universal Design for Learning Principles; Differentiated Instruction; Curriculum Design Principles; Nine recognized types of adaptations; Theory of Multiple Intelligences; Effective class management techniques based on PBIS; and Appropriate grading practices based on P-12 learners modes of expression.. The instructor will provide specific directions and example materials. 150 points
8. Collaboration and Reciprocal Teaching of reading Assignments. Each class member will participate in activities that demonstrate the ability to use assessment information in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials according to the needs of the learner inclusive of ability, racial, cultural, gender, and ethnic differences. These activities will be completed in class, in groups, which will allow this decision-making to occur in collaboration with other SPE 4730 professionals. Each class member will also participate in reciprocal teaching of the chapter texts. Each student will be responsible for writing a summary of each chapter and formulating a thought-provoking question related to the chapter which will be brought to class and shared with team members. Students will be expected to model the RT process and participate in this evidenced-based reading strategy. The instructor will provide specific instructions. 5 points per task.
9. Professional Behavior. Each member of this class is expected to conduct him or herself in a professional manner while interacting with peers and the instructor. Students who do not display appropriate behaviors becoming to a special education teacher (based on CEC ethics,

standards, and dispositions) will receive a point penalty of 20 points per infraction. These points will be deducted from the final point total for the class.

\*The instructor reserves the prerogative to modify assignments and points as deemed necessary to meet student needs.

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.

The Special Education Department strongly encourages students to dress in an appropriate professional manner when participating in practicum components and meeting with children, teachers, or parents from local schools. Moreover, students are reminded that information or events occurring in a practica site is to remain confidential. If communication of the information is warranted, information is only to be shared with the cooperating teacher and course instructor.

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*, 5th Edition, is to be used as the official word on all formal written work submitted for a grade.

<b>GRADING:</b>		<b>Bonus Points</b>
90% -- 100%	A	5 points will be earned by participating in Special Olympics or Family Fun Festival Documentation required.
80% -- 89%	B	
70% -- 79%	C	
60% -- 69%	D	
Below 60%	F	

**Assistance:**

Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

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

**Policy on Late Assignments:**

Assignments are due the class period of the day listed as the due date for the assignment. Any assignment turned in after this is considered late and is subject to point penalties of 5 points per day and will not be accepted after 1 week.

If you are sick or unable to attend class on a scheduled due date, you must email the text of your assignment to the instructor prior to the start of class with dates for when you will turn in any accompanying materials (student data, etc.). Otherwise, late points will begin to accrue

If you have a prolonged illness or family emergency and you know you will not be able to complete an assignment by the due date, you must contact and speak with the instructor by phone or in person at a scheduled appointment in the special education office to arrange an alternative due date. Once a due date is established any variation from the due date will result in late points.

**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).**

### **Student Success Center**

**Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://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 9<sup>th</sup> Street Hall, Room 1302.**

SPE4730 Course Outline – DCC Approved 10/24/12

I. Professional Behaviors and Productivity (1 week, includes week 1 practica sessions; 250 Mins.)

- A. Proactive Problem Solving and Action Plans
- B. Goal Setting and Visualization Techniques
- C. Professional and Personal Time Management
  - 1. Creation of Personal Schedule to Share with Mentoring Teacher
- D. Focus on Positive Outcomes
- E. Empathetic Listening and Disclosing Personal Values
- F. Synergy and Group Dynamics
- G. Interaction of Personal and Professional Activities
- H. Practica Expectations
- I. Professional Self-Presentation
- J. Professional Dispositions
- K. Practica Roles and Responsibilities
  - 1. Leadership
  - 2. Data-Based Decisions
  - 3. Accountability

II. Communication in Schools (1 week, includes week 2 practica sessions; 250 Mins.)

- A. Rules for Positive Interactions and Co-teaching
  - 1. Acceptance of Other
  - 2. Facilitation and Encouragement of Discussion
  - 3. Focused Questioning
  - 4. Listening for Understanding
  - 5. Check for Understanding
  - 6. Mind Your Manners
- B. Conflict Management
  - 1. Understanding Personal Values and Bias
  - 2. Creating Collegial Working and Co-teaching Environments
  - 3. Coping with Change
- C. Written Communication
  - 1. First Impressions and Appropriate salutations
  - 2. Organization of Thoughts
    - a. Clear and concise purpose
    - b. Identification of Individuals Involved
    - c. Dates, Times, and Locations
    - d. Maps and Directions
    - e. Clear Requests for Information
    - f. Roles and Responsibilities of Individuals
    - g. Information, Products, and Other Items Needed for Meeting
  - 3. Return Contact Information
  - 4. Appropriate Close to Communications

- 5. Attachments
  - D. Electronic Communication Manners
  - E. Practica: Introduction Letter to Mentoring Teacher
- III. Collaboration and Consultation Principles, Strategies, and Techniques (1 week, includes week 3 practica sessions; 250 Mins)
  - A. Collaboration Definitions and Principles
    - 1. Strategies, Techniques, and Interpersonal Skills
  - B. Consultation Definitions and Principles
    - 1. Strategies, Techniques, and Interpersonal Skills
  - F. Integrating Collaboration and Consultation Practices
    - 1. Benefits
    - 2. Issues, Dilemmas, and Limitations
    - 3. Collaborative Consultation Practices in Schools
      - a. Legal Precedent for Collaboration
      - b. Planning for Co-teaching
  - C. Collaborative Consultation and Response to Intervention
    - 1. Problem Solving Process Model
      - a. Establishing a Team and Co-teaching Partnerships
      - b. Problem Identification
      - c. Generating and Selecting Solutions
      - d. Implementing and Monitoring Solutions
      - e. Follow-up and Evaluation of Solutions
  - D. Scheduling for Collaboration
    - 1. Who should attend
    - 2. How Often Meeting Should Occur
    - 3. Setting Time Frames for Meetings
  - E. Collaboration Agendas
    - 1. Establish a Clear Purpose for Meeting
    - 2. Addressing Old Business and New Business
    - 3. Tasks and Preparations for Future Meetings
  - F. Collaboration and Recording Keeping
    - 1. Recording Minutes of Meeting
      - a. Sharing and Confirmation of Meeting Minutes
  - G. Practica Timelines, Assignments, and Logs
    - 1. Establish Contact with Mentoring Teacher
- IV. Establishing the Team – Stage 1 of the Collaborative Problem Solving Process (1 Week)
  - A. Societal Trends in Collaborative Teaming
  - B. Legal Trends in Collaborative Teaming in Schools
  - C. Definitions of Teaming
  - D. Types of Teams
    - 1. Multidisciplinary Teams
    - 2. Interdisciplinary Teams
    - 3. Trans-disciplinary Teams



- E. Stages of Team Development
  - 1. Forming
  - 2. Storming
  - 3. Norming
  - 4. Performing
  - 5. Evaluating
- F. Defining Roles and Responsibilities in Teaming
  - 1. Ownership
  - 2. Responsibility
  - 3. Accountability
- G. Characteristics of Successful Teams
- H. Teaming for Co-Teaching
- I. Electronic Teaming in the Digital Age
- J. RTI Case Study Team Development
- K. Practica
  - 1. Meet Cooperating Teacher
  - 2. Schedule Observation and Follow-up Meeting for CBA Discussion
  - 3. Begin Simple Input Adaptations Assigned by Mentoring Teacher
- V. Problem Identification – Stage 2 of the Collaborative Problem Solving Process (2 weeks)
  - A. Importance of Problem Identification – Diagnostics for Interventions/Adaptation
  - B. Characteristics of Well-Defined Problems
  - C. Problem Identification Strategies
    - 1. Time
    - 2. Precision
    - 3. Sources of Information
      - a. Instructional Setting
        - i. Ecological Inventory
          - A) Observations
            - 1) Class Atmosphere
            - 2) Cultural Diversity
            - 3) Teacher/Student Interactions
            - 4) RTI Case Study Observation
          - B) Interviews
            - 1) Questions
            - 2) Confirmation
            - 3) Feedback
          - C) Academic Skills Assessment
            - 1) Types of Assessment
              - a) Formal and Informal Curriculum Based Evaluations
              - b) Curriculum Based Measurements
              - c) Curriculum Based Assessments
            - 2) Writing Assessment Benchmarks

Reading Focus

- a) Basic Cloze
- b) Content Specific Vocabulary
- c) Silent Informal Reading Inventory
- d) One-Minute Oral Reading Rate
- e) Content Specific Sight Words

D) RTI Case Study Benchmarks and Data Collection

- b. Instructional Strategies
- c. Curriculum Content
- d. Student Engagement
  - i. Maladaptive Behavior
  - ii. Degree of Participation
- 4. Analyzing Information (data)
  - a. Error Analysis
    - ii. RTI Case Study Error Analysis, Problem Identification and Instructional Objectives (Focus on ILS Learning Standards)

D. Practica

- 1. Observation:
  - a. Instructional Setting
  - b. Instructional Strategies
  - c. Curriculum Content
  - d. Student Engagement
- 2. Scheduling:
  - a. Meeting to Discuss Observation
  - b. Meeting to Select CBA Skill
  - c. Date for CBA Data Collection

VI. Generating Interventions - Stage 3 of the Collaborative Problem Solving Process (2 weeks)

- A. Brainstorming Techniques
  - 1. Freewheeling
  - 2. Round Robin
- B. Brain-Writing Technique
- C. Nominal Group Technique
- D. Divergent Approaches
  - 1. External Resources
    - a. Experts
    - b. Research
- E. Focusing Techniques
- F. Intervention/Adaptation and Student Outcomes
  - 1. Legal Requirements
    - a. IDEA
    - b. 504 Plans
    - c. State Regulations and Services
    - d. NIMAS

2. Student Characteristics
  3. Environmental Characteristics
  4. Instructional Factors to consider
  - G. Interventions/Adaptation
    1. 9 Types of Adaptations (input, output, time, size, level of support, level of difficulty, level of participation, modified goals, and substitute curriculum)
    2. Instructional Setting
    3. Instructional Strategies
    4. Curriculum Content
      - a. Reading
      - b. Writing
      - c. Math
    5. Student Engagement
  - H. Unique Adaptations
    1. Orthopedic
    2. Medical
  - I. RTI Case Study Generating Interventions/Adaptation
    1. Focus on Reading Interventions and Adaptations to Increase Fluency and Comprehension
  - J. Practica
    1. Collect CBA Data
    2. Schedule Meeting to Discuss CBA and Generate Intervention/Adaptations with Mentoring Teacher
    3. Continue to Work on 9 Types of Adaptations
- VII. Selecting and Implementing Intervention/Adaptations - Stage 4 of the Collaborative Problem Solving Process (1 weeks)
- A. Evaluating the Positive and Possible Consequences of Interventions/Adaptation
  - B. Prioritizing Interventions/Adaptation
    1. Student Considerations
      - a. SMART method
      - b. Student Strengths and Motivations
      - c. Student Participation
      - d. Increasing Student Independence and Self-Esteem
      - e. Student Buy-In
    2. Teacher Considerations
  - C. Determine Criteria for Student Success Using Intervention/Adaptation
  - D. Implementation Procedures
  - E. Increasing Fidelity of Implementation
  - F. RTI Case Study Intervention/Adaptation Selection and Implementation
  - G. Practica
    1. Meeting with Teacher to Discuss CBA and Generate Interventions/Adaptation
    2. Meeting with Teacher to Discuss Research and Implementation including Monitoring of Student Progress While Using Intervention/Adaptation

3. Continue to Work on 9 Types of Adaptations
- VIII. Evaluating the Intervention and Teaming Process - Stage 5 of the Collaborative Problem Solving Process (1 weeks)
- A. Evaluating Student Progress Stage 5 of the Collaborative Problem Solving Process
    1. Who Will Monitor and Report to Group
    2. What Will be Evaluated
      - a. Student Outcomes
      - b. Data Collection Reliability
    3. When Will Data be Collected and How Often
    4. Where Will Data be Collected and Stored
    5. How Will Data Be Collected and Reported
  - B. Evaluating the Intervention
    1. Use of Resources
    2. Implementation Procedures
    3. Usefulness of Data
    4. Refining Interventions
    5. When to Address New Problem
  - C. Evaluating the Team
    1. Coordination and Support
    2. Organization
    3. Communication
  - D. Case Study Monitoring and Evaluation Plan
  - E. Practica
    1. Select Adaptation Based on Problem Identification Information
    2. Write up implementation, Monitoring, and Evaluation procedures for Adaption – submit to teacher and professor
    3. Continue to Work on 9 Types of Adaptations
- IX. Streamlining the Problem Solving Process (1 Week)
- A. Meeting Preparations
  - B. Adequate Data
  - C. Contingency Plans
  - D. RTI Collaboration Video Demonstration
  - E. Theoretical Exam: Professional Effectiveness, Communication, Collaboration
- X. Assistive Technology (1 week)
- A. Assessing for Technology Needs
  - B. Identifying Appropriate Technology
    1. Student Characteristics
    2. Environment and Access
  - C. Locating Technology
  - D. Funding Technology Needs
- XI. Best Practices in Curriculum Adaptations (3 weeks)

A. Integrating UDL, Curriculum Design Principles, Curriculum Models, Student Learning Profiles, Differentiated Instruction, and Adaptations into Instructional Planning (Lesson Plans).

## References

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## **SPE 4730**

### **Evaluation**

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

- 1. Readings. Reading of the course texts is assigned. Handouts and articles may also be distributed during class meetings.**
- 2. Practicum. Each student will complete a minimum of 30 hours of practicum experience involving curricular adaptation, collaboration and/or consultation with cooperating teachers/professionals in public schools who serve students with mild disabilities. The practica experience is conducted in accordance with research-based effective teaching practices, the CEC Code of Ethics, and is in alignment with local, state, and federal laws and regulations. If practicum is judged to be less than satisfactory, no more than a "D" may be earned in the class regardless of the number of points earned. Student activities and products are systematically evaluated in collaboration with cooperating teachers using**
  - a Clinical Practice Rubric
  - Maintaining and submitting a Consulting Teaching Log which includes meetings with the public school teacher minutes
  - Clinical Experience Record (goldenrod)
  - Practica Assignments (CBA and Curriculum Adaptation Assignment)
  - Curriculum adaptations submitted to the cooperating teacher for use with P-12 students
  - Practica Rating Sheet for instructor completion.
- 3. Exams/Quizzes. A multiple choice mid-term and final exam will be on the textbooks for the course. The instructor will provide study guides for the exams. A video demonstration practical exam will be completed in small cooperative learning groups, this is video taped and accompanied with documentation. Quizzes may be given at any class session without prior announcement.**
  - Mid-term Exam: A multiple choice exam on the Friend and Cook text. A student exam guide will be provided and reciprocal teaching activities based on the readings will be conducted in class on a weekly basis.
  - Video-Demonstration Exam. Each cooperative learning group will be given a case study. You will have one week to demonstrate the 5-stage consultation process by videotaping a 15 minute meeting. The expected outcome is to have an intervention idea to try. Documentation will accompany the video, including a request to meet with the response to intervention team, a collaborative problem-solving worksheet, references (APA style) for evidence based-interventions suggested in the meeting,

- minutes of the meeting, video of the meeting, and any forms used in cooperative learn group to support the video.
  - Final Exam: A multiple choice exam on the Hoover and Patton text. A student exam guide will be provided and time will be offered in class to answer questions.
  - Quizzes: Announced and unannounced quizzes will be given during class, expect 4-6 for the semester.
4. Curriculum Based Assessment. Each student will develop a reading for the content area curriculum-based-assessment (CBA) in reading. Included in the development of the CBA will be student and teacher directions, methods for monitoring and interpreting progress (data sheet), and scoring guide. The CBA will be administered at the practica site and the results reported to the cooperating teacher.
5. Curriculum Adaptations. Each student will submit one adaptation, created for use in the practica setting, that will be rated using the department curriculum adaptation rubric. The adaptation will
- Collaborate with a cooperating teacher to identify the curriculum expectations and P-12 learner needs in reading (include observation of student, original CBA data, review of student work samples, and interview with teacher),
  - List various adaptation considered, identifying possible outcomes of each adaptation, and a rationale for the one selected
  - Provide directions for the creation and implementation of the adaptation including appropriate references,
  - Provide guidelines for data collection an progress monitoring of student performance in a baseline phase and then intervention phase with the adaptation in place .
  - Include hard copies of the the original and adapted materials, and when possible, an evaluation of the adaptation effectiveness.

Instructional Design Project. Class participants will design instruction addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The project will include class management, instruction, and assessment practices. Each candidate will include following in the project:

acurriculum skill sequence,  
 curriculum-based measurement tool,  
integration of reading, writing, and math knowledge and skills is instructional lessons.

Attention will be given to incorporating  
 Universal Design for Learning Principles;  
 Differentiated Instruction;  
 Curriculum Design Principles;  
 Nine recognized types of adaptations;

Theory of Multiple Intelligences;  
Effective class management techniques based on PBIS; and  
Appropriate grading practices based on P-12 learners modes of expression..  
The instructor will provide specific directions and example materials

- 6. Collaboration and Reciprocal Teaching Activities. Each class member will participate in activities that demonstrate the ability to use assessment information in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials according to the needs of the learner inclusive of ability, racial, cultural, gender, and ethnic differences. These activities will be completed in class, in groups, which will allow this decision-making to occur in collaboration with other SPE 4730 professionals. Parity, shared responsibility, full participation and completion of the products are expected.**

### **SPE 4730: Practica Guidelines**

1. Dress in appropriate professional attire.
2. Arrive at site early so that you can be ready-to-go at the specified time.
3. If you are unable to attend,
  - a. Leave a message at the school for the cooperating teacher.
  - b. Leave a message at home and office for the instructor.
4. In case of an emergency,
  - a. Contact the cooperating teacher and instructor ASAP = within 24 hours if possible.
5. Submit a copy of all curricular adaptations to the cooperating teacher in a timely manner.
6. Sign in at schools according to their procedures.
7. Students will wear identification badges at all times when in schools.
8. Fifteen (15) of the 30 practica hours are to be in the school.
9. Between 3 and 6 of the 30 practica hours may (but need not) be used for pre-approved staff development activities (e.g., professional workshops and conferences).
10. The instructor arranges all practica experiences with school personnel. **IMPORTANT: Do not contact schools or teachers unless previously directed to do so by instructor.**
11. As you get near the end of your practica hours, keep the teacher informed at least 2 to 3 days ahead of your last day at that site.
12. When adapting curriculum, keep the teacher informed of your progress periodically, as agreed in the initial meeting.

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Clinical Practice Rubric	Course instructor and cooperating teacher complete a performance rubric for each student	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exams and Quizzes	Multiple choice exams based on textbooks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Adaptation	Students identify, develop and evaluate an adaptation fro a student in their practica placement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## **CEC Content Standards Addressed In This Course**

*CEC Common Core Standards, including Knowledge and Skills:*

### **Standard 1 – Foundations**

#### **Knowledge:**

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.

*Assessed in 4730 through creation of instructional adaptations in the 30 hour practica and creation of unit of instruction.*

### **Standard 2 - Development and Characteristics of Learners**

#### **Knowledge:**

- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

*Assessed in 4730 through creation of instructional adaptations in the 30 hour practica and creation of unit of instruction.*

### **Standard 3 - Individual Learning Differences**

#### **Knowledge:**

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

## **CEC Content Standards Addressed In This Course (Cont'd)**

*Assessed in 4730 through creation of instructional adaptations in the 30 hour practica and creation of unit of instruction.*

### **Standard 4 - Instructional Strategies**

#### **Skills:**

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

*Assessed in 4730 through creation of unit of instruction.*

### **Standard 5 - Learning Environments and Social Interactions**

#### **Knowledge:**

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

#### **Skills:**

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Create an environment that encourages self-advocacy and increased independence.
- Design and manage daily routines.

*Assessed in 4730 through creation of unit of instruction and creation of instructional adaptations in the 30 hour practica.*



## **CEC Content Standards Addressed In This Course (Cont'd)**

### **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.
- Use functional assessments to develop intervention plans.
- Prepare and organize materials to implement daily lesson plans.
- Make responsive adjustments to instruction based on continual observations.

*Assessed in 4730 through creation of instructional adaptations in the 30 hour practica and creation of unit of instruction.*

### **Standard 8 - Assessment**

#### **Skills:**

- Gather relevant background information.
- Report assessment results to all stakeholders using effective communication skills.

*Assessed in 4730 through the creation, administration and reporting results of CBA for reading.*

### **Standard 9 - Professional and Ethical Practice**

#### **Knowledge:**

- Continuum of lifelong professional development.
- Methods to remain current regarding research-validated practice.

#### **Skills:**

- Practice within the CEC Code of Ethics and other standards of the profession.
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Practice within one's skill limit and obtain assistance as needed.

## **CEC Content Standards Addressed In This Course (Cont'd)**

- Use verbal, nonverbal, and written language effectively.
- Reflect on one's practice to improve instruction and guide professional growth.
- Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

*Assessed in 4730 through 30 hour practica, ERIC assignment, and professional development bonus activities.*

### **Standard 10 - Collaboration**

#### **Knowledge:**

- Models and strategies of consultation and collaboration.
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

#### **Skills:**

- Maintain confidential communication about individuals with exceptional learning needs.
- Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- Use group problem solving skills to develop, implement and evaluate collaborative activities.
- Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

*Assessed in 4730 through 30 hour practica and in class cooperative learning activities.*

### **CEC Individualized General Curriculum Standards, including Knowledge and Skills:**

#### **Standard 1 - Foundations**

#### **Knowledge:**

- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities\*.
- Laws and policies related to provision of specialized health care in educational settings.
- Principles of normalization and concept of least restrictive environment.
- Theory of reinforcement techniques in serving individuals with disabilities\*

*Assessed in 4730 through creation of instructional adaptations in the 30 hour practica and creation of unit of instruction.*

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 3 - Individual Learning Differences**

#### **Skill:**

- Relate levels of support to the needs of the individual

*Assessed in 4730 through 30 hour practica..*

### **Standard 4 - Instructional Strategies**

#### **Knowledge:**

- Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
- Prevention and intervention strategies for individuals at-risk for a disability.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Methods for guiding individuals in identifying and organizing critical content.

#### **Skill:**

- Use research-supported methods for academic and non-academic instruction of individuals with disabilities.
- Use strategies from multiple theoretical approaches for individuals with disabilities.
- Teach learning strategies and study skills to acquire academic content.
- Use reading methods appropriate to individuals with disabilities.
- Use appropriate adaptations and technology for all individuals with disabilities.
- Identify and teach basic structures and relationships within and across curricula.
- Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- Implement systematic instruction in teaching reading comprehension and monitoring strategies.
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

*Assessed in 4730 through creation of unit of instruction.*

### **Standard 5 - Learning Environments and Social Interactions**

#### **Skill:**

- Plan instruction in a variety of educational settings
- Establish a consistent classroom routine for individuals with disabilities\*.

*Assessed in 4730 through creation of unit of instruction.*

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 6 - Language**

#### **Skill:**

- Enhance vocabulary development

*Assessed in 4730 through creation of unit of instruction.*

### **Standard 7 - Instructional Planning**

#### **Knowledge:**

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

#### **Skill:**

- 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\*.

*Assessed in 4730 through creation of unit of instruction.*

### **Standard 9 - Professional and Ethical Practice**

#### **Knowledge:**

- Organizations and publications relevant to individuals with disabilities.

*Assessed in 4730 through creation of unit of instruction and curriculum adaptations in the 30 hour practica, weekly class assignments e.g. website evaluation assignment and ERIC assignment.*

### **Standard 10 - Collaboration**

#### **Knowledge:**

- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

*Assessed in 4730 through 30 hour practica and class cooperative learning activities..*

## **CEC Content Standards Addressed In This Course (Cont'd)**

### ***CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:***

#### **Standard 1 - Foundations**

##### **Knowledge:**

- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- Principles of normalization and concept of least restrictive environment.

*Assessed in 4730 through comprehensive tests.*

#### **Standard 4 - Instructional Strategies**

##### **Skill:**

- Use research-supported instructional strategies and practices.
- Identify and teach basic structures and relationships within and across curricula.

*Assessed in 4730 through creation of unit of instruction.*

#### **Standard 5 - Learning Environments and Social Interactions**

##### **Knowledge:**

- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.

##### **Skill:**

- Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.

*Assessed in 4730 through creation of unit of instruction.*

#### **Standard 7 - Instructional Planning**

##### **Skill:**

- Plan and implement age- and ability- appropriate instruction for individuals with disabilities.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

*Assessed in 4730 through creation of unit of instruction.*

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 9 - Professional and Ethical Practice**

#### **Knowledge:**

- Organizations and publications relevant to individuals with disabilities.

#### **Skill:**

- Participate in the activities of professional organizations relevant to individuals with disabilities.

*Assessed in 4730 through creation of unit of instruction, creation of instructional adaptations in the 30 hour practica, weekly class assignments, and bonus professional development activities.*

## ***ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)***

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

#### **Knowledge Indicators – The competent teacher:**

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (P)
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (P)
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (P)
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); (P)
- 1E) understands the impact of linguistic and cultural diversity on learning and communication; (P)

- 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and (P)
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (P)

**Performance Indicators – The competent teacher:**

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; (P)
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (P)
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (P)
- 1K) facilitates a learning community in which individual differences are respected; and (P)
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (P)

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

**Knowledge Indicators – The competent teacher:**

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (P)
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (D)
- 2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; (P)
- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (P)
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (P)
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (P)
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and (P)

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

**Performance Indicators – The competent teacher:**

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; (P)
- 2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts; (P)
- 2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; (P)
- 2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (P)
- 2N) facilitates learning experiences that make connections to other content areas and to life experiences; (P)
- 2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; (P)
- 2P) adjusts practice to meet the needs of each student in the content areas; and (P)
- 2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. (P)

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

**Knowledge Indicators – The competent teacher:**

- 3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; (D)
- 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (D)
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (P)
- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; (D)



- 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; (P)
- 3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and (P)
- 3G) understands how research and data guide instructional planning, delivery, and adaptation. (P)

**Performance Indicators – The competent teacher:**

- 3H) establishes high expectations for each student’s learning and behavior; (P)
- 3I) creates short-term and long-term plans to achieve the expectations for student learning; (P)
- 3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs; (D)
- 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences; (D)
- 3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas; (D)
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement; (P)
- 3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); (D)
- 3P) works with others to adapt and modify instruction to meet individual student needs; and (P)
- 3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. (D)

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

**Knowledge Indicators – The competent teacher:**

- 4B) understands how individuals influence groups and how groups function in society; (D)
- 4C) understands how to help students work cooperatively and productively in groups; (P)

- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (P)
- 4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs; (P)
- 4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); (D)

**Performance Indicators – The competent teacher:**

- 4I) creates a safe and healthy environment that maximizes student learning; (P)
- 4K) 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; (D)
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; (P)
- 4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; (D)
- 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn; (D)

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

**Knowledge Indicators – The competent teacher:**

- 5A) understands the cognitive processes associated with various kinds of learning; (D)
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (D)
- 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; (D)
- 5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences; (D)
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (P)
- 5F) knows strategies to maximize student attentiveness and engagement; (D)

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

**Performance Indicators – The competent teacher:**

- 5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities; (D)
- 5J) monitors and adjusts strategies in response to feedback from the student; (D)
- 5K) 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; (D)
- 5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking; (D)
- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (D)
- 5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student; (D)
- 5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; (D)
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; (D)
- 5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students; (D)

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

**Knowledge Indicators – The competent teacher:**

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; (P)
- 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; (P)
- 6C) understands communication theory, language development, and the role of language in learning;(P)

- 6E) knows and models standard conventions of written and oral communications; (P)
- 6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; (P)
- 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; (P)
- 6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and (D)
- 6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. (P)

**Performance Indicators – The competent teacher:**

- 6I) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); (P)
- 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; (D)
- 6K) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content; (P)
- 6L) teaches fluency strategies to facilitate comprehension of content; (D)
- 6N) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources; (I)
- 6P) integrates reading, writing, and oral communication to engage students in content learning; (P)
- 6Q) works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and (P)
- 6R) stimulates discussion in the content areas for varied instructional and conversational purposes. (D)

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

**Knowledge Indicators – The competent teacher:**

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (P)
- 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; (P)
- 7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring; (I)
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;(D)
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; (D)
- 7F) knows research-based assessment strategies appropriate for each student; (D)
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (D)
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and (D)
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (D)

**Performance Indicators – The competent teacher:**

- 7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; (P)
- 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; (D)
- 7P) collaborates with families and other professionals involved in the assessment of each student; (D)
- 7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and (D)
- 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. (D)

**Standard 8 - Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and

emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

**Knowledge Indicators – The competent teacher:**

- 8A) understands schools as organizations within the larger community context; (P)
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; (P)
- 8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students; (P)
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations; (P)
- 8E) 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; (P)
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (P)
- 8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum; (P)
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and (P)
- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. (P)

**Performance Indicators – The competent teacher:**

- 8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals; (P)
- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students; (D)
- 8L) initiates collaboration with others to create opportunities that enhance student learning; (P)
- 8M) uses digital tools and resources to promote collaborative interactions; (P)
- 8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student; (P)
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students; (P)
- 8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork; (P)

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

**Knowledge Indicators – The competent teacher:**

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (D)
- 9B) 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; (P)
- 9D) 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; (P)
- 9G) understands local and global societal issues and responsibilities in an evolving digital culture; and (P)
- 9H) understands the importance of modeling appropriate dispositions in the classroom. (P)

**Performance Indicators – The competent teacher:**

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (P)
- 9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; (D)
- 9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education; (P)
- 9M) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats; (P)
- 9O) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement; (P)
- 9P) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development; (D)
- 9Q) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession; (I)
- 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; (P)

- 9S) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]; (D)
- 9T) models digital etiquette and responsible social actions in the use of digital technology; and (P)
- 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 sources. (P)

***Common Core Standards for All Special Education Teachers:***

**STANDARD 4 - Planning for Instruction:**

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

**Knowledge:**

***The competent special education teacher understands***

- CC4A. the scope and sequence of the general curriculum.
- CC4D. general curriculum practices and materials.
- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments.
- CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.
- CC4I. the principle of partial participation as it applies to students with disabilities.
- CC4J. the use of adaptive equipment for students with disabilities.
- CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- CC4M. the process for inventorying instructional environments to meet a student's individual needs.
- CC4N. cultural perspectives related to effective instruction for students with disabilities.
- CC4O. physical adaptations to the environment to meet individual needs.
- CC4P. integration of assistive and instructional technology to meet a student's individual needs.

**Performance:**

***The competent special education teacher***



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

### **State of Illinois Standards Addressed in this Course (Cont'd)**

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

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

CC4T. utilizes strategies for facilitating maintenance and generalization of skills across learning environments.

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

CC4W. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment.

CC4X. designs learning experiences to promote students' skills in the use of technologies.

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

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

CC4AA. uses the principle of partial participation in planning for all students.

CC4CC. plans and implements transition programs appropriate to the age and skill level of the student.

### **STANDARD 7 - Collaborative Relationships:**

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)]

#### **Knowledge:**

#### ***The competent special education teacher understands***

CC7A. factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.

CC7B. roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program.

CC7C. ethical practices for confidential communication to others about individuals with disabilities.

CC7E. the effects of family and community on development, behavior and learning.

CC7G. roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.

**Performance:**

***The competent special education teacher***

- CC7N. collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques.
- CC7O. initiates collaboration with others and creates situations where that collaboration will enhance student learning.
- CC7P. collaborates with classroom teachers, parents, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments.
- CC7Q. communicates with general educators, administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.
- CC7T. works with colleagues to develop an effective learning climate within the school.

***Learning Behavior Specialist 1 Standards:***

**STANDARD 4 - Planning for Instruction:**

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

**Knowledge:**

**The competent learning behavior specialist understands**

- LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.
- LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.
- LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.
- LBS4D. the differences between reading skills and strategies and the role each plays in reading development.
- LBS4I. effective strategies for teaching study skills.
- LBS4M. the principles of partial participation.

**Performance:**

*The competent learning behavior specialist*

- LBS4N. integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.
- LBS4O. selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.
- LBS4P. evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.
- LBS4Q. applies the use of appropriate reading intervention strategies and support systems for meeting the need of diverse learners.
- LBS4R. adjusts reading instruction to meet the learning needs of diverse learners.

**STANDARD 7 - Collaborative Relationships:**

The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.  
[28.200(g)]

**Knowledge:**

**The competent learning behavior specialist understands**

- LBS7A. collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

**Performance:**

*The competent learning behavior specialist*

- LBS7B. collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

*Core Language Arts Standards for All Teachers:*

**STANDARD 2**

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

**Knowledge Indicators:**

*The competent teacher*

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

**Performance Indicators:**

*The competent teacher*

- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2H. Listens well.

**STANDARD 3**

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

**Performance Indicators:**

*The competent teacher*

- 3C. Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.
- 3F. Uses a variety of media to enhance and supplement instruction.
- 3G. Uses multi-disciplinary instructional approaches.

*Technology Standards for All Teachers:*

**STANDARD 1 - Basic Computer/Technology Operations and Concepts**

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

**Knowledge Indicator:**

*The competent teacher*

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

**Performance Indicators:**

*The competent teacher*

- 1C. Uses appropriate terminology related to computers and technology in written and oral communications.
- 1E. Uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
- 1F. Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

**STANDARD 2 - Personal and Professional Use of Technology**

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

**Knowledge Indicator:**

*The competent teacher*

- 2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

**Performance Indicators:**

*The competent teacher*

- 2C. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
- 2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 2G. Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
- 2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.

**STANDARD 3 - Application of Technology in Instruction**

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

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

**Knowledge Indicator:**

*The competent teacher*

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

**Performance Indicators:**

*The competent teacher*

- 3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
- 3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.

**STANDARD 5 - Productivity Tools**

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

**Performance Indicators:**

*The competent teacher*

- 5B. Uses advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.
- 5G. Applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.

**STANDARD 6 - Telecommunications and Information Access:**

The competent teacher will use telecommunications and information-access resources to support instruction.

**Knowledge Indicator:**

*The competent teacher*

- 6A. Knows how to access telecommunications resources to support instruction.

**Performance Indicators:**

*The competent teacher*

- 6B. Accesses and uses telecommunications tools and resources for information sharing, remote information access and retrieval, and multimedia/hypermedia publishing.
- 6C. Uses electronic mail and web browser applications for communications and for research to support instruction.

- 6D. Uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

**STANDARD 7 - Research, Problem Solving, and Product Development.**

The competent teacher will use computers and other technologies in research, problem solving and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

**Knowledge Indicator:**

*The competent teacher*

- 7A. Understands how to use computers and other technologies in research, problem solving, and product development.

**Performance Indicators:**

*The competent teacher*

- 7D. Selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
- 7J. Conducts research and evaluates on-line sources of information that support and enhance the curriculum.
- 7K. Makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.
- 7L. Participates in courses and other professional development activities to enhance teaching and learning.

**STANDARD 8 - Information Literacy Skills:**

The competent teacher will develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

**Knowledge Indicator:**

*The competent teacher*

- 8A. Understands how to access, evaluate and use information to improve teaching and learning.

**Performance Indicators:**

*The competent teacher*

- 8D. Structures instruction and designs learning tasks and assignments to reflect higher level thinking skills.

**SPE 4730**  
**Consultation and Curriculum Adaptation**

**Amy E. A. Rosenstein 1212 Buzzard Hall**  
**581-5315**  
**arosenstein@eiu.edu**

**Model for Consultation**

- I. Establish a team – throughout the process
  - Membership
  - Mission
  - Process
    - Ground rules
    - Effective meetings
  - Resources
  - Evaluation
    - Effective
    - Efficient
- II. Problem identification – data for decision making
  - Antecedent
  - Behavior
  - Consequences
- III. Generate interventions – considerations for adaptation
  - Brainstorm
  - Educational research
  - Utilize resources
- IV. Select and implement intervention – prioritize, create and use
  - SMART
  - Teacher designed materials
- V. Follow-up and redesign or next problem – effectiveness of adaptation
  - Results
  - Adjust
  - Try again
  - New problem/new student



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 9<sup>th</sup> 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