

SPE 4720

Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs

Fall 2017

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

Location/Time: 1180 Buzzard Hall
Tuesday & Thursday 3:00 – 4:15 p.m.

Special Education 4720
Instructional Materials and Activities for
Young Children (Birth to 8) At Risk and
with Exceptional Learning Needs.

Course Description:

SPE 4720 - Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.

(3-0-3) F, S. Service delivery models/issues, working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs are the focus of this course. **Prerequisites & Notes:** SPE 3000 and 3220 or permission of the Department Chairperson. Co-requisite: SPE 4820 or permission of the Department Chairperson. Permission of the Department Chairperson required for non-majors. Credits: 3

Learning Model for the Course:

The primary learning model for this class is the Developmental Learning Model.

Developmental Learning Model as described in Linder, T.W. (1983). *Early childhood special education: Program development and administration*. Baltimore: Paul H. Brookes Publishing Co. and Cook, R.E., Tessier, A., & Klein, M.D. (1992). *Adapting early childhood curricula for children with special needs (3rd Ed.)*. NY: Macmillan Publishing Co.

Textbook

Cook, R.E., Klein, M.D., & Chen, D. (2015). *Adapting early childhood curricula for children with special needs* (9th ed.). Boston, MA: Pearson Learning Solutions.

Also recommended: *The APA Manual*, 5th edition. (Can check out from the TMC, 20 minutes each time.)

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.

Course Outline:

DCC Approved

- I. Review of philosophy/rationale for early intervention
(Odom & Karnes, 1988; Seefeldt, 1987; Silverstein, 1988; Thurman & Widerstrom, 1990) (1 Week)
 - A. Assumptions
 - B. Rationale
 - C. Impact of legislation on curriculum
- II. Program models in early childhood special education/early intervention
(ECSE/EI) (Bredekamp, 1997; Bricker & Iacino, 1977; Carta, Schwartz, Atwater, & McConnell, 1991; Graham & Bryant, 1993; Horn & Jones, 2005; McLean & Odom, 1993) (1 Week)
 - A. Legislative origin
 - B. Definition
 - C. Theoretical orientations
 - 1. Child development model
 - 2. Sensory-cognitive model
 - 3. Cognitive Developmental Model
 - 4. Behavioral Model
 - 5. Interactional Model
- III. Instructional materials and equipment (1 ½ Weeks) (Fallon & Harris, 1989;; Hanline, et al., 1985; Hohman, 1990; Johnson-Martin, Attermeier, & Hacker, 1990; Langley, 1985; Martin, Brady, & Williams, 1991; Lifter, et al., 1993; Parrette, et. al., 1986; Stremel, 2000)
 - A. Commercial products
 - B. Teacher-made materials
 - C. Language/Emerging Literacy, including phonological awareness, letter sound association, letter sound recognition, and a receptive and expressive vocabulary
 - D. Cognition/Math
 - E. Fine Motor/Writing
 - F. Gross Motor
 - G. Adaptation for Children with Disabilities
 - H. Adaptive equipment
 - I. Technology

- IV. Curriculum in Early Childhood Special Education/Early Intervention (6 Weeks)
 (Ayres, 2005; Bailey, et. al., 1988; Barrera, 1993; Bloch & Sukeong, 1990; Bredekamp, 1997; Bruder, & Bricker, 1985; Coleman, Roth, & West, 2014; Cook & Odom, 2013; Copple & Bredekamp, 2009; Dickinson, 2012; Dunst, et. al., 2001; Dummer et. al., 1995; Flynn & Kieff, 2002; Fox & Hemmeter, 2011; Gallagher & Desimone, 1995; Gelman, et al., 2010; Gisham-Broyman & Hemmeter, 1998; Gray, 2000; Heflin & Alaimo, 2007; Hamilton & Kessler, 2014; Hellerstein, 2010; Helm & Katz, 2001; Johnson & Ershler, 1985; Joseph, Sandall, & Schwartz, 2010; Joseph & Strain, 2003; Kohler, et al., 2001; Kostelnik, Soderman, & Whiren, 2004; Lerner, Lowenthal, & Egan, 1998; McLean, Wolery, & Bailey, 2004; McEvoy, Fox, & Rosenberg, 1991; Merrell, Parisi, & Whitcomb, 2007; Merrell, Whitcomb, & Parisi, 2009; Mori & Neisworth, 1983; Nortari & Bricker, 1990; Rogers & Dawson, 2010; Scott, 2000; Thompson, 2011; Venetsanou & Kambas, 2010; Wayman, et. al., 1991; Winton & Bailey, 1988; Wolery & Sainato, 1996; Wolery, 2000; Wortham, 2002/2008; Yopp & Yopp, 2009; Zigmond & Miller, 1986)
- A. Components of a curriculum
 - B. Comparison of curricula across levels of structure
 - C. Foundational curriculum guidelines
 1. DEC “Best Practice”
 2. Developmentally Appropriate Practice (DAP)
 - a. Toddler (birth-2)
 1. Young Infants
 2. Mobile Infants
 3. Toddlers
 - b. Preschooler (3-5)
 1. Physical Development
 2. Gross Motor Development
 3. Fine Motor Development
 4. Social & Emotional Development
 5. Language & Communication
(emphasis on vocabulary, fluency, use of pitch and inflection, and sequence of a story)
 - c. Primary Grades (6-8)
 1. Physical Development
 2. Gross Motor Development
 3. Fine Motor Development
 4. Social Emotional Development
 5. Language & Communication Development
(emphasis in expanding vocabulary and multiple meanings of words)
 3. Illinois Early Childhood Standards
 - a. Language Arts: letters, letter-sound matches predicting, phonological awareness: rhyming, dictating stories and experiences, uses symbol/letters to represent written language.
 - b. Mathematics
 - c. Science
 - d. Social Science
 - e. Physical Development & Health

- f. Fine Arts
 - g. Foreign Language
 - h. Social/Emotional Development
 - D. Criteria for the development, selection and adaptation of curricula (cultural diversity considerations)
 - E. Curricular areas
 - 1. Development (cognition, motor, social, language, and adaptive skills)
 - 2. Readiness (preacademics)
 - 3. Creative/performing arts
 - 4. Science and Social Studies
- V. Developing and writing Individualized Education Plan (IEP)/Individualized Family Service Plan (IFSP) (Diliberto & Brewer, 2012; Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005; Pretti-Frontczak, & Bricker, 2000; Xu, 2008) (2 ½ weeks)
 - A. Linking assessment and curriculum
 - B. IEP/IFSP legislation-based components
 - C. DEC “Best Practice” guidelines for writing an IEP/IFSP
 - D. Involvement of families in the process (family-centered principles)
 - E. Writing long-range goals and sequential objectives (benchmarks)
- VI. Service Delivery Approaches (1 Week); Lieber, et. al., 2000; McWilliam, 2000; Bricker, et al., 1998, DeVore & Hanley-Maxwell, 2000; Epstein, 2014; Horn & Banerjee, 2009; Odom, Buysse, & Soukakou, 2011; Pretti-Frontczak, K. L., Macy, M. & Carter, A. (2003); Noonan & McCormick, 2014; Rogers, & Dawson, 2010; Rogers, Dawson, & Vismara, 2012; Salend, 2011; Soodak, et al., 2002)
 - A. Definition
 - B. Components of service delivery
 - C. Natural Environments for service delivery
 - 1. Homebase program
 - 2. Centerbased program
 - 3. Community-based program
 - 4. Hospital program
 - 5. Inclusive environments
- VII. Professional roles and interactions in delivering services (2 Weeks) (Austin, 2014; Brown, et al., 2014; Buysse & Wesley, 1993; Cook et al., 1996; DeLong, 2003; Dunst et al., 2000; French, 2001; French, 2007; Horn & Jones, 2005; Lynch & Hanson, 2011; Lyon & Lyon, 1980; McWilliam, 2000; Neisworth & Bagnato, 1987; Olson, Murphy, & Olson, 1998; Souto-Manning, 2010; Stockall, 2014; Wagner, Spiker, & Linn, 2002; Wallace, et al., 2001).
 - A. Teaming Models
 - B. Group dynamics related to team situations
 - C. Working with paraeducators
 - D. Working with families

Course Requirements/Assignments

1. Exams: Complete three exams based on assigned readings and class discussions. Exams will be a combination of multiple choice, true-false, matching, short answer, and essay questions.
Points: 50 each

2. Teacher-made material: Each student will develop and describe the construction of a developmentally and functionally appropriate teacher-made material for use with a child in either a 0-2 or a 3-5 ECSE program. Developmental areas that may be addressed are language/literacy, cognition/math, fine-motor/writing and gross motor. The typed description of the material should include: name of material/activity, appropriate age of the child for which the material is to be used, materials required, and procedures for constructing and using the material, alternative uses of the material, adaptations/modifications of the material for children with various disabilities, and suggestions for considering cultural diversity. The typed description should demonstrate the student's proficiency in writing with regard to sentence and paragraph structure, punctuation, grammar, spelling, and use of non-labeling language. Additionally, the description should be referenced in accordance with APA guidelines if the material was obtained from copyrighted material.
Points: 50

3. Curricular Skill Sequences: Each student will select a skill typically exhibited by a child from 0-5 years of age. To complete this assignment the student will list prerequisites for learning the skill, task analyze the skill, and then list the steps for teaching the skill. . The information obtained from copyrighted material should be referenced using APA guidelines. The student's work should show written and oral proficiency with regard to sentence structure, spelling, punctuation, grammar, and use of non-labeling language. This assignment will provide students with practice in task analyzing skills/behaviors for objectives in the IEP assignment.
Points: 25

4. Individualized education plan (IEP): An IEP will be written based upon a case study of a young child with developmental delays. The case study includes assessment information from the teacher, other professional, and the family. The IEP should be based on accurate interpretation of the assessment information with regard to writing strengths and needs for the present level of performance section of the IEP. Students will then select and prioritize three annual goals based upon stated needs, develop 3 sequential benchmarks for each goal, and determine appropriate procedures, techniques, and materials for the child. The parent's concerns and priorities should be taken into consideration when writing the IEP.
Points: 50

- 5.. Module - Organizing Curriculum Around a Unit Approach: Develop a unit plan based on themes appropriate for an ECSE 3-5 class. The instructor will provide further instructions for this assignment.

Points: 100

Summary of Course Requirements:

1. Exams 3 @ 50 points.....	150 points
2. Teacher-made material.....	50 points
3. Curricular skill sequence.....	25 points
4. "Model" IEP Assignments.....	50 points
5. Unit plan.....	100 points

TBD

Number of points may be changed by the course instructor

Grading

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

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

Eight (8) bonus points will be given for participating in Family Fun Festival/Special Olympics.

The final grade and its determination is the purview of the instructor.

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 soon as 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. Each student who is absent must make arrangements with the instructor to obtain handouts distributed on the day of his/her absence.

The Department of Special Education believes 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.

Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

Policy on Late Assignments: Assignments are due at the beginning of the class period of the

day listed as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of the total point value for the assignment. Penalties are as follows:

- 1) 5% for an extension of one week or less based upon a reason preapproved by the instructor. Preapproval by the instructor must occur before the class period at which the assignment is due.
- 2) 25% for an assignment turned in more than one week late or an assignment turned in late without a reason preapproved by the instructor.

Standard for Written Assignments

Written assignments are expected to follow American Psychological Association (APA) style, format, and guidelines.

Non-labeling language is expected in all written materials.

As prospective teachers, students in SPE 4720 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

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.

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.

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 by 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).

****The instructor reserves the right to change these requirements or course outline as deemed necessary.**

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.

Evaluation:

Exams

Curricular Skill Sequence

Teacher Made Material:

CEC 1.1, 1.2, 2.1, 5.1, 5.2, 5.6, 6.3; CEC/ECSE 1.K1, 1.K3, 1.K7, 1.K8, 1.K9, 1.S2, 2.K1, 2.S1, 2.S2, 3.S1, 5, 5.S3, 5.S9, 5.S10, 5.S13, 6.S5, ; IPTS 1H, 2P, 3C, 3E, 3M, 4E, 4P, 5E, 5P, 6E, 6G

Model "IEP":

(CEC 1, 1.1, 1.2, 2, 2.1, 4, 4.2, 4.3, 5.2, 6.1, 7.2; CEC/ECSE 1.S2, 2, S14.S2, 4.S5, 4.S7, 4.82, 4.S9, 4.S10, 4.S11, 5.S7, 5.S11, 6.K3, 6.S3, 7.S3; ILCC 1, 2, 3, 6, 7, 8; ILEC 1, 3, 4, 8; LBS1 8; IPTS 2D, 3A, 3B, 3M, 3N, 3O, 6E, 6K, 7B, 7E, 7I, 7J, 8F, 8H, 8I, 8S, 9J)

Unit Plan:

(CEC ST 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.3, 5.6 & 7.1;
ILCC 3, 4, 6, & 7; ECSE ST 1, 2, 3, 4, 5, 8, & 9; IPTS ST 1B, 1H,
1J, 1L, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2M, 2N, 2O, 2P, 2Q, 3A, 3B, 3C,
3E, 3F, 3G, 3I, 3J, 3K, 3L, 3P, 3Q, 5A, 5B, 5C, 5D, 5E, 5F, 5H, 5P,
6A, 6B, 6C, 6D, 6F, 6G, 6H, 6I, 6Q, 7B, 7G, 7J, & 9A)

References

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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 alone; 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

CEC Initial Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Key Elements	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
Initial Preparation Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Elements	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized

	content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Key Elements	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Key Elements	
5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements	
6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Initial Preparation Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Key Elements	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.

Illinois Professional Learning Standards

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

Performance Indicators – The competent teacher:

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall)

2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

Performance Indicators – The competent teacher:

2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;

2N) facilitates learning experiences that make connections to other content areas and to life experiences;

2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

2P) adjusts practice to meet the needs of each student in the content areas; and

2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

3G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher:

3I) creates short-term and long-term plans to achieve the expectations for student learning;

3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;

3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;

3M) develops plans based on student responses and provides for different pathways based on student needs;

3N) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;

3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

3P) works with others to adapt and modify instruction to meet individual student needs; and

3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;

Performance Indicators – The competent teacher:

4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

- 5A) understands the cognitive processes associated with various kinds of learning;
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
- 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
- 5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 5F) knows strategies to maximize student attentiveness and engagement;
- 5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- 6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
- 6C) understands communication theory, language development, and the role of language in learning;
- 6D) understands writing processes and their importance to content learning;
- 6E) knows and models standard conventions of written and oral communications;
- 6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- 6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

6Q) integrates reading, writing, and oral communication to engage students in content learning;

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;

Performance Indicators – The competent teacher:

9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;