

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

## Gen Curric. Adapt/Consultation

**(3-2-3) F, S.** Consultation skills essential to collaborate and facilitate adaptation of general and expanded 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. Prerequisites: SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course.

SPE 4730 Short Title: CUR ADP CONS ELN

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

**Co-requisite(s)** None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

**Required Text:**

Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. (5<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.

**Support of Conceptual Framework:**

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

**Methods of Instruction:**

In SPE 4730 the students are assigned to more than 3 cooperative learning groups. Use of several techniques are to model how they can be implemented in a class, e.g. reciprocal teaching, cooperative learning groups, intrapersonal self reflection, use of informal assessment data for group assignments, word sort for vocabulary development, use of technology. The course assignments are interfaced with the practica placement specifically a unit of instruction is created for a specific class at the practica site.

**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                                   |
| Reciprocal Teaching                               | Students read and reflect on readings through written summaries and conversations with peers  | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> |
| Practica checklist                                | Students record minutes of meetings with cooperating teacher, identify and complete adaptations for students in their practica placement, and engage in appropriate professional behaviors with proper dispositions | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> |
| Exams   | 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 checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Take-home Practice Exam                           | Student cooperative learning groups video-tape a demonstration of a collaborative consultation meeting  | <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 type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Quizzes   | short answer questions are answered to demonstrate problem solving application of class and text materials  | <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 type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Curriculum-based Assessment                       | Students identify, implement, and report results for a curriculum-based assessment in reading   | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Universal Design for Learning Unit of Instruction | Cooperatinve leraning groups develop a unit of instruction using the principlae of Universal Design for Learning  | <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 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 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"/>            |

**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:

**4730 SPE. 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 expanded 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. Prerequisites: SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course.

SPE 4730 Short Title: CUR ADP CONS ELN

## 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.

Through cooperative learning activities in class and a 30 hour practica the students practice a 5 stage collaborative consultation model. They also create effective curriculum adaptations and unit of instruction with a focus on specific students who have various learning needs. The adaptations and instructional unit are given to the practica cooperating teacher for use with the students in the public school.

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

Diverse subjects are addressed by including activities in each unit of instruction for reading in the content area, writing as a learning tool and math instructional techniques to support the demands of the unit learning objectives

Diverse strategies are addressed as a main component of this course through discussion of effective teaching techniques that are then created into curriculum adaptations for use for specific students by the practica cooperating teacher and the creation of a unit of instruction that incorporates several required diverse instructional strategies including development of course outline, student study guide, unit grading system, classroom management, reading in the content area, writing as a learning tool and possibly study skills or effective methods such as Direct Instruction, Cooperative Learning, Learning Centers.

Diverse students are included in the course by the use of various case studies for role play in the class cooperative learning activities. And use of schools for practica assignments at different grade levels, e.g. elementary. middle level, or high school.

Diverse societies are addressed by recognition of all the disabilities in curriculum adaptation and instructional design.

Diverse communities are addressed by use of different practica sites in the Charleston area.

Technology is incorporated into the course to support and access curriculum expectations (ISBE standards for K-12 education, National Council of Teachers of Mathematics, etc.), the need to use various technologies for the creating of curriculum adaptations, video taping a collaborative consultation role play and curriculum adaptation ideas through professional websites (ERIC, National Reading Panel Report, Eisenhower Math and Science clearinghouse, MARCO POLO, etc.)

The Learning Model for this course is:

Ecological model

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

In SPE 4730 the students are assigned to more than 3 cooperative learning groups. Use of several techniques are to model how they can be implemented in a class, e.g. reciprocal teaching, cooperative learning groups, intrapersonal self reflection, use of informal assessment data for group assignments, word sort for vocabulary development, use of technology. The course assignments are interfaced with the practica placement specifically a unit of instruction is created for a specific class at the practica site.

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

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)
  - Notebook of adaptations created
  - 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 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.
  - Mid-term Exam: A multiple choice exam on the Friend and Cook text. A student guide will be provided and reciprocal teaching activities will be conducted in class on a weekly basis.
  - Take-home Practical 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, minutes of the meeting, any forms used in cooperative learn group may be used for documentation.

- Final Exam: A multiple choice exam on the Hoover and Patton text. A student 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 Adaptations. Each student will submit one adaptation created for use in the practica setting and rated using the department curriculum adaptation rubric. The adaptation will
    - identify the curriculum expectation and learning need
    - list various adaptation considered and rationale for the one selected
    - provide directions for the creation and implementation of the adaptation including appropriate references,
    - the original and adapted materials, and when possible, an evaluation of the adaptation effectiveness.
  5. 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.
  6. Design a Unit of Instruction. Class participants with partners will design a curricular unit addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials in the development of the unit according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The unit will include class management, clearly stated course expectations, and grading practices. Each student will include in the curricular unit the following: curriculum based measurement tools, reading lessons, written language lesson, a lesson using effective methodologies discussed in class and math skills as appropriate. Attention will be given to incorporate three or more intelligences from the Theory of Multiple Intelligences, design effective class management techniques, and specify grading practices.
  7. Collaboration. 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.

## **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.*

## **State of Illinois Standards Addressed in this Course**

### ***Illinois Professional Teaching Standards***

#### **STANDARD 1 - Content Knowledge**

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) 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.
- 1G. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- 1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- 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 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 Indicator:

#### *The competent teacher*

- 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.

### Performance Indicators:

#### *The competent teacher*

- 2G. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
- 2I. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

## STANDARD 3 – Diversity

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

### Knowledge Indicator:

#### *The competent teacher*

- 3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

### Performance Indicators:

#### *The competent teacher*

- 3H. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- 3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- 3L. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

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

3M. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

### **STANDARD 4 - Planning for Instruction**

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

#### **Knowledge Indicator:**

##### *The competent teacher*

- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4E. Understands how to integrate technology into classroom instruction.
- 4F. Understands how to review and evaluate educational technologies to determine instructional value.

#### **Performance Indicators:**

##### *The competent teacher*

- 4I. Establishes expectations for student 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 student learning styles and performance modes.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.

### **STANDARD 5 - Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### **Knowledge Indicator:**

##### *The competent teacher*

- 5A. Understands principles of and strategies for effective classroom management.
- 5E. Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.

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

### Performance Indicators:

#### *The competent teacher*

- 5J. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- 5N. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
- 5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

### **STANDARD 6 - Instructional Delivery**

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

### Knowledge Indicator:

#### *The competent teacher*

- 6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- 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*

- 6F. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- 6G. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- 6J. 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 thinking.
- 6K. Uses a wide range of instructional technologies to enhance student learning.
- 6M. Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.

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

- 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.

### **STANDARD 7 – Communication**

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### **Performance Indicators:**

##### *The competent teacher*

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7K. Communicates using a variety of communication tools to enrich learning opportunities.

### **STANDARD 8 – Assessment**

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#### **Knowledge Indicator:**

##### *The competent teacher*

- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

#### **Performance Indicators:**

##### *The competent teacher*

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8P. Uses technology appropriately in conducting assessments and interpreting results.
- 8Q. Uses assessment strategies and devices which 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.

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

### STANDARD 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#### Knowledge Indicator:

##### *The competent teacher*

- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.

#### Performance Indicators:

##### *The competent teacher*

- 9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9I. Works with colleagues to develop an effective learning climate within the school.
- 9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9N. Acts as an advocate for student needs.
- 9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.
- 9S. Implements and monitors individual students' programs, working in collaboration with team members.
- 9T. Demonstrates the ability to co-teach and co-plan.

### STANDARD 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#### Knowledge Indicator:

##### *The competent teacher*

- 10C. Understands major areas of research on the learning process and resources that are available for professional development.
- 10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

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

### **Performance Indicators:**

#### *The competent teacher*

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- 10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.
- 10I. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

### **STANDARD 11 - Professional Conduct and Leadership**

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

### **Knowledge Indicator:**

#### *The competent teacher*

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11B. Understands how school systems are organized and operate.
- 11E. Understands the importance of active participation and leadership in professional education organizations.
- 11F. Is familiar with the rights of students with disabilities.
- 11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

### **Performance Indicators:**

#### *The competent teacher*

- 11I. Contributes knowledge and expertise about teaching and learning to the profession.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11L. Initiates and develops educational projects and programs.

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

- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

### ***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.

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

### **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.

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

### **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.

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

### **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.

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

### **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.

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

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.

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

### **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.

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

### **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.

## **Major Evaluation Components:**

**Primary/assessment process, specific ways students' performance 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)
  - Notebook of adaptations created
  - 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 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.
  - **Mid-term Exam:** A multiple choice exam on the Friend and Cook text. A student guide will be provided and reciprocal teaching activities will be conducted in class on a weekly basis.
  - **Take-home Practical 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, minutes of the meeting, any forms used in cooperative learn group may be used for documentation.
  - **Final Exam:** A multiple choice exam on the Hoover and Patton text. A student 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 Adaptations.** Each student will submit one adaptation created for use in the practica setting and rated using the department curriculum adaptation rubric. The adaptation will
    - identify the curriculum expectation and learning need
    - list various adaptation considered and rationale for the one selected
    - provide directions for the creation and implementation of the adaptation including appropriate references,
    - the original and adapted materials, and
    - when possible, an evaluation of the adaptation effectiveness.
  5. **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.
  6. **Design a Unit of Instruction.** Class participants with partners will design a curricular unit addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials in the development of the unit according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The unit will include class management, clearly stated course expectations, and grading practices. Each student will include in the curricular unit the following: curriculum based measurement tools, reading lessons, written language lesson, a lesson using effective methodologies discussed in class and math skills as appropriate. Attention will be given to incorporate three or more intelligences from the Theory of Multiple Intelligences, design effective class management techniques, and specify grading practices.
  7. **Collaboration.** 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.

## Outline of the Course

- I. Practical Experience (30 hours)
  - A. Practica records requirement
    - a. Consulting Teacher Log
    - b. Practica Rating Sheet
    - c. Clinical Experience Record (goldenrod)
    - d. Minutes of school consultation meetings
    - e. Practica Performance Checklist
  - B. Principles of Effective Education
    - a. Values
    - b. Principles
    - c. Standards
    - d. Methods
  - C. Model for consultation
    - a. Establish the team
    - b. Define the problem
    - c. Generate possible interventions
    - d. Select and implement an intervention
    - e. Evaluation of intervention effectiveness
  - D. 15 minute problem solving model (Randell, Sprick)
    - a. Identify the problem
    - b. Design an intervention
    - c. Detail and document the intervention implemented
  - E. Resource review
  - F. Curriculum Adaptation
    - a. Learning expectation and learner need
    - b. Interventions considered and rationale for selection
    - c. Directions for creation and implementation (references required)
    - d. Original and adapted materials
    - e. Evaluation of effectiveness
  - G. Practica Debrief
  - H. School experience minimum of 10 hours in the building with additional 20 hours for curriculum adaptation and professional development
- II. Personal Effectiveness (1 week)
  - A. Personal responsibility
  - B. Goal setting
  - C. Personal management
  - D. Empathic listening
  - E. Team goal setting
  - F. Balance and taking care of yourself
- III. Consultation Principles, Strategies and Techniques (3 wks) (Morsink, Thomas & Correa, 1991; Schein, 1988; Idol, Paolucci-Whitcomb, & Nevin, 1986)
  - A. Introduction to Consultation in Special Education

- B. Functions of Interdisciplinary team
  - C. Principles in Consultation
    - a. Develop Informal Relationships
    - b. Use "Active Listening Skills"
    - c. Model the Use of Interview Skills
    - d. Use Confrontation Skills Correctly
  - D. Principles of Collaboration
    - a. Gain Team Ownership of Problem
    - b. Recognize Individual Differences
    - c. Use Situational Leadership
    - d. Make data-based Decisions through Functional Analysis of Behaviors
  - E. Strategies/Techniques of Consultation: Fitting the Model to the need/purpose
- IV. Establishing the Team (1 week)
- A. Principles of Collaboration
    - a. Gain Team Ownership of Problem
    - b. Recognize Individual Differences
    - c. Use Situational Leadership
    - a. Make data-based Decisions through Functional Analysis of Behaviors
  - B. Team membership
  - C. Roles and responsibilities
  - D. Strategies for team building
  - E. Effective Teams
    - a. Share mission and goals
    - b. Recognize roles and responsibilities
    - c. Use strategies, structures and
    - d. Get things done
    - e. Like each other
    - f. Celebrate accomplishments
- V. Problem Identification (1 week) (Deno & Mirkin, 1977; Fuchs & Fuchs, 1986; Idol-Maetas, Nevin & Paolucci-Whitcomb, 1986; Haring & Schiefelbusch, 1976, Morsink, Thomas & Correa, 1991; West, Idol & Cannon, 1989)
- A. Critical components of problem identification
    - a. List all issues of concern
    - b. Identify the problem - antecedent, behavior, consequence
    - b. Selecting assessment procedures (see below)
    - c. Recording procedures
    - d. Comprehensive record
  - B. Background Information (cultural diversity and family issues)
    - a. Development
    - b. Health
    - c. Language and other cultural issues
    - d. School
    - e. Social/Emotional
    - f. Previous Studies

- g. Family
  - C. Interviews
    - a. Organizing the interview
    - b. Dynamics of Interviews
      - 1. With special and regular education personnel
      - 2. Among the interdisciplinary team members
      - 3. Role of paraprofessionals
    - c. Questioning techniques
  - D. Socio-metric measures
  - E. Observational Data Collection Techniques
    - a. Use structured classroom observation
    - b. Match assessment to goals/objectives
    - c. Determine differences between acquisition & proficiency
    - d. Record/Chart observation data
  - F. Development of Informal Assessment Instruments
    - a. Curriculum Based Assessment
    - b. Error Analysis
    - c. Criterion Referenced Testing
    - d. Cloze Procedures
    - e. Language Sampling
    - f. Task Analysis
- VI. Generating Interventions (1 week)
- A. Locate resources
  - B. Research and professional expertise
  - C. Brainstorming
- VII. Intervention Implementation (1 week)
- A. Selection of the intervention
  - B. Planning to implement the intervention
  - C. Be SMART: Specific, Measurable, Attainable, Realistic, Tangible
- VIII. Follow-up and Evaluation of Effectiveness (1 week)
- A. Data collection that matches problem identification
  - B. Intervention refining
  - C. Alternate intervention
  - D. Address new problem
  - E. New case
- IX. Effective curriculum adaptations (7 weeks)  
(Choate, et al, 1987; Idol, Nevin & Paolucci-Whitcomb, 1986; Salvia & Hughes, 1990)
- A. CBA reading tests
    - a. One minute oral reading rate
    - b. Basic cloze test
    - c. Sight vocabulary

- d. Content specific vocabulary
- e. Informal Reading Inventory (including assessment of word attack fluency, and comprehension)
- B. Class management
  - a. Components of effective class management
  - b. Positive problem prevention
  - c. Transition training
- C. Clarifying expectation
  - a. Course outline
  - b. Student Study guide
  - c. Connection to local, state and national standards
- D. Reading in the content area
  - a. Pre-teaching of vocabulary
  - b. Vocabulary reinforcement
  - c. Reading comprehension
  - d. National Reading Panel Report
- E. Writing as a learning tool
  - a. What is writing research
  - b. Components of effective writing assignment
- F. Evaluation and grading
  - a. Components of effective grading practices
  - b. Grading participation
- G. Other areas, e.g. mathematics, study skills, effective methods, content specific
- H. Theory of Multiple Intelligence
- I. Orthopedic accommodations, (i.e. ergonomic assessment), health and medical accommodations
- J. Assistive technology as adaptation

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