Course Information Summary

Course (Prefix, Number, Title):

SPE 5970, Curriculum and Methods for K-12 Special Education (3-1-3) CURR/METH K-12.

Course Description:

This course is research-based; research specific to curriculum and methods effective with individuals with disabilities in grades kindergarten through twelve are studies. Strategies for planning, implementing and evaluating effective instructional programs and the related research are addressed. Relating research to the world of practice and cultural considerations are also emphasized. Prerequisites: SPE 4900 and 4901; or 4950, 4960, or 4970; or permission of the department chair.

Pre-requisites/Co-requisites

Prerequisites: SPE 4900 and 4901; or 4950, 4960, or 4970; or permission of the department chair.

Required Text:

Mercer, C.R., & Mercer, A.R. (2005). Teaching students with learning problems. (7th ed.). Columbus, OH: Charles E. Merrill/Macmillan Publishing Company.

Support of Conceptual Framework:

The Unit theme is "Educators as Creator of Effective Educational Environments". This course requires candidates to demonstrate knowledge and skills in designing, implementing, and evaluating evidence-based instructional programs for learners with exceptional learning needs. By effectively developing, implementing, and evaluating instructional programs that are data-driven and grounded in research, learners with exceptional needs have a greater chance of academic and social success. In addition, candidates have the opportunity to relate theory to practice in a supervised field experience. This course also is one of several courses that can result in candidates earning a LBSII certificates and/or Directors endorsement.

Methods of Instruction:

In alignment with the philosophy of this course, instructional methods are varied. Methods of instruction include lecture, peer-assisted instruction, group discussion, application activities, and supervised field experience. Technology is used to visually display information pertinent to the course, and is required of candidates in completing assessments.

Learning Outcomes/Objectives

EIU Graduate Outcomes that are assessed in this course:
1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
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.
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards

Advanced Standard 2:   Program Development & Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. . Special educators **continuously broaden and deepen their professional knowledge**, and **expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Knowledge

ACC2K1   Effects of the cultural and environmental milieu of the child and the family on behavior and learning.

ACC2K2   Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.

ACC2K6   Developmentally appropriate strategies for modifying instructional methods and the learning environment.

Skills

ACC2S1   Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.

ACC2S2   Connect educational standards to specialized instructional services.

ACC2S3   Improve instructional programs using principles of curriculum development and modification, and learning theory.

Advanced Standard 3:   **Research & Inquiry**

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies.** Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Knowledge

ACC3K1   Evidence-based practices validated for specific characteristics of learners and settings.

Skills

ACC3S1   Identify and use the research literature to resolve issues of professional practice.

ACC3S2   Evaluate and modify instructional practices in response to ongoing assessment data.

ACC3S3   Use educational research to improve instruction, intervention strategies, and curricular materials.

Advanced Standard 4:   **Student and Program Evaluation**

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used **in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Knowledge
ACC4K1   Evaluation process and determination of eligibility.
ACC4K2   Variety of methods for assessing and evaluating students' performance.
ACC4K3   Strategies for identifying individuals with exceptional learning needs
ACC4K4   Evaluate a student's success in the general education curriculum.

Skills
ACC4S1   Design and use methods for assessing and evaluating programs.
ACC4S2   Design and implement research activities to examine the effectiveness of
           instructional practices.
ACC4S3   Advocate for evidence based practices in assessment.
ACC4S4   Report the assessment of students' performance and evaluation of
           instructional programs.

Advanced Standard 5:   **Professional Development and Ethical Practice**

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development,** as appropriate to their roles, based on models that

apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Knowledge
ACC5K2   Moral and ethical responsibilities of educators.

Skills
ACC5S1   Model ethical behavior and promote professional standards
ACC5S2   Implement practices that promote success for individuals with exceptional learning needs
ACC5S3   Use ethical and legal discipline strategies.
ACC5S4   Disseminate information on effective school and classroom practices
ACC5S5   Create an environment which supports continuous instructional improvement.

Illinois LBSII Curriculum Adaptation Specialist Standards

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

Knowledge - The competent curriculum adaptation specialist understands:
1A.   the general curriculum structure.
1B.   curricular issues and their associated implications for students with disabilities.
1C.   levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).
1D.   state law related to the general curriculum.
1E.   processes for curriculum development.
1F.   philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

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.
2C.   the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.

2D.   the impact of language development on the academic and social skills of individuals with disabilities.

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.

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:
3C.   problem-solving models used to analyze curricular needs and learning characteristics of students.

Performance - The competent curriculum adaptation specialist:
3H.   systematically monitors student progress through general and modified curriculum.

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.

Performance - The competent curriculum adaptation specialist:
4I.   selects instructional materials which engage students in meaningful learning.

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.

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)]

Performance - The competent curriculum adaptation specialist:
Performance - The competent curriculum adaptation specialist:

6F.   develops an individualized curriculum for all students in the least restrictive environment.
6L.   uses research-supported instructional strategies and practices.

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.

Illinois Professional Education Standards – Director of Special Education

STANDARD 1 – Facilitating a Vision of Educational Excellence

1A knows and understands the needs of different groups in a pluralistic society
1B. knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
1C. knows and understands the principles of developing, implementing, and evaluating long-term plans.
1E. knows and understands information sources, data collection, and data analysis strategies.
1I. knows and understands systems and theories of educational assessment and evaluation.
1R. facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals.

STANDARD 2 - Learning Environment and Instructional Program

2A. knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.
2D. knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.
2E. knows and understands cognition, learning theories, and interventions and their relationship to instruction.
2G. knows and understands a variety of methods for assessing and evaluating students' performance.
2I. understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.

2J. has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.

2K. facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.

2L. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.

2M. facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.

2N. facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.

2O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.

2P. facilitates and engages in activities that promote an environment that encourages creativity and innovation.

2Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.

2R. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.

2S. facilitates and engages in activities that promote high expectations for self, staff, and students.

2T. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

2U. facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.

2V. facilitates and engages in activities that connect educational standards to specialized instructional services.

2W. facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.

2X. facilitates and engages in activities that foster lifelong learning.

STANDARD 4 - Identification of Students and Provision of Services
4A. knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.

4B. knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.

4L. facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.

4M. facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.

4N. facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.

4O. facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).

STANDARD 7 - Collaboration with Families and Communities
7M. facilitates and engages in activities that demonstrate formal and informal listening skills.

Grading Policy:

Final grades will be computed as follows:
90-100%   =   A
80-89%   =   B
70-79%   =   C
60-69%   =   D
59% and below   =   F

Assignments:

1. Curriculum Development and Adaptation Project. Students will design and implement a thematic unit grounded in evidence-based strategies.   The unit will outline goals, schedule of implementation, lesson plans, activities, unit adaptations, and assessment procedures (pre-and post).

2. Data report. At the conclusion of the practica experience, students will develop a data report demonstrating impact on P-12 learners. The data project should directly relate to the assessment data from the curriculum development and adaptation project. More details will be given in class.

3. Practica. Each individual develops an "Individualized Practica Plan" which is used to evaluate change in candidate's skills specific to the designing, implementing and evaluating of instruction in a supervised practica setting. **Given practica is a critical component of this course, an individual can not earn more than a "D" if practica is not successfully completed.**

Chart of Assessments:

See Chart . .

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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
Curriculum Development and Adaptation project	During the semester, candidates will develop and implement a curriculum development and adaptation project. The project will require candidates to design and implement an instructional thematic unit, collect pre and post assessment data, implement lessons inclusive of curriculum adaptations, and evaluate instruction.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Data Report	At the conclusion of the 4 week practica experience, candidates will develop a data report demonstrating impact on P-12 learners. The data project should directly relate to the assessment data from the curriculum development and adaptation project	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐
Practica	Each individual develops an "Individualized Practica Plan" which is used to evaluate change in candidate's skills specific to the designing, implementing and evaluating of instruction in a supervised practica setting. **Given practica is a critical component of this course, an individual can not earn more than a "D" if practica is not successfully completed**	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

SPE 5970
Curriculum and Methods for K-12 Special Education

Course Description
    SPE 5970, *Curriculum and Methods for K-12 Special Education* (3-1-3) CURR/METH K-12. This course is research-based; research specific to curriculum and methods effective with individuals with disabilities in grades kindergarten through twelve are studies. Strategies for planning, implementing and evaluating effective instructional programs and the related research are addressed. Relating research to the world of practice and cultural considerations are also emphasized. Prerequisites: SPE 4900 and 4901; or 4950, 4960, or 4970; or permission of the department chair.

Learning Model
    The primary learning model for this course is the Ecological Model. See Evans, Evans, Gable, & Schmid (1991). *Instructional management.* Needham Heights, MA: Allyn & Bacon.

Textbook

Mercer, C.R., & Mercer, A.R. (2005). Teaching students with learning problems.
   (7th ed.). Columbus, OH: Charles E. Merrill/Macmillan Publishing Company.

Course Outline

   A. Review of Philosophy/Rationale/Legal Perspectives of Special Education (Polloway & Patton, 1993; Strickland & Turnbull, 1990; Vergason & Anderegg, 1993)
        A. Assumptions
        B. Rationale
        C. Legislation

   B. Program Models in Special Education (Polloway & Patton, 1993; Strickland & Turnbull, 1990; West, Idol, & Cannon, 1989)
        A. Definition
        B. Components of Program Models
             1. Theoretical assumptions
             2. Staffing considerations
             3. Service delivery
             4. Other
        C. LRE and Special Education
        D. Consultation
   C. Curriculum in Special Education (Cronin & Patton, 1993; Ellis & Lenz, 1993; Polloway & Patton, 1993; Polloway, Patton, Epstein, & Smith, 1993)
        A. Components of Curriculum
        B. Characteristics of Effective Curriculum
        C. Types of Curriculum
             1. Developmental

2. Functional
                3. Adapted
        D. Curriculum Development
        E. Instructional Materials and Equipment
                1. Commercial products
                2. Teacher-made materials
                3. Adaptive equipment
                4. Technology
                        a. Computers
                        b. Interactive Video
                        c. Other

    D.   Planning for Instruction (Costa, 1991; Hunter & Russell, 1981; Johnson & Johnson, 1987; Rosenshine & Stevens, 1986; Skinner, 1968; West, Idol, & Cannon, 1989)

    E.   Research Base for Instructional Planning (e.g., Hunter, Rosenshine, Brophy & Good, Samuels & Jones, and McCarthy)
        A. Linking Assessment with instruction
                1. Individual, group or family
                2. Conducted by an individual or team
        B. Legal Considerations
        C. "Best Practice" and the Research Base
        D. Grouping for Instruction
                1. Research perspective (e.g., Slavin, Johnson & Johnson, Mercer & Mercer)
                2. Learning processes
                        a. Competitive
                        b. Individualized
                        c. Cooperative

VI.   Implementing Instruction (Bloom, 1956, 1986; Gall, Gall, Jacobsen, & Bullock, 1990; Hofmeister & Lubke, 1990; Idol & West, 1993; Shinn & Hubbard, 1993; Wesson, Otis-Wilborn, Hasbrouck, & Tindal, 1993)
        A. Behavior Management
        B. Acquisition
        C. Generalization
        D. Consultation and Collaboration and the Research Base

VII.　Research and Its Relationship to the World of Practice (Bartz & Miller,
　　　1991; Englert, Tarrant, and Mariage, 1992; Joyce, Shower, Rolheiser-Bennett, 1987;
　　　Sagor, 1992; Borg, Gall, & Gall, 1993)
　　　A. Efficacy studies
　　　B. Classroom research
　　　C. Program evaluation
　　　D. Other

VIII.　Teaching in a Changing World (Baruth & Manning, 1992; Branch,
　　　Brigham, Chang, & Stout, 1991; Lessen & Frankiewicz, 1992)
　　　A. Cultural ConsideratIons (schools, communities, and societies)
　　　B. Education of the Future
　　　C. Trends
　　　D. Predictions
　　　E. Belief System and Its Effects on "How We Educate"

Course Requirements

4. Readings from texts and supplemental readings as assigned. Readings are designed to help you with in-class and out-of-class assignments.

5. Exam. Complete a final examination. This will be a practice of the comprehensive examination question for SPE 5970.

6. Curriculum Development and Adaptation Project. Students will design and implement a thematic unit grounded in evidence-based strategies.   The unit will outline goals, schedule of implementation, lesson plans, activities, unit adaptations, and assessment procedures (pre-and post).

7. Data report. At the conclusion of the course, students will develop a data report demonstrating impact on P-12 learners. The data project should directly relate to the assessment data from the curriculum development and adaptation project. More details will be given in class.

8. Participation points. Various in-class activities will be completed to assist you in completing other course requirements. If these points are missed due to unexcused absences, they cannot be made up.

9. Practica. Each individual develops an "Individualized Practica Plan" which is used to evaluate change in candidates skills specific to the designing, implementing and evaluating of instruction. **Given practica is a critical component of this course, an individual can not earn more than a "D" if practica is not successfully completed.**

Course/Department Policies

Written Language Standards
Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Nonlabeling language is expected in all written materials. Candidates in SPE 5970 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Attendance
Candidates are expected to attend all classes. If prevented by an acute illness or an emergency, the candidate should contact the instructor in as timely a manner as is possible. When the candidate 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 candidate's request to make-up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

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

Late Assignments
Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance
Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

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.

CIS-SPE-5970.doc

<u>**Cell Phone Policy**</u>
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.

<u>**Email/Electronic Communication**</u>
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).

<u>**Learning outcomes for this course**</u>

Eastern Illinois Graduate Assessment of Candidate Learning Assessments
(Indicate which of six outcomes are assessed by the requirements of this course)(EIU):

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
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.
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards Addressed In This Course (CEC AC)

Advanced Standard 2: **Program Development & Organization**

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum**

of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. . Special educators **continuously broaden and deepen their professional knowledge**, and **expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Knowledge

ACC2K1	Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
ACC2K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ACC2K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment.

Skills

ACC2S1	Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
ACC2S2	Connect educational standards to specialized instructional services.
ACC2S3	Improve instructional programs using principles of curriculum development and modification, and learning theory.

Advanced Standard 3: **Research & Inquiry**

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies.** Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design**

and implementation of action research. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Knowledge

ACC3K1   Evidence-based practices validated for specific characteristics of learners and settings.

Skills

ACC3S1   Identify and use the research literature to resolve issues of professional practice.
ACC3S2   Evaluate and modify instructional practices in response to ongoing   assessment data.
ACC3S3   Use educational research to improve instruction, intervention strategies, and curricular materials.

Advanced Standard 4:   **Student and Program Evaluation**

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used **in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Knowledge
ACC4K1   Evaluation process and determination of eligibility.
ACC4K2   Variety of methods for assessing and evaluating students' performance.
ACC4K3   Strategies for identifying individuals with exceptional learning needs
ACC4K4   Evaluate a student's success in the general education curriculum.

Skills

ACC4S1   Design and use methods for assessing and evaluating programs.
ACC4S2   Design and implement research activities to examine the effectiveness of instructional practices.
ACC4S3   Advocate for evidence based practices in assessment.
ACC4S4   Report the assessment of students' performance and evaluation of instructional programs.

Advanced Standard 5:   **Professional Development and Ethical Practice**

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development,** as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Knowledge

ACC5K2   Moral and ethical responsibilities of educators.

Skills

ACC5S1   Model ethical behavior and promote professional standards
ACC5S2   Implement practices that promote success for individuals with exceptional learning needs
ACC5S3   Use ethical and legal discipline strategies.
ACC5S4   Disseminate information on effective school and classroom practices
ACC5S5   Create an environment which supports continuous instructional improvement.

State of Illinois Specialty Area LBS II or Director Standards Addressed in this Course

Illinois LBSII Curriculum Adaptation Specialist Standards

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

Knowledge - The competent curriculum adaptation specialist understands:
1A.   the general curriculum structure.
1B.   curricular issues and their associated implications for students with disabilities.

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1C.	levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).
1D.	state law related to the general curriculum.
1E.	processes for curriculum development.
1F.	philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

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.
2C.	the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
2D.	the impact of language development on the academic and social skills of individuals with disabilities.

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.

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:
3C.	problem-solving models used to analyze curricular needs and learning characteristics of students.

Performance - The competent curriculum adaptation specialist:
3H.	systematically monitors student progress through general and modified curriculum.

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.

Performance - The competent curriculum adaptation specialist:
4I.   selects instructional materials which engage students in meaningful learning.

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.

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)]

Performance - The competent curriculum adaptation specialist:
Performance - The competent curriculum adaptation specialist:
6F.   develops an individualized curriculum for all students in the least restrictive environment.
6L.   uses research-supported instructional strategies and practices.

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.

State of Illinois Specialty Area Director Standards Addressed in this Course

Director of Special Education (IL DIR)

STANDARD 1 – Facilitating a Vision of Educational Excellence

1A knows and understands the needs of different groups in a pluralistic society
1B. knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
1C. knows and understands the principles of developing, implementing, and evaluating long-term plans.
1E. knows and understands information sources, data collection, and data analysis strategies.
1I. knows and understands systems and theories of educational assessment and evaluation.

1R. facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals.

STANDARD 2 - Learning Environment and Instructional Program

2A. knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.

2D. knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.

2E. knows and understands cognition, learning theories, and interventions and their relationship to instruction.

2G. knows and understands a variety of methods for assessing and evaluating students' performance.

2I. understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.

2J. has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.

2K. facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.

2L. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.

2M. facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.

2N. facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.

2O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.

2P. facilitates and engages in activities that promote an environment that encourages creativity and innovation.

2Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.

2R. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.

2S. facilitates and engages in activities that promote high expectations for self, staff, and students.

2T. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

2U. facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.

2V. facilitates and engages in activities that connect educational standards to specialized instructional services.

2W. facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.
2X. facilitates and engages in activities that foster lifelong learning.

STANDARD 4 - Identification of Students and Provision of Services
4A. knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.
4B. knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.
4L. facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.
4M. facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
4N. facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.
4O. facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).

STANDARD 7 - Collaboration with Families and Communities
7M. facilitates and engages in activities that demonstrate formal and informal listening skills.

Method(s) of assessment of candidate performance relative to the theme and/or the domains and university, state, and national standards:

Curriculum Development and Adaptation project: EIU Graduate Outcomes 1, 2, 3, 4, 5, and 6; CEC ACC Standards 2K2, 2K6, 2S1, 2S2, 2S3, 3K1, 3S1, 3S2, 3S3, 4K1, 4K2, 4K3, 4K4, 4S1, 4S2, 4S3, 4S4, and 5K2, 5S1, 5S2, 5S3, 5S4, and 5S5; IL CAS Standards 1A, 1B, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 3C, 3H, 4A, 4I, 5A, 5B, 6F, 6L and 7A; IL Director Standards 1A, 1B, 1C, 1E, 1I,1R, 2A, 2D, 2E, 2G, 2I, 2J, 2K, 2L, 2M, 2N, 2P, 2Q, 2R, 2S, 2U, 2V, 2X, 4A, 4B, 4L, 4M and 7M

Data project: EIU Graduate Outcomes 1, 2, 3, 4, and 5; CEC ACC Standards 3S1, 3S2, 3S3, 4K2, 4K4, 4S1, 4S2, 4S3, 4S4, and 5S4; IL CAS Standards 3C and 3H; IL Director Standards 1C, 1E, 1I,1R, 2G, 2L, 2U, and 7M

Practica: EIU Graduate Outcomes 1, 2, 3, 4, 5, and 6; CEC ACC Standards 2K2, 2K6, 2S1, 2S2, 2S3, 3K1, 3S1, 3S2, 3S3, 4K1, 4K2, 4K3, 4K4, 4S1, 4S2, 4S3, 4S4, and 5K2, 5S1, 5S2, 5S3, 5S4, and 5S5; IL CAS Standards 1A, 1B, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 3C, 3H, 4A, 4I, 5A, 5B, 6F, 6L and 7A; IL Director Standards 1A, 1B, 1C, 1E, 1I,1R, 2A, 2D, 2E, 2G, 2I, 2J, 2K, 2L, 2M, 2N, 2P, 2Q, 2R, 2S, 2U, 2V, 2X, 4A, 4B, 4L, 4M and 7M

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*Denotes an NCATE Knowledge Base reference.

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