

SPE 4901 Practicum with Individuals with Exceptional Learning Needs

Instr. Stratg. Practicum K-12

(0-8-4) F, S. Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. Concurrent enrollment in SPE 4900 required. **WI** Prerequisite: SPE 4800. **University Teacher Education requirements apply and department requirements for enrollment must be met.** SPE 4901 Short Title: PRACTICUM ELN Effective: Spring 2003

- 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: Juniors, Seniors, and Graduate Students
- Prerequisite(s)** SPE 2000, 3000, 3200, 3201, 4700, and 4800; concurrent enrollment in SPE 4900 required.
- Co-requisite(s)** None
- Equivalent EIU Course(s): None
- Authority to waive prerequisite: Chairperson

Required Text:

Masters L.F., Mori, B.A., & Mori, A.A. (1999). *Teaching*

secondary students with mild learning and behavior problems: Methods, materials, and strategies. Austin, TX: PRO-ED.

Mercer, C.R., & Mercer, A.R. (2005). *Teaching students with*

learning problems. (7th ed.). Columbus, OH: Charles E. Merrill/Macmillan Publishing Company.

Support of Conceptual Framework:

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

Methods of Instruction:

As a practicum course, SPE 4901 includes extensive opportunities for candidates to assess, plan for, teach, and manage the behavior of students with exceptional learning needs. This experience capitalizes on “mini-lectures”, guided teaching/coaching, modeling, conferencing, formal and informal feedback as well self-reflection. Candidates are expected to apply skills and methods learned from the accompanying theory course (SPE 4900) and are encouraged to communicate and collaborate with their cooperating teacher(s), colleagues and site supervisor on a frequent basis to ensure high quality teaching/management and strong partnerships.

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
Curriculum Based Assessment	Each candidate will design and implement an assessment to ascertain students' skill levels (including learning and behavioral needs). The assessment will be devised in cooperation with supervising teacher and a comprehensive report including and analysis of errors will be provided.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom Management Plan	Each candidate will design and implement a classroom management plan. The classroom management plan is to contain rules or standards for behavior, positive and negative contingencies for appropriate and inappropriate behavior, and a reward menu. The classroom management plan is based on observational assessment found in CBA report and is designed and implemented with feedback from the course instructor and cooperating teacher/professional.	<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 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"/>
Individualized Education Plan (IEP)	Each candidate will develop an individual educational program (IEP) that reflects the academic and adaptive behavior needs of the learner. The IEP will be based upon assessment information gathered from CBA results, informal inventories, systematic observation, and in consultation with the cooperating teacher/professional who has access to academic, medical, behavioral, and family history. The IEP must contain the following information: present levels of performance, annual goals and benchmarks including methods for evaluating learner performance, primary and related services provided, amount of time in which the child/youth is and is not integrated into a general education setting, state assessment data, and other information required by course instructor. Candidates will also evaluate the learner's	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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			
	progress in meeting the goals/objectives on the IEP and provide graphical results of baseline and intervention phases of instruction as well as a reflection discussing the IEP process and the resulting impact on the P-12 Learner.																			
Lesson Plans	Each candidate will be required to develop and implement daily lesson plans. The lesson plans are developed based upon the IEP for the learner. Lesson plans must be developed for each academic and adaptive behavioral area taught and must be individualized to the learner. Additionally, lesson plans should encourage participation by the learner in a variety of individual and group learning activities.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Material Development	Throughout the semester, each candidate is required to develop and implement teacher-made materials that will be used in the delivery of instruction. The materials are to be adapted and modified to the individual instruction and adaptive skill needs of each learner and be respectful of cultural, linguistic, and gender issues. A resource file with additional ideas will also be created and submitted for evaluation.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Evaluation of Teaching Performance	At least 2 formal observations of each candidate will be completed during the times the candidate is scheduled to teach. Supervisor will provide formative and summative feedback regarding: planning, professional interactions/behaviors, lesson presentation, classroom management, assessment methods, and material development/usage. Cooperating professional will also be asked to provide comments.	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Student Portfolio	Each candidate will maintain detailed records of all activities engaged in with children/youth. At	<input 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 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 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		
	the close of the semester, a portfolio will be created to demonstrate what each public school child/youth actually learned. Items to be included in the portfolio include: a description of the teaching arrangement, CBA, IEP, the classroom management plan and behavioral contract, work samples, and a comprehensive summary of the learner's progress as well as recommendations for each child. Portfolios will be provided to the cooperating teacher/professional to be shared with family of each learner.																		
Reflective Journal	Each candidate will evaluate his/her instructional effectiveness daily using a reflective journal. The journal is to be provided to the course instructor via e-mail and is to address the effective and ineffective aspects of instruction, changes that could be made to enhance instructional effectiveness, and sources from the literature to support the proposed changes. Course instructors will provide feedback to each candidate.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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:

4901 SPE. Practicum with Individuals with Exceptional Learning Needs. (0-8-4) F, S. Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. Concurrent enrollment in SPE 4900 required. Prerequisite: SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.

Short Title: PRACTICUM 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.

SPE 4901 requires teachers to use research-based instructional strategies with public school students with exceptional learning needs across severity levels. To create an effective educational environment, teachers must proficiently demonstrate the instructional process inclusive of assessment, IEP planning and implementation, lesson planning and implementation, material development and adaptation, as well as instructional program and self evaluation.

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

Diverse Subjects: SPE 4901 calls for teachers to demonstrate knowledge of academic, social/behavioral, and life skill curricular content as it pertains to the public school students with whom they work.

Diverse Strategies: SPE 4901 calls for teachers to use instructional strategies specific to academic, social/behavioral, and life skill curricular areas as it pertains to the public school students with whom they work.

Diverse Students: SPE 4901 calls for teachers to make selection of curricular content, materials, and methods based on diverse learning needs versus a special education label.

Diverse Societies and Communities: SPE 4901 calls for teachers to examine how school and cultural differences may be an influential variable in the delivery of an individualized education program.

Diverse Technologies: SPE 4901 offers opportunities for students to use educational software with students with exceptional learning needs within the public school setting.

The Learning Model for this course is:

Ecological Theory

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

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4901 is a practicum course, which allows for teachers to see first hand how their choices in content, methods, and materials impact

the performance of their public school students. It also allows for the teachers to see how their instruction contributes to the performance of students within other learning environments.

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

Curriculum-Based Assessment – Diverse Students, Diverse Strategies, and Diverse Subjects

Classroom Management Plan – Diverse Students and Diverse Strategies

IEP – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities. Candidate performance on the IEP is evaluated via Live Text using the unit “Impact on P-12” rubric.

Lesson Plans - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Material Development/Adaptation - Diverse Students, Diverse Subjects, and Diverse Strategies

Teaching Evaluation - Diverse Students, Diverse Subjects, Diverse Strategies, Diverse Societies and Communities and Diverse Technologies

Student Portfolio - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Reflective Journal - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Assessment of Candidate Performance in Field Experience/Practicum – Assesses each of the five domains. “Clinical Experience 2” unit rubric, via Live Text, is completed on each candidate after the semester long experience is completed. The department “clinical experience” rubric is also completed.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

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.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.

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

- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 6 - Language

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Standard 7 - Instructional Planning

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.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.

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

- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Standard 8 - Assessment

Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

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 methods to teach mathematics appropriate to the individuals with disabilities*.
- Modify pace of instruction and provide organizational cues.
- Use appropriate adaptations and technology for all individuals with disabilities*.

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

- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities*
- Identify and teach basic structures and relationships within and across curricula.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.
- Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- Implement systematic instruction in teaching reading comprehension and monitoring strategies.
- Teach strategies for organizing and composing written products.
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

Standard 5 - Learning Environments and Social Interactions

Skill:

- Use and maintain assistive technologies.
- Plan instruction in a variety of educational settings
- Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
- Use skills in problem solving and conflict resolution.
- Establish a consistent classroom routine for individuals with disabilities*.

Standard 6 - Language

Skill:

- Enhance vocabulary development
- Teach strategies for spelling accuracy and generalization
- Teach individuals with disabilities* to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

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

Standard 7 - Instructional Planning

Skill:

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

Standard 8 - Assessment

Skill:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.*
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
- Monitor intragroup behavior changes across subjects and activities

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Skill:

- Use research-supported instructional strategies and practices.

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

- Use appropriate adaptations and assistive technology for all individuals with disabilities*.
- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities*
- Identify and teach basic structures and relationships within and across curricula.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.

Standard 5 - Learning Environments and Social Interactions

Skill:

- Use and maintain assistive technologies.
- Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.
- Plan instruction in a variety of educational settings
- Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- Use techniques of physical positioning and management of individuals with disabilities* to ensure participation in academic and social environments.
- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
- Use skills in problem solving and conflict resolution
- Design and implement sensory stimulation programs.
- Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Standard 6 - Language

Skill:

- Teach individuals with disabilities* to monitor for errors in oral and written language.

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

- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Skill:

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

Standard 8 - Assessment

Skill:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.*
- Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities*.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
- Monitor intragroup behavior changes across subjects and activities

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.
- 1G. uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- 1H. engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1I. designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1J. anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1K. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- 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)

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.
- 2H. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- 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 competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators –

The competent teacher:

- 3G. facilitates a learning community in which individual differences are respected.
- 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.
- 3I. uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 3J. uses cultural diversity and individual student experiences to enrich instruction.
- 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.
- 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.
- 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)

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.
- 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 5 - Learning Environment

The competent 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.

Performance Indicators –

The competent teacher:

- 5I. maintains proper classroom decorum.
- 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.

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

- 5K. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5L. analyzes the classroom environment and makes decisions to enhance social relationships, students' motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- 5M. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- 5N. engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
- 5O. demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
- 5P. modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
- 5Q. uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.
- 5R. uses effective methods for teaching social skill development in all students.

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.

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 students' 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.
- 6H. monitors and adjusts strategies in response to learners' feedback.
- 6I. varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

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

- 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 students' learning.
- 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.

Standard 7 – Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, 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.
- 7F. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- 7G. creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication.
- 7H. communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 7K. communicates using a variety of communication tools to enrich learning opportunities.

Standard 8 – Assessment

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

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

Performance Indicators –

The competent teacher:

- 8I. uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.
- 8J. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8K. involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8L. maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students', parents and colleagues.
- 8M. uses appropriate technologies to monitor and assess students' progress.
- 8N. collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- 8O. uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- 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.

Standard 9 - Collaborative Relationships

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

Performance Indicators –

The competent teacher:

- 9H. initiates collaboration with others and creates situations where collaboration with others will enhance students' 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 success for students.
- 9K. develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.

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

- 9L. works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote students' learning and well-being.
- 9M. identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.
- 9N. collaborates in the development of comprehensive individualized education programs for students with disabilities.
- 9O. coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.
- 9P. collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- 9Q. communicates with team members about characteristics and needs of individuals with specific disabilities.
- 9R. implements and monitors individual students' programs, working in collaboration with team members.
- 9S. demonstrates the ability to co-teach and co-plan.

Standard 10 - Reflection and Professional Growth

The competent 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.

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.

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

Standard 11 - Professional Conduct and Leadership

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

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.
- 11M. actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- 11N. participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- 11O. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.
- 11Q. promotes and maintains a high level of integrity in the practice of the profession.
- 11R. complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities.
- 11S. complies with local, State, and federal regulations and policies related to students with disabilities.
- 11T. uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

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

Common Core Standards for All Special Education Teachers:

Standard 3 - Assessment:

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)]

Performance:

The competent special education teacher

- CC3J. matches appropriate assessment procedures to purposes of assessment
- CC3K. gathers background information regarding academic history.
- CC3L. collaborates with families and other professionals in conducting individual assessment and reporting of assessment results.
- CC3M. interprets information from formal and informal assessment instruments and procedures
- CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.
- CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies
- CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.
- CC3Q. creates and maintains accurate records.

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)]

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.

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

- CC4T. utilizes strategies for facilitating maintenance and generalization of skills across learning environments.
- CC4U. integrates related services into the instructional program.
- 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.
- CC4BB. develops curricula relevant to life skills domains: domestic, recreation/ leisure, vocational, and community.
- CC4CC. plans and implements transition programs appropriate to the age and skill level of the student.

Standard 5 - Learning Environment:

The competent special education 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. [28.100(e)]

Performance:

The competent special education teacher

- CC5R. identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation.
- CC5S. uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs.
- CC5T. designs, structures, and manages daily routines effectively, including transition time for groups and individuals.
- CC5U. uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.
- CC5V. monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.

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

- CC5W. designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities.
- CC5X. develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
- CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.
- CC5AA. plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors.
- CC5BB. coordinates activities with related services personnel to maximize instruction and time
- CC5CC. uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior.
- CC5DD. uses transfers (floor to sitting, sitting to floor, chair to chair) correctly and identifies incorrect procedures for handling and positioning.
- CC5EE. facilitates mobility including head and trunk control, sitting, crawling, standing, walking, and wheelchair use

Standard 6 - Instructional Delivery:

The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.100(f)]

Performance:

The competent special education teacher

- CC6C. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings.
- CC6D. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- CC6E. facilitates learning experiences that develop social skills.
- CC6F. uses instructional time effectively and efficiently.
- CC6G. chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities.
- CC6H. adapts materials according to the needs of individuals with disabilities.
- CC6I. facilitates a learning community in which individual differences are respected.
- CC6J. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

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

- CC6K. uses research-supported instructional strategies and practices.
- CC6L. Identifies ways to enhance a reinforcer's effectiveness in instruction
- CC6M. uses chronologically age-appropriate instruction and materials.
- CC6N. facilitates the integration of related services into the instructional program.

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, paraeducators, and students. [28.100(g)]

Performance:

The competent special education teacher

- 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.
- CC7R. assists students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community.
- CC7S. demonstrates the ability to train, monitor, evaluate, and provide feedback to paraeducators.
- CC7T. works with colleagues to develop an effective learning climate within the school

STANDARD 9 - Reflection and Professional Growth:

The competent special education 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. [28.100(i)]

Performance:

The competent special education teacher

- CC9D. reflects on his or her practice to improve instruction and guide professional growth
- CC9E. ensures that his or her professional development plan includes activities to remain current regarding research-validated practice.

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

Learning Behavior Specialist 1 Standards:

STANDARD 3 - Assessment:

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

Performance:

The competent learning behavior specialist

- LBS3F. adapts group academic and statewide assessments for students with disabilities.
- LBS3G. assesses the extent and quality of an individual's access to the general curriculum.
- LBS3H. monitors a student's progress through the general curriculum.
- LBS3J. assesses reliable method(s) of response in individuals who lack typical communication and performance abilities.
- LBS3L. identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs.
- LBS3M. identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities.
- LBS3N. determines strengths and needs of individual students in the area of reading.
- LBS3O. determines students' independent, instructional, and frustrational reading levels to inform instruction.

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)]

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.

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

- 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 needs of diverse learners.
- LBS4R. adjusts reading instruction to meet the learning needs of diverse learners.
- LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.
- LBS4U. develops longitudinal, outcome-based curricula for individual students.

Standard 5 - Learning Environment:

The competent learning behavior specialist 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. [28.200(e)]

Performance:

The competent learning behavior specialist

- LBS5C. uses appropriate strategies for managing significant behavioral episodes and crisis intervention.
- LBS5D. coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.
- LBS5E. uses appropriate strategies for decreasing self-abusive behaviors.
- LBS5F. plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

Standard 6 - Instructional Delivery:

The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.200(f)]

Performance:

The competent learning behavior specialist

- LBS6F. plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment
- LBS6G. integrates academic instruction, affective education, and behavior management for individual learners and groups of learners in the least restrictive environment.

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

- LBS6H. uses strategies to enhance the thinking process.
- LBS6I. uses effective instructional strategies to assist individuals with disabilities to develop and self-monitor academic and social skills.
- LBS6K. interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons.
- LBS6L. integrates study skills curriculum with delivery of academic instruction.
- LBS6M. participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.
- LBS6O. applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math.
- LBS6Q. uses language intervention strategies and appropriate usage across age and skill levels.
- LBS6R. uses instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning.
- LBS6S. plans and implements individualized systematic instructional programs to teach priority skills.
- LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication.

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)]

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.

Standard 9 - Reflection and Professional Growth:

The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.200(i)]

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

Performance:

The competent learning behavior specialist

- LBS9A. conducts self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.
- LBS9B. reflects on one's own practice to improve instruction and guide professional growth

Core Language Arts Standards for All Teachers:

Standard 1

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Performance Indicators:

The competent teacher

- 1D. Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text" and between student and "text."
- 1E. Practices effective literacy techniques to make reading purposeful and meaningful.
- 1F. Practices effective questioning and discussion techniques to extend content knowledge acquired from "text."
- 1G. Uses a variety of "text" and research resources with students in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

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.

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.

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

- 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.
- 2G. Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- 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.
- 3D. Assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.
- 3E. Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- 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.

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.

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

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

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.
- 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.
- 2I. Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.
- 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.

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

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.

Performance Indicators:

The competent teacher

- 3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
- 3C. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
- 3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
- 3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
- 3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

Standard 4 - Social, Ethical and Human Issues

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.

Performance Indicators:

The competent teacher

- 4B. Describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.
- 4C. Describes strategies for facilitating consideration of ethical, legal and human issues involving school purchasing and policy decisions.

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.

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

Performance Indicators:

The competent teacher

- 5B. Uses advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.
- 5C. Uses spreadsheets for analyzing, organizing and displaying numeric data graphically.
- 5D. Designs and manipulates databases and generates customized reports.
- 5E. Uses teacher utility and classroom management tools to design solutions for a specific purpose.
- 5F. Identifies, selects and integrates video and digital images in varying formats for use in presentations, publications and/or other products.
- 5G. Applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.
- 5H. Uses features of applications that integrate word processing, database, spreadsheet, communication and other tools.

Standard 6 - Telecommunications and Information Access:

The competent teacher will use telecommunications and information-access 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.

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

Performance Indicators:

The competent teacher

- 7B. Identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.
- 7C. Develops simple hypermedia and multimedia products that apply basic instructional design principles.
- 7D. Selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
- 7E. Identifies examples of emerging programming, authoring, or problem solving environments.
- 7F. Collaborates with on-line workgroups to build bodies of knowledge around specific topics.
- 7H. Designs and publishes simple on-line documents that present information and include links to critical resources.
- 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.

Performance Indicators:

The competent teacher

- 8B. Models evaluation and use of information to solve problems and make decisions.
- 8C. Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
- 8D. Structures instruction and designs learning tasks and assignments to reflect higher level thinking skills.
- 8E. Structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.

Major Evaluation Components:

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

CBA : CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPT Standards 2G, 4J, 5B, 5L, 6P, 8I-8Q, 9N, 9P, & 9Q

***IEP:** CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPT Standards 1M, 2G, 3L, 4J-4K, 4P, 4S, 5B, 5L, 6P, 8I-8Q, 9N, 9P, & 9Q

Classroom management plan: CEC CC, IGC, & IIC Standard 5; Illinois CC and LBS1 Standard 5

Lesson Plans: CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPT Standards 1M, 2G, 3L, 4J-4K, 4P, 4S, 5B, 5L, 6P, 8I-8Q, 9N, 9P, & 9Q

Teacher-made materials: CEC CC, IGC, & IIC Standards 4 & 7; Illinois CC and LBS1 & 6; Illinois Language Arts Standards 3C & 3G; Illinois Technology Standards 3F, 7C & 7D; IPT Standards 4L-4M, 4Q, 4R, 6F, 6L, & 6O

Reflective E-mail: Illinois CC and LBS1 Standard 9; and Illinois Technology Standard 6C

***Practica:** CEC CC,IGC, and IIC Standards 4, 5,6, 7, & 8; Illinois CC 3,4, 5, 6, 7, & 9; Illinois LBS1 3, 4, 5, 6, 7, & 9; Illinois Language Arts Standards 1D-1G, 2C- 2H, and 3C-3G; Illinois Technology Standards 1B-1F, 2B-2H, 2J, 3B-3F, 5B-5H; IPT Standards 1-10.

***Candidate** performance is assessed via Live Text using unit rubrics; department program assessment rubrics are also used.

Outline of the Course

SPE 4901 Detailed Practicum Outline

- I. Curriculum Based Assessment (1 week)
 - a. Writing Objectives
 - b. Scope and Sequence of Curriculum
 - i. Language Arts
 - 1. Reading (including skills of emergent literacy, phonemic awareness, word attack, and comprehension.)
 - 2. Writing
 - 3. Speaking
 - ii. Mathematics
 - iii. Content Areas
 - 1. Social Science
 - 2. Science
 - 3. Other
 - iv. Social Emotional/Behavioral
 - v. Functional Skills
 - 1. Life Skills
 - 2. Functional Academics
 - 3. School Survival
 - 4. Organizational/Study Skills
- II. Evidence Based Practices in Special Education (1 week)
 - a. What constitutes “evidence”?
 - i. Types of Research
 - ii. Criteria
 - iii. Accessibility of practices
 - iv. Application to classroom practice
 - 1. Language Arts
 - a. Reading
 - b. Writing
 - c. Speaking
 - 2. Mathematics
 - 3. Content Areas
 - a. Social Science
 - b. Science
 - c. Other
 - 4. Social Emotional/Behavioral
 - 5. Functional Skills
 - a. Life Skills
 - b. Functional Academics
 - c. School Survival
 - d. Organizational/Study Skills
- III. Practicum on site (14 weeks)