



SPE 5133D

Differentiated Curriculum

Instructor: Amy Rosenstein, PhD

**Department of
Special Education**

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Appointments: Individual appointments for phone conversations and chat sessions can be made by contacting the instructor via email.

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Course Information Summary

Course (Prefix, Number, Title):

SPE 5133 Topics: Differentiated Curriculum

Course Description:

SPE 5133: TOPICS – Differentiated Curriculum (3-0-3). In-depth exploration of differentiated curriculum, interventions, and inclusive classrooms. This course has implications for teaching, supervision, and educational services delivery. Prerequisite: Graduate level standing in special education or a related field.

Pre-requisites/Co-requisites

Graduate standing in special education or a related field.

Ability to write a lesson plan and construct and conduct an informal assessment is expected.

Ability to download, open, and upload files in the on-line instructional environment is expected.

Support of Conceptual Framework:

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

Understanding and utilizing effective differentiated curriculum design principles allows an educator to create an inclusive educational environment suited to meet the needs of all learners. When educators create a differentiated curriculum, they will use students' strengths to plan for individual student needs as well as group needs. When educators can target every learner's proximal zone of learning by creating a differentiated curriculum that matches learner needs, everyone benefits.

Learning Model:

The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Textbook:

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms 2nd edition*. Alexandria, VA: ASCD.

Assigned readings form Professional peer-reviewed journals, book chapters, or other resources will be utilized. Please contact textbook rental and arrange to have a book sent to you if you are not near campus.

Methods of Instruction:

Asynchronous class discussion board for power point, reading, and videos, as well as, reflective exercises, guided Internet tours, and simulation activities will be the primary means of instruction and interaction.

Assignments:

1. **Readings:** Each student is responsible for the information contained in the readings for the course. Chapter numbers from the textbook, references to readings that must be obtained through Booth Library, and/or links to readings will be located in each Module. For each assigned reading the student will complete a reading and reflective response discussion board activity or submit written responses to guided questions following APA guidelines. The purpose of the readings is to help with completing course activities and exams.
2. **On-line participation learner interaction policy and participation guidelines:** Points may be earned each week for participating in discussion boards, guided Internet activities, and simulations of authentic activities to apply knowledge acquired through readings, discussions, and/or videos. These activities will be time sensitive and must be completed during the assigned week. Instructions for each discussion will be posted in each module. Points cannot be made up.
3. **Examination:** An exam that covers knowledge and application components of the course is required. Questions may include multiple choice, short answer, and essay responses. The instructor reserves the right to require students to install Lockdown Browser and/or Respondus Monitor for exam completion.
<https://www.eiu.edu/respondus/RLDB-Quick-Start-Guide-D2L-Student.pdf>
4. **Differentiated Lesson Plan:** Students will be given a lesson to revise/adapt in accordance with differentiated instruction principles. Specific directions will be provided.
5. **Individual Differentiated Curriculum Project:** Develop component parts of a **unit of instruction** in accordance with differentiated curriculum/instruction for submission. Each student will create and submit a video presenting one activity from the unit. Students will provide a written description of the implementation of the activity and a resource list that will be shared with class members. Specific directions will be provided.

All activities, assignments, and exams will be submitted to the D2L assessment dropbox during submission time frames.

Response Time Statement

Discussion board participation should occur through out the week. The instructor will review and contribute to comments on Tuesdays and Thursdays. Comments made after Thursday will be reviewed Monday of the following week.

Discussion board participation activities and assignments will be active when the course begins and remain open until the due date provided in each module. Please note

the due dates/end dates listed for each discussion, activity, and assignment in each module.

The instructor will review and evaluate discussion participation, activities, and assignments within approximately 4 days of the end date.

Course Outline:

- I. Course Introduction
 - a. Scope of course
 - b. Course requirements
- II. The Differentiated Classroom and Curriculum
 - a. Components of differentiated classrooms
 - b. Principles that guide differentiation
 - c. Student differences
 - d. Assessment and Instruction are undividable
 - e. Modifying Content, Process, and Products
 - f. Collaborative Learning
 - g. Flexibility
 - h. Models of Differentiation
- III. Rethinking Schools and Programs
 - a. Intelligences as variable
 - b. Equity and Excellence
 - c. Grouping for excellence
- IV. Instruction leading to Differentiated Teaching
 - a. Essentials of Learning
 - b. Levels of learning
 - c. Fitting in the Standards
 - d. Curriculum Elements
- V. Teachers as Builders of Differentiated Classrooms
 - a. What, How and Why of differentiation
 - b. Skills-focused instruction
 - c. Concept-based instruction
- VI. Curriculum, Instruction, & Assessment Strategies for Differentiation
 - a. Academic Content Areas
 - b. Learning Contracts
 - c. Compacting, Problem-based learning
 - d. Portfolios
- VII. Flexible Grouping Practices and Tiered Activities
 - a. Stations
 - a. Centers

- b. Multi-age classrooms
- c. Tiered Activities

VIII. Educational Leaders Developing Differentiated Curriculum

- a. Empowering Students
- b. Developing a support system
- c. Research and school change
- d. Shared vision
- e. Plan for staff development

References: See end of document

Course/Department Policies

Attendance

Students are expected to log in weekly and complete all course activities within each module before the module expires. 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 for whatever reason are held responsible for the material covered in each module.**

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

Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
Less than 60% of total points	=	F

Assignments

Reading responses
 Weekly participation in Module activities
 Differentiated lesson plan
 Differentiated unit plan
 Exams

All activities, assignments, and exams will be submitted to the student's D2L dropbox during submission time frames.

Policy on Late Assignments

Assignments are due by the time deadline for each Module. Any activity, assignment, or exam not turned in by the deadline will be considered late and will be blocked from submission. The student will be required to contact the instructor, obtain approval, and submit within a new time frame. If an assignment is late but excused, the student will not be penalized points. Assignments that are late and unexcused will be assessed a 10% penalty for each day they are late. Unexcused late submissions will not be accepted after 5 business days or after the last day of class. If the last assignment is due with fewer than 5 days remaining in the summer session, then it will not be accepted after the last day of class. All assignments must be submitted prior to the last day of class.

Written Language Standards

Written assignments are expected to follow *American Psychological Association (APA), 6th Edition* style, format, and guidelines. Non-labeling language is expected in all written materials. Students in SPE 5133 will be expected to meet graduate performance criteria associated with grammar, spelling, and sentence structure. The instructor reserves the right to request revision and resubmission of any work that does not meet graduate level standards.

APA Style: Knowledge of APA style is assumed at the graduate level. APA style should be used in all writing assignments. If you have not used APA style prior to taking this course, please familiarize yourself with the manual and ask questions prior to turning in assignments.

Non-Labeling Language: The Department of Special Education at EIU requires that all assignments be completed using non-labeling language. If labeling is utilized because it is part of a quote from a published source, please indicate that the information is a quote, utilizing correct APA form.

Example:

Non-Labeling Language

Students with learning disabilities

Students identified as behavior disordered

Teachers of students with mild mental impairments

Labeling Language (DO NOT USE)

Learning Disabled Students

BD Students

Learning Disability Teachers

Cell Phone Policy (hybrid course and on-line synchronous activities)

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of

accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Above-mentioned 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). The class requires the use of on-line environments, including D2L, to communicate class related messages, information, readings, and/or assignments. The candidate is responsible for accessing the content.

Student Conduct Code

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. Violations of the Student Conduct Code include but are not limited, conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data, and submitting work previously evaluated in another course unless specifically permitted by the instructor.

NETIQUETTE (Developed by OCDi): Student to student and student to instructor interaction is a critical element to a successful online course. Consistent with other forms of social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via email or discussion board messages:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your emails.
- Think about your audience and the relevance of your messages.

- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Familiarize your self with the EIU Technology Guide and Technology Support on campus. <https://www.eiu.edu/panthertech/kb/005/kb005000011.php>

Academic Support

If a candidate has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. No audio or video recorders will be allowed for synchronous class activities unless there is a requisition from the Office of Disability Services to do so.

Appointments/Assistance

Each candidate is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Candidates may make appointment for a phone conversation or instant chat by emailing the instructor. Please allow for a 24-hour response time. Candidates requiring special accommodations must address their needs with the instructor early in the course of the semester.

Learning Outcomes/Objectives

Eastern Illinois University (EIU) Graduate Outcomes

1. A depth of Content knowledge including effective technology skills and ethical behaviors

...can include program learning objectives related specifically to the knowledge base as defined by the discipline but can also include learning objectives related to ethical behaviors and professional responsibility; specific skills sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, or conductor.

2. Critical thinking and problem solving

...can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.

3. Oral and written communication skills

...typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical

presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.

4. Advanced scholarship through research and/or creative activity

...is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.

5. Ability to work with a diverse clientele, recognizing individual differences,

...and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies. Evidence of this ability might include

lesson/program/evaluation or other plans, reflective journals, position papers, and assessment of practica or field experiences.

6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

...is an essential part of all advanced level educator preparation programs. This includes working with other school personnel, families, community members and organization, and political leaders to promote the success of students and other clientele. Evidence of this ability might include lesson/program or other plans, reflective journals, position papers, and assessment of practica or field experiences.

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed	Dispositions Addressed				
		1 2 3 4 5 6	1	2	3	4	5
Differentiated lesson plan	In pairs, the candidates will choose a lesson to revise/adapt in accordance with differentiated instruction principles.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Differentiated unit plan	Each candidate will develop a unit plan using differentiated curriculum design principles and present it in class.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Written exams	Each candidate will take an exam that covers knowledge and application components of the course. Questions will include short answer and essay responses.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reading response reflections through discussion boards	Each candidate will complete a reading response reflection on assigned reading following APA guidelines.	<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"/>
Class participation	Candidates will participate in activities related to differentiated curriculum design principles during class.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

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

Standards**CEC Advanced Preparation Standards****Advanced Standard 1: Assessment**

Special education specialists use valid and reliable assessment practices to minimize bias.

- 1.1 Special education specialists minimize bias in assessment.
- 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and program

Knowledge

- ACSI1 K2 Variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
- ACSI1 K4 Evaluate an individual's success in the general education curriculum.

Skills

- ACS11 S4 Report the assessment of individuals' performance and evaluation of instructional programs.
- SEA1 S3 Designs and implements evaluation procedures that improve instructional content and practices.

Advanced Standard 2: Curricular Content Knowledge

Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services of classroom, school, community, and system levels.

- 2.1 Special education specialists align education standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
- 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
- 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Knowledge

SEA2 K1 Instruction and services needed to support access to the general curriculum for individuals with exceptionalities.

Advanced Standard 3: Programs, Services, and Outcomes

Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
- 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, supports, and services for individuals with exceptionalities.

Knowledge

ACSI3 K1 Effects of the cultural and environmental milieu of the child and the family on behavior and learning.

ACSI3 K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.

ACSI3 K4 Prereferral intervention processes and strategies

ACSI3 K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment

SEA3 K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptionalities

SEA3 K2 Programs and strategies that promote positive school engagement for individuals with exceptionalities

Skills

- ACSI3 S2 Connect educational standards to specialized instructional services
- ACSI3 S3 Improve instructional programs using principles of curriculum development and modification, and learning theory
- SEA3 S1 Develops and implements a flexible continuum of services based on effective practices for individuals with exceptionalities and their families.
- SEA3 S2 Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

Advanced Standard 4: Research & Inquiry

Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

- 4.1 Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
- 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Knowledge

- ACSI4 K1 Evidence-based practices validated for specific characteristics of learners and settings.
- SEA4 K1 Research in administrative practices that support individuals with exceptionalities and their families.

Skills

- ACSI4 S2 Evaluate and modify instructional practices in response to ongoing
- ACSI4 S3 Use educational research to improve instruction intervention strategies, and curricular materials
- SEA4 S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional individuals with exceptionalities and their families.

Advanced Standard 5: Leadership and Policy

Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2 Special education specialists Support and use linguistically and culturally responsive practices.

- 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Knowledge

- ACSI5 K1 Needs of different groups in a pluralistic society
- ACSI5 K4 Federal and State education laws and regulations
- ACSI5 K5 Current legal, regulatory, and ethical issues affecting education
- SEA5 K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptionalities and their families.
- SEA5 K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptionalities and their families.

Skills

- ACSI5 S1 Promote a free appropriate public education in the least restrictive environment
- ACSI5 S2 Promote high expectations for self, staff, and individuals with exceptionalities
- ACSI5 S3 Advocate for educational policy within the context of evidence-based practices
- SEA5 S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptionalities and their families.
- SEA5 S2 Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families.
- SEA5 S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families.

Advanced Standard 6: Professional and Ethical Practice

Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

- 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

- 6.2 Special education specialists model high performance expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- 6.7 Special education specialists actively promote the advancement of the profession.

Knowledge

- ACSI6 K2 Moral and ethical responsibilities of educators
- ACSI6 K3 Human rights of individuals with exceptionalities and their families
- SEA6 K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families.
- SEA6 K3 Professional development theories and practices that improve instruction and instructional content for individuals with exceptionalities.
- SEA6 K4 Impact of diversity on educational programming expectations for individuals with exceptionalities.

Skills

- ACSI6 S1 Model ethical behavior and promote professional standards
- ACSI6 S2 Implement practices that promote success for individuals with exceptionalities
- ACSI6 S4 Disseminate information on effective school and classroom practices
- SEA6 S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptionalities and their families.
- SEA6 S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families.

Advanced Standard 7: Collaboration

Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

- 7.1 Special education specialists use culturally responsive practices to enhance collaboration.
- 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes of individuals with exceptionalities.

Knowledge

- ACSI7 K1 Methods for communicating goals and plans to stakeholders
- ACSI7 K2 Roles of educators in integrated settings
- SEA7 K1 Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families.
- SEA7 K2 Administrative theories and models that facilitate communication among all stakeholders.

Skills

- ACSI7 S1 Collaborate to enhance opportunities for learners with exceptionalities
- SEA7 S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.
- SEA7 S6 Engages in leadership practices that support shared decision-making.
- SEA7 S8 Consults and collaborates in administrative and instructional decisions at the school and district levels.

**Standards for the LBS II/Curriculum Adaptation Specialist (IL CAS)
[28.360]**

STANDARD 1 – Foundations

The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

Performance - The competent curriculum adaptation specialist:

- 1G. meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners

The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]

Knowledge - The competent curriculum adaptation specialist understands:

- 2A. learning research and implications for students with disabilities.
- 2B. the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.

Performance - The competent curriculum adaptation specialist:

- 2E. determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.

- 2F. modifies and adapts curricula appropriate to student's learning style.

STANDARD 3 – Assessment

The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge - The competent curriculum adaptation specialist understands:

- 3A. curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
- 3D. alternative methods for assessing and grading student performance.
- 3E. varied test-taking strategies.

Performance - The competent curriculum adaptation specialist:

- 3F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.
- 3G. modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.
- 3J. conducts student error analyses to identify needed instructional modifications.

STANDARD 4 - Planning for Instruction

The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

Knowledge - The competent curriculum adaptation specialist understands:

- 4A. sources of specialized materials for individuals with disabilities.
- 4B. a variety of approaches for modifying the general curriculum.
- 4D. strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.

Performance - The competent curriculum adaptation specialist:

- 4E. modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.
- 4F. utilizes the least intrusive intervention or adaptation first.
- 4G. matches individual learning style with appropriate curricular adaptations.

STANDARD 5 - Learning Environment

The competent curriculum adaptation 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. [28.360(e)]

Knowledge - The competent curriculum adaptation specialist understands:

- 5A. reinforcement theory and its application to learning.
- 5B. the impact of the environment on student learning.

Performance - The competent curriculum adaptation specialist

- 5C. modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.

STANDARD 6 - Instructional Delivery

The competent curriculum adaptation 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). [28.360(f)]

Knowledge - The competent curriculum adaptation specialist understands:

- 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.
- 6B. various student learning strategies that increase capacity for learning.
- 6D. various methods for grouping students to maximize learning.
- 6E. how technology may be used to maximize learning.

Performance - The competent curriculum adaptation specialist:

- 6F. develops an individualized curriculum for all students in the least restrictive environment.
- 6G. adapts content, materials, and instructional strategies in reading to meet individualized needs.
- 6H. adapts content, materials, and instructional strategies in mathematics to meet individualized needs.
- 6I. adapts content, materials, and instructional strategies in language arts to meet individualized needs.
- 6J. adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
- 6K. adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.
- 6L. uses research-supported instructional strategies and practices.
- 6M. uses adaptations and strategies for facilitating maintenance and generalization of skills across environments.
- 6O. teaches students cognitive strategies which maximize learning.

STANDARD 7 - Collaborative Relationships

The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]

Knowledge - The competent curriculum adaptation specialist:

- 7A. understands models for co-teaching and consultation.

STANDARD 8 - Professional Conduct and Leadership

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:

- 8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth

The competent curriculum adaptation 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. [28.360(i)]

Performance - The competent curriculum adaptation specialist:

- 9A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

REFERENCES
SPE 5133-DIFFERENTIATED CURRICULUM

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