SPE 4730.001

Curriculum Adaptation and Consultation for Individuals with Exceptional Learning Needs

Fall 2016

Instructor: Dr. Amy Rosenstein

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Appointments: Sign up in "red" book, 1212 Buzzard.
Sign up at least 24 hours in advance.

Location/Time:

Lecture
Monday and Wednesday 2:00-3:15pm
Buzzard Hall Room 1441

Practicum/Section
Monday and Wednesday 3:30-4:20pm
Buzzard Hall Room 1441

Practicum/Section 001 = Must have available 3:00-4:20 p.m.

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

Course Description:
SPE 4730 - Curriculum Adaptation and Consultation for Individuals With Exceptional Learning Needs. (3-2-3) F, S. Consultation skills essential to collaborate and facilitate adaptation of general and specialized curriculum for individuals with exceptional learning needs are the focus of this course. The process for designing, implementing, and evaluating the effectiveness of curriculum adaptations is also addressed. Successful completion of a practicum experience is required. **Prerequisites & Notes:** SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course. Credits: 3

Textbooks:
Friend, M., & Cook, L. (2009). *Interactions: Collaboration skills for school professionals. (6th 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 (3rd ed.) Austin, Texas: PRO-ED.

Supplemental readings will be assigned.

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

In this content-specific course literacy, including speaking, listening, critical reading, and written communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

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

Course Requirements/ASSIGNMENTS:

1. Readings. Reading of the course texts is assigned. Handouts and articles may also be distributed during class meetings. The purpose of the readings is to help with completing the course projects and exams. (IPTS 1-9; ILCC 1-8 LBSI 1 1-8; CEC IPS 1.0, 1.1, 3.0, 3.1, 5.0, 5.3, 6.0-6.3)

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

   Students will be required to sign a professional responsibilities contract and will be held accountable for all expected behaviors. If a student does not comply with the contract, points will be deducted from the final practicum grade in accordance with the contract. NOTICE MUST BE GIVEN IN ADVANCE TO THE INSTRUCTOR AND COOPERATING PROFESSIONAL IF A SCHEDULED PRACTICUM DATE WILL BE MISSED. FAILURE TO DO THIS WILL RESULT IN AN "F" FOR THE SEMESTER.

   <u>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</u>. Participants are required to dress in an appropriate professional manner at the practicum sites (e.g., no jeans, shorts, sweats, "t"shirts, hats) practicum, and log). Practicum and Practicum log are 100 points.

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

   (IPTS 1-9; IL CC 1-8; LBSI 1-8;CEC IPS 1.0-1.2, 2.0-2.2, 3.0-3.3, 4.0-4.3, 5.0-5.4, 6.0-6.6, 7.0-7.2)

3. Exams/Quizzes: A mid-term and final exam will be given on the textbooks and other course readings for the course. The instructor will provide study guides for the exams. A take-home practical exam will be completed in small cooperative learning groups, this is videotaped and

accompanied with documentation. Quizzes may be given at any class session without prior announcement. Each exam is 50 points. The take-home exam is 25 points.

(IPTS 1-9; IL CCS 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 3.0-3.3, 4.0-4.2, 5.0,5.1,5.3, 6.0-6.3)

4. Class Attendance. Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Missing class means missing the points for collaboration and reciprocal teaching activities, as well as points for quizzes for that class. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2. 3.0-3.3, 4.0-4.2, 5.0,5.1,5.3, 6.0-6.4, 7.0-7.2)

5. Curriculum Based Assessment (CBA). Each student will develop a "Reading for the Content Area" CBA. Included in the development of the CBA will be student and teacher directions, methods for monitoring and interpreting progress and scoring guide. The CBA will be administered at the practica site and the results will be reported to the cooperating teacher. Specific instructions will be given in class and are given in the course-pack under Assignments. CBA is 50 points. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2, 3.0-3.3, 4.0-4.3, 5.0-5.4, 6.0-6.3, 7.0-7.1)

6. Curriculum Material Adaptations. The focus of the practica experience is creating adaptations that meet specific student learning needs. Students will submit one of the adaptations created. A curriculum adaptation begins by identifying the curriculum expectation and the specific learning need. Consideration of various adaptations are listed then prioritized with rationale for the final adaptation selection. Directions for adaptation creation and implementation will be provided in class and in the course-pack under 'Assignments –Curriculum Adaptation'. All references used are sited using APA form, 6th Edition. This project is100 points. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2, 2.0-2.1, 3.0-3.3, 4.0,4.2,4.3, 5.0-5.4, 6.0-6.6, 7.0-7.3)

7. Instructional Design Project. Class participants will design instruction addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The project will include class management, instruction, and assessment practices. Each candidate will include following in the project: curriculum skill sequence, curriculum-based measurement tool, integration of reading, writing, and math knowledge and skills in instructional lessons. Attention will be given to incorporating Universal Design for Learning Principles; Differentiated Instruction; Curriculum Design Principles; nine recognized types of adaptations; Theory of Multiple Intelligences; effective class management techniques based on PBIS; and appropriate grading practices based on P-12 learners modes of expression. The instructor will provide specific directions and example materials. The component parts of this project equal 60 points.
(IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 2.0-2.1, 3.0-3.3, 4.0,4.2, 5.0-5.4, 6.0-6.4, 7.0-7.2)

8 Collaboration In-Class Activities. Each class member will participate in activities that demonstrate the ability to use assessment information in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials according to the needs of the learner inclusive of ability, racial, cultural, gender, and ethnic differences. These activities will be completed in class, in groups, which will allow this decision-making to occur in collaboration with other SPE 4730 professionals. Parity, shared responsibility, full participation and completion of the products are expected.
(IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 2.0-2.1, 3.0-3.3, 4.0,4.2, 5.0-5.4, 6.0-6.4, 7.0-7.2)

9. Professional Behavior. Each member of this class is expected to conduct him or herself in a professional manner while interacting with peers and the instructor. Students who do not display appropriate behaviors becoming to a special education teacher (based on CEC ethics, standards, and dispositions) will receive a point penalty of 20 points per infraction. These points will be deducted from the final point total for the class.

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

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

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

The Special Education Department strongly supports the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in SPE 3000. The APA (American Psychological Association) *Style Manual*, 5th Edition, is to be used as the official word on all formal written work submitted for a grade.

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

Assistance:
Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.
Students with a letter of accommodation from the office of disability services are encouraged to make an appointment with the instructor as soon as possible to discuss the students' needs.

Policy on Late Assignments:

Assignments are due the class period of the day listed as the due date for the assignment. Any assignment turned in after this is considered late and is subject to point penalties of 5 points per day and will not be accepted after 1 week.
If you are sick or unable to attend class on a scheduled due date, you must email the text of your assignment to the instructor prior to the start of class with dates for when you will turn in any accompanying materials (student data, etc.). Otherwise, late points will begin to accrue
If you have a prolonged illness or family emergency and you know you will not be able to complete an assignment by the due date, you must contact and speak with the instructor by phone or in person at a scheduled appointment in the special education office to arrange an alternative due date. Once a due date is established any variation from the due date will result in late points.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Written Assignments
All written assignments will follow American Psychological Association (APA) style and format. Non-labeling language is expected in all written materials. As prospective teachers, all candidates will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. Consult SPE 3000 or 3200 information for specific details on these areas.

Academic Integrity
Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

Plagiarism
Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Writing/Oral Language Policy
The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

Cell Phone Policy
All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

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

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

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

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

III. Collaboration and Consultation Principles, Strategies, and Techniques (1 week, includes week 3 practica sessions; 250 Mins)

A. Collaboration Definitions and Principles
    1. Strategies, Techniques, and Interpersonal Skills
B. Consultation Definitions and Principles
    1. Strategies, Techniques, and Interpersonal Skills
F. Integrating Collaboration and Consultation Practices
    1. Benefits
    2. Issues, Dilemmas, and Limitations
    3. Collaborative Consultation Practices in Schools
        a. Legal Precedent for Collaboration
        b. Planning for Co-teaching
C. Collaborative Consultation and Response to Intervention
    1. Problem Solving Process Model
        a. Establishing a Team and Co-teaching Partnerships
        b. Problem Identification
        c. Generating and Selecting Solutions
        d. Implementing and Monitoring Solutions
        e. Follow-up and Evaluation of Solutions
D. Scheduling for Collaboration
    1. Who should attend
    2. How Often Meeting Should Occur
    3. Setting Time Frames for Meetings
E. Collaboration Agendas
    1. Establish a Clear Purpose for Meeting
    2. Addressing Old Business and New Business
    3. Tasks and Preparations for Future Meetings
F. Collaboration and Recording Keeping
    1. Recording Minutes of Meeting
        a. Sharing and Confirmation of Meeting Minutes
G. Practica Timelines, Assignments, and Logs
    1. Establish Contact with Mentoring Teacher

IV. Establishing the Team – Stage 1 of the Collaborative Problem Solving Process (1 Week)

A. Societal Trends in Collaborative Teaming
B. Legal Trends in Collaborative Teaming in Schools
C. Definitions of Teaming
D. Types of Teams
    1. Multidisciplinary Teams
    2. Interdisciplinary Teams
    3. Trans-disciplinary Teams
E. Stages of Team Development
    1. Forming
    2. Storming
    3. Norming
    4. Performing
    5. Evaluating

F. Defining Roles and Responsibilities in Teaming
    1. Ownership
    2. Responsibility
    3. Accountability
G. Characteristics of Successful Teams
H. Teaming for Co-Teaching
I. Electronic Teaming in the Digital Age
J. RTI Case Study Team Development
K. Practica
    1. Meet Cooperating Teacher
    2. Schedule Observation and Follow-up Meeting for CBA Discussion
    3. Begin Simple Input Adaptations Assigned by Mentoring Teacher

V. Problem Identification – Stage 2 of the Collaborative Problem Solving Process (2 weeks)

A. Importance of Problem Identification – Diagnostics for Interventions/Adaptation
B. Characteristics of Well-Defined Problems
C. Problem Identification Strategies
    1. Time
    2. Precision
    3. Sources of Information
        a. Instructional Setting
            i. Ecological Inventory
                A) Observations
                    1) Class Atmosphere
                    2) Cultural Diversity
                    3) Teacher/Student Interactions
                    4) RTI Case Study Observation
                B) Interviews
                    1) Questions
                    2) Confirmation
                    3) Feedback
                C) Academic Skills Assessment
                    1) Types of Assessment
                        a) Formal and Informal Curriculum Based Evaluations
                        b) Curriculum Based Measurements
                        c) Curriculum Based Assessments
                    2) Writing Assessment Benchmarks
                    Reading Focus
                        a) Basic Cloze
                        b) Content Specific Vocabulary
                        c) Silent Informal Reading Inventory
                        d) One-Minute Oral Reading Rate
                        e) Content Specific Sight Words
                D) RTI Case Study Benchmarks and Data Collection
        b. Instructional Strategies
        c. Curriculum Content

d. Student Engagement
i. Maladaptive Behavior
ii. Degree of Participation

4. Analyzing Information (data)
a. Error Analysis
ii. RTI Case Study Error Analysis, Problem Identification and Instructional Objectives (Focus on ILS Learning Standards)

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

VI. Generating Interventions - Stage 3 of the Collaborative Problem Solving Process (2 weeks)
A. Brainstorming Techniques
1. Freewheeling
2. Round Robin
B. Brain-Writing Technique
C. Nominal Group Technique
D. Divergent Approaches
1. External Resources
a. Experts
b. Research
E. Focusing Techniques
F. Intervention/Adaptation and Student Outcomes
1. Legal Requirements
a. IDEA
b. 504 Plans
c. State Regulations and Services
d. NIMAS
2. Student Characteristics
3. Environmental Characteristics
4. Instructional Factors to consider
G. Interventions/Adaptation
1. 9 Types of Adaptations (input, output, time, size, level of support, level of difficulty, level of participation, modified goals, and substitute curriculum)
2. Instructional Setting
3. Instructional Strategies
4. Curriculum Content
a. Reading
b. Writing
c. Math

5. Student Engagement

H. Unique Adaptations
   1. Orthopedic
   2. Medical

I. RTI Case Study Generating Interventions/Adaptation
   1. Focus on Reading Interventions and Adaptations to Increase Fluency and Comprehension

J. Practica
   1. Collect CBA Data
   2. Schedule Meeting to Discuss CBA and Generate Intervention/Adaptation s with Mentoring Teacher
   3. Continue to Work on 9 Types of Adaptations

VII. Selecting and Implementing Intervention/Adaptations - Stage 4 of the Collaborative Problem Solving Process (1 weeks)

A. Evaluating the Positive and Possible Consequences of Interventions/Adaptation
B. Prioritizing Interventions/Adaptation
   1. Student Considerations
      a. SMART method
      b. Student Strengths and Motivations
      c. Student Participation
      d. Increasing Student Independence and Self-Esteem
      e. Student Buy-In
   2. Teacher Considerations
C. Determine Criteria for Student Success Using Intervention/Adaptation
D. Implementation Procedures
E. Increasing Fidelity of Implementation
F. RTI Case Study Intervention/Adaptation Selection and Implementation
G. Practica
   1. Meeting with Teacher to Discuss CBA and Generate Interventions/Adaptation
   2. Meeting with Teacher to Discuss Research and Implementation including Monitoring of Student Progress While Using Intervention/Adaptation
   3. Continue to Work on 9 Types of Adaptations

VIII. Evaluating the Intervention and Teaming Process - Stage 5 of the Collaborative Problem Solving Process (1 weeks)

A. Evaluating Student Progress Stage 5 of the Collaborative Problem Solving Process
   1. Who Will Monitor and Report to Group
   2. What Will be Evaluated
      a. Student Outcomes
      b. Data Collection Reliability
   3. When Will Data be Collected and How Often
   4. Where Will Data be Collected and Stored
   5. How Will Data Be Collected and Reported
B. Evaluating the Intervention
   1. Use of Resources
   2. Implementation Procedures

3. Usefulness of Data
4. Refining Interventions
5. When to Address New Problem

C. Evaluating the Team
1. Coordination and Support
2. Organization
3. Communication

D. Case Study Monitoring and Evaluation Plan

E. Practica
1. Select Adaptation Based on Problem Identification Information
2. Write up implementation, Monitoring, and Evaluation procedures for Adaption – submit to teacher and professor
3. Continue to Work on 9 Types of Adaptations

IX. Streamlining the Problem Solving Process (1 Week)

A. Meeting Preparations

B. Adequate Data

C. Contingency Plans

D. RTI Collaboration Video Demonstration

E. Theoretical Exam: Professional Effectiveness, Communication, Collaboration

X. Assistive Technology (1 week)

A. Assessing for Technology Needs

B. Identifying Appropriate Technology
1. Student Characteristics
2. Environment and Access

C. Locating Technology

D. Funding Technology Needs

XI. Best Practices in Curriculum Adaptations (3 weeks)

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

References

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SPE 4730

Evaluation

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

2. Readings. Reading of the course texts is assigned. Handouts and articles may also be distributed during class meetings. The purpose of the readings is to help with completing the course projects and exams. (IPTS 1-9; ILCC 1-8 LBSI 1 1-8; CEC IPS 1.0, 1.1, 3.0, 3.1, 5.0, 5.3, 6.0-6.3)

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

   Students will be required to sign a professional responsibilities contract and will be held accountable for all expected behaviors. If a student does not comply with the contract, points will be deducted from the final practicum grade in accordance with the contract. NOTICE MUST BE GIVEN IN ADVANCE TO THE INSTRUCTOR AND COOPERATING PROFESSIONAL IF A SCHEDULED PRACTICUM DATE WILL BE MISSED. FAILURE TO DO THIS WILL RESULT IN AN "F" FOR THE SEMESTER.

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

   Weekly email. Each student is to submit a weekly report to the instructor regarding progress towards the completion of practica hours. Each communication will include an update on the hours completed in 'in class/in school', professional development progress, and the creating

of adaptations. Communications are due to the instructor AND cooperating professional EACH Friday by 11:59pm. Failure to submit 3 or more reports on time will result in a 10 point loss deducted at the end of the semester.

(IPTS 1-9; IL CC 1-8; LBSI 1-8;CEC IPS 1.0-1.2, 2.0-2.2, 3.0-3.3, 4.0-4.3, 5.0-5.4, 6.0-6.6, 7.0-7.2)

9. Exams/Quizzes: A mid-term and final exam will be given on the textbooks and other course readings for the course. The instructor will provide study guides for the exams. A take-home practical exam will be completed in small cooperative learning groups, this is videotaped and accompanied with documentation. Quizzes may be given at any class session without prior announcement. Each exam is 50 points. The take-home exam is 25 points.

   (IPTS 1-9; IL CCS 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 3.0-3.3, 4.0-4.2, 5.0,5.1,5.3, 6.0-6.3)

10. Class Attendance. Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Missing class means missing the points for collaboration and reciprocal teaching activities, as well as points for quizzes for that class. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2. 3.0-3.3, 4.0-4.2, 5.0,5.1,5.3, 6.0-6.4, 7.0-7.2)

11. Curriculum Based Assessment (CBA). Each student will develop a "Reading for the Content Area" CBA. Included in the development of the CBA will be student and teacher directions, methods for monitoring and interpreting progress and scoring guide. The CBA will be administered at the practica site and the results will be reported to the cooperating teacher. Specific instructions will be given in class and are given in the course-pack under Assignments. CBA is 50 points. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2, 3.0-3.3, 4.0-4.3, 5.0-5.4, 6.0-6.3, 7.0-7.1)

12. Curriculum Material Adaptations. The focus of the practica experience is creating adaptations that meet specific student learning needs. Students will submit one of the adaptations created. A curriculum adaptation begins by identifying the curriculum expectation and the specific learning need. Consideration of various adaptations are listed then prioritized with rationale for the final adaptation selection. Directions for adaptation creation and implementation will be provided in class and in the course-pack under 'Assignments –Curriculum Adaptation'. All references used are sited using APA form, 6th Edition. This project is100 points. (IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.2, 2.0-2.1, 3.0-3.3, 4.0,4.2,4.3, 5.0-5.4, 6.0-6.6, 7.0-7.3)

13. Instructional Design Project. Class participants will design instruction addressing learner diversity for use in the practica setting. Students may use commercial and teacher-made materials according to the subject content, learner interest and preferred instructional modality, relevance and/or cost. The project will include class management, instruction, and assessment practices. Each candidate will include following in the project: curriculum skill sequence, curriculum-based measurement tool, integration of reading, writing, and math knowledge and skills in instructional lessons. Attention will be given to incorporating Universal Design for Learning Principles; Differentiated Instruction; Curriculum Design Principles; nine recognized types of adaptations; Theory of Multiple Intelligences; effective class management techniques based on PBIS; and appropriate grading practices based on P-12 learners modes of expression. The instructor will provide specific directions and example materials. The component parts of this project equal 60 points.
(IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 2.0-2.1, 3.0-3.3, 4.0,4.2, 5.0-5.4, 6.0-6.4, 7.0-7.2)

8 Collaboration In-Class Activities. Each class member will participate in activities that demonstrate the ability to use assessment information in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials according to the needs of the learner inclusive of ability, racial, cultural, gender, and ethnic differences. These activities will be completed in class, in groups, which will allow this decision-making to occur in collaboration with other SPE 4730 professionals. Parity, shared responsibility, full participation and completion of the products are expected.
(IPTS 1-9; IL CC 1-8; LBSI 1 1-8; CEC IPS 1.0-1.1, 2.0-2.1, 3.0-3.3, 4.0,4.2, 5.0-5.4, 6.0-6.4, 7.0-7.2)

9. Professional Behavior. Each member of this class is expected to conduct him or herself in a professional manner while interacting with peers and the instructor. Students who do not display appropriate behaviors becoming to a special education teacher (based on CEC ethics, standards, and dispositions) will receive a point penalty of 20 points per infraction. These points will be deducted from the final point total for the class.

SPE 4730: Practica Guidelines

1. Dress in appropriate professional attire.

2. Arrive at site early so that you can be ready-to-go at the specified time.

3. If you are unable to attend,
   a. Leave a message at the school for the cooperating teacher.
   b. Leave a message at home and office for the instructor.

4. In case of an emergency,
   a. Contact the cooperating teacher and instructor ASAP = within 24 hours if possible.

5. Submit a copy of all curricular adaptations to the cooperating teacher in a timely manner.

6. Sign in at schools according to their procedures.

7. Students will wear identification badges at all times when in schools.

8. Fifteen (15) of the 30 practica hours are to be in the school.

9. Between 3 and 6 of the 30 practica hours may (but need not) be used for pre-approved staff development activities (e.g., professional workshops and conferences).

10. The instructor arranges all practica experiences with school personnel. IMPORTANT: Do not contact schools or teachers unless previously directed to do so by instructor.

11. As you get near the end of your practica hours, keep the teacher informed at least 2 to 3 days ahead of your last day at that site.

12. When adapting curriculum, keep the teacher informed of your progress periodically, as agreed in the initial meeting.

SPE 4730
Consultation and Curriculum Adaptation

Model for Consultation

I. Establish a team – throughout the process
- Membership
- Mission
- Process
    - Ground rules
    - Effective meetings
- Resources
- Evaluation
    - Effective
    - Efficient

II. Problem identification – data for decision making
- Antecedent
- Behavior
- Consequences

III. Generate interventions – considerations for adaptation
- Brainstorm
- Educational research
- Utilize resources

IV. Select and implement intervention – prioritize, create and use
- SMART
- Teacher designed materials

V. Follow-up and redesign or next problem – effectiveness of adaptation
- Results
- Adjust
- Try again
- New problem/new student

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and

the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:
If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).
Under no circumstances will the University provide transportation, despite the extent of the injury or illness.
An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System
Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011

As required by the School Safety Drill Act (105 ILCS 128/1) at each field experience site be sure to acquaint yourself with school safety and crisis intervention protocol and initial response actions.