

SPE 4700 Individualized General Curriculum and Materials

General Curric/Materials

(3-0-3) F, S. A study of curricular content and materials which provide and enhance access to the general curriculum for individuals with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development and material selection and development are significant components of this course. Prerequisites: SPE 2000, 3000, 3200 and 3201.

SPE 4700 Short Title: IND CURR/MAT

- Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU
- Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated
- Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level
- Prerequisite(s)** SPE 2000, 3000, 3200 and 3201
- Co-requisite(s)** None
- Equivalent EIU Course(s): None
- Authority to waive prerequisite: Chairperson

Required Text:

Choate, J. S. (Ed.). (2004). *Successful Inclusive Teaching* (4th ed.). Boston: Pearson Education.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

1. The SPE 4700 candidate’s performance with regard to curriculum theory and design is taught through peer-group activities, quizzes, a case-study approach and the development of a curriculum unit plan which connects a student’s IEP to lesson plans. (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 6; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4; Core Language Arts Standard 2; Technology Standards: 1, 2, 3).
2. Lesson plans are connected to learning center stations (i.e., both must incorporate some aspect of technology for either a one-week lesson or in one learning center station). (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 6; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4; Core Language Arts Standard 2; Technology Standards: 1, 2, 3).
3. These activities/assignments assist the SPE 4700 candidate in being competent to develop a curriculum unit for a class or students with mild or moderate disabilities in either a resource room or in an inclusionary classroom setting. (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 6; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4; Core Language Arts Standard 2; Technology Standards: 1, 2, 3).

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

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

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Examinations and quizzes	There are both mid-term and final examinations in SPE 4700. Also, in class small group assignments, film quizzes, etc. are also assigned at random.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing Budget	Candidates will select materials suitable fore their own chosen area and age range of special education program, report about items, and provide a rationale for the purchase.	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing IEP	Inteams, candidates will develop an Individualized Education Program (IEP) based on a case study provided by the instructor. The case study requires each candidate to develop an IEP based upon the academic areas including reading, language arts, and arithmetic, social, and adaptive/functional needs of the learner.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Unit Plan	Using their IEP, each candidate team will prepare a curriculum unit plan for use that spans a three-week period and addresses the academic, social, adaptive/functional needs of the learner to enhance access to the general curriculum. Prior to developing the unit plan, a proposal must be submitted containing the following: topic, rationale, unit goals, objectives, and specific students for which the unit is intended to benefit.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In-class Presentation	A 30-minute Power Point presentation will be done to present each group's curriculum unit plan to the entire class.	<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Center	Candidate teams will design and prepare a learning center based on the IEP with 5 stations. Learning centers will be presented in class and each class member will be provided with a typerwritten handout describing center stations, data collection method and patterns. Curricular areas must include an academic area and adaptive	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed						
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5		
	behavior area.																		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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List of Initial Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

List of Unit Dispositions:

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

Catalog description:

4700 SPE. Individualized General Curriculum and Materials. (3-0-3) F, S. A study of curricular content and materials which provide and enhance access to the general curriculum for individuals with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development and material selection and development are significant components of this course. Prerequisites: SPE 2000, 3000, 3200 and 3201.

SPE 4700 Short Title: IND CURR/MAT

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

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

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

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

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

The Learning Model for this course is:

Ecological

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

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

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

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

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

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 3 - Individual Learning Differences

Knowledge:

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

Standard 4 - Instructional Strategies

Skills:

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

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Social skills needed for educational and other environments.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.

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

- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.

Standard 8 - Assessment

Skills:

Interpret information from formal and informal assessments.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Knowledge:

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

Skill:

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

Standard 7 - Instructional Planning

Skill:

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

Standard 8 - Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.
- Types and importance of information concerning individuals with disabilities available from families and public agencies.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Knowledge:

- Specialized materials for individuals with disabilities.

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

Standard 7 - Instructional Planning

Skill:

- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications
- Design and implement curriculum strategies for medical self-management procedures.

Standard 8 - Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.
- Types and importance of information concerning individuals with disabilities available from families and public agencies.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1 - Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

Performance Indicators –

The competent teacher:

- 1F. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 1J. anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1L. facilitates learning experiences that make connections to other content areas and to life and career experiences.
- 1M. designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.

Standard 2 - Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

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

Knowledge Indicators –

The competent teacher:

- 2A. understands how students construct knowledge, acquire skills, and develop habits of mind.
- 2B. understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2D. understands that differences in approaches to learning and performance interact with development.
- 2E. understands how to include student development factors when making instructional decisions.
- 2F. knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

Standard 3 – Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators –

The competent teacher:

- 3D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3F. understands personal cultural perspectives and biases and their effects on one's teaching.

Performance Indicators –

The competent teacher:

- 3I. uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 3L. identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3N. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.

STANDARD 4 - Planning for Instruction

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

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

Knowledge Indicators –

The competent teacher:

- 4A. understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between students' experiences and career and educational goals.
- 4D. understands when and how to adjust plans based on students' responses and other contingencies.
- 4E. understands how to integrate technology into classroom instruction.
- 4F. understands how to review and evaluate educational technologies to determine instructional value.
- 4G. understands how to use various technological tools to access and manage information.
- 4H. understands the uses of technology to address students' needs.

Performance Indicators –

The competent teacher:

- 4I. establishes expectations for students' learning.
- 4J. applies principles of scope and sequence when planning curriculum and instruction.
- 4K. creates short-range and long-term plans to achieve the expectations for students' learning.
- 4L. creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. creates multiple learning activities that allow for variation in students' learning styles and performance modes.
- 4N. incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4O. creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4P. develops plans based on students' responses and provides for different pathways based on students' needs.

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

- 4Q. uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. accesses and uses a wide range of information and instructional technologies to enhance students' learning.
- 4S. uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities.

STANDARD 6 - Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Knowledge Indicators –

The competent teacher:

- 6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- 6E. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators –

The competent teacher:

- 6L. develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.
- 6M. uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.
- 6N. uses technology appropriately to accomplish instructional objectives.
- 6O. adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.
- 6P. implements and evaluates individual learning objectives.

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)]

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

Knowledge:

The competent special education teacher understands

- CC4A. the scope and sequence of the general curriculum.
- CC4B. the concepts of language arts.
- CC4C. the concepts of math including numeration, geometry, measurement, statistics/probability and algebra
- CC4D. general curriculum practices and materials.
- CC4E. the components of an effective social skills curriculum.
- CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.
- CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

Performance:

The competent special education teacher

- CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.
- CC4R. selects and uses appropriate technologies to accomplish instructional objectives.
- CC4S. develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
- CC4V. evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.
- CC4Y. evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.
- CC4Z. utilizes resources and materials that are developmentally and functionally valid.

Learning Behavior Specialist 1 Standards:

STANDARD 4 - Planning for Instruction:

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

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

Knowledge:

The competent learning behavior specialist understands

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

Performance:

The competent learning behavior specialist

LBS4N integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.

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

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

Core Language Arts Standards for All Teachers:

STANDARD 2

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

Knowledge Indicators:

The competent teacher

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

Performance Indicators:

The competent teacher

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

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

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

Technology Standards for All Teachers:

STANDARD 1 - Basic Computer/Technology Operations and Concepts

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

Knowledge Indicator:

The competent teacher

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

Performance Indicators:

The competent teacher

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

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

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

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

STANDARD 2 - Personal and Professional Use of Technology

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

Performance Indicators:

The competent teacher

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

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

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

- 2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 2G. Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
- 2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.
- 2J. Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.

STANDARD 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator:

The competent teacher

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

Performance Indicators:

The competent teacher

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

Major Evaluation Components:

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

1. IEP Assignment

- **CEC/CC: 7, 10 LBS I: 4 LBS I: 1 T: 1**

2. Individualized General Curriculum Unit Plan Assignment

- **CEC/CC: 1, 7 CEC/IGC: 4 CEC/IIC: 4 T: 1, 2, 3, 7 LBS I: 4 IPTS: 1, 2, 3, 4, 6**

3. Learning Center Assignment

- **CEC/CC: 3, 4, 5, 6 LBS I: 4, 5, 7 LA: 1, 3 T: 1, 8 CEC/CC: 4 IPTS: 3, 5**

Outline of the Course

I. The Special Education Curriculum: Theory (2 weeks)

- A. Theories of curriculum development as they relate to curriculum for learners labeled exceptional (Saylor, 1982; Ysseldyke & Algozzine, 1982; Bigge, 1988)
- B. National, State, Local mandates (Saylor, 1982; Hehman & McLaughlin, 1981; Underwood & Mead, 1995; Ysseldyke & Algozzine, 1982; The IDEA Amendments of 1997; NICHY, 1998)
- C. School structures and agencies (Saylor, 1982; Ysseldyke & Algozzine, 1982; Ysseldyke, Algozzine, & Thurlow, 1992)

II. General and Specialized Curriculum (7 weeks)

- A. Determination of Scope and Sequence (Carbo, Dunn, & Dunn, 1986; Hehman & McLaughlin, 1981)
 - Academic Content (State Learning Standards)
 - a. Reading/Language Arts (Includes discussion of skills of phonetic awareness, decoding, structural analysis, vocabulary, comprehension, and the skills of oral and written expression.)
 - b. Math
 - c. Science
 - d. Social Studies
 - e. Written Language
 - f. Functional Life skills
 - Illinois State Standards
 - a. English
 - b. Language Arts
 - c. Mathematics
 - d. Social Science
 - e. Science

III. Selection of Curricular Content and Materials

- A. Relationship between materials and the IEP (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor, 1982)
- B. Material Evaluation and Selection (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor, 1982)
- C. Adaptation of materials to meet needs and utilize skills of the learner (Carbo, Dunn & Dunn, 1986; Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; Saylor, 1982)
- D. Use of technology (Bender & Bender, 1996)

IV. Developing and Writing the Individualized Education Plan (6 weeks)

- A. Sources of decision making information
(Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor, 1982; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; McLoughlin & Lewis, 1994)
 - 1. Task Analysis
 - 2. Parent Conferences
 - 3. Staffing
 - 4. Psychological Reports
 - 5. School Records
 - 6. Test Results
(Stephens, Hartman, & Lucas, 1982; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Choate, et al., 1987; Bigge, 1988; McLoughlin & Lewis, 1994)
 - a) Standardized
 - b) Curriculum-based assessment
 - c) Performance assessment (Elliott, 1998)
 - 7. School Personnel (General Educators, Administrators, Related Service Personnel)
 - 8. Legal System
 - 9. Community Agencies

- B. Utilization of Other Types of Information in the Decision-Making Process
(Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; McLoughlin & Lewis, 1994; Smith, Polloway, Patton, & Dowdy, 1995).
 - 1. Health and personality
 - 2. Intelligence and academic aptitude
 - 3. Peer and family behavioral patterns
 - 4. Family history and present circumstances
 - 5. Performance in school subjects
 - 6. Non-academic skills and abilities
 - 7. Aesthetic and artistic abilities
 - 8. Interests
 - 9. Cultural Factors
 - 10. Modalities and Individual Learning Styles

- C. Determining Long Range Goals as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLoughlin & Lewis, 1994).
 - 1. Academic
 - 2. Social

- D. Determining Short Range Goals as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLaughlin & Lewis, 1994).
 - 1. Academic
 - 2. Social
 - 3. Adaptive/Functional

- E. Writing the I.E.P. (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Polloway, Payne, Patton & Payne, 1989; Fiscus & Mandell, 1983; Tymitz-Wolf, 1982; Smith, 1990).
 - 2. Formats
 - 3. Informational based methods
 - 3. Parent participation

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