Course Information Summary

Course (Prefix, Number, Title):
SPE 5133 Topics: Differentiated Curriculum

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

Pre-requisites/Co-requisites
Graduate standing in special education or a related field.

Required Text:
Course packet with assigned readings form Professional peer-reviewed journals will be utilized.

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

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

Methods of Instruction:
Class discussion, reflective exercises, and simulation activities will be the primary means of instruction and interaction.

Learning Outcomes/Objectives

Eastern Illinois University (EIU)

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

1

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

3. Oral and written communication skills
..typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.

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

5. Ability to work with a diverse clientele, recognizing individual differences,
..and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies. Evidence of this ability might include lesson/program/evaluation or other plans, reflective journals, position papers, and assessment of practica or field experiences.

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

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

Special educators in advanced programs learn to use their deep understanding

Advanced Standard 1:   Leadership and Policy:

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.** They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their

role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of** the **needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

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.

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

3

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**.

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.

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.

Advanced Standard 6:   Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understand to **integrate services for individuals with exceptional learning needs.** They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.**

ADVANCED COMMON CORE (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy

Knowledge

5

ACC1K1`   Needs of different groups in a pluralistic society.
ACC1K4   Federal and State education laws and regulations.
ACC1K5   Current legal, regulatory, and ethical issues affecting education

Skills
ACC1S1   Promote a free appropriate public education in the least restrictive environment.
ACC1S2   Promote high expectations for self, staff, and individuals with exceptional learning
           needs
ACC1S3   Advocate for educational policy within the context of evidence-based practices.

Standard #2: Program Development and Organization

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.
ACC2K4   Prereferral intervention processes and strategies.
ACC2K6   Developmentally appropriate strategies for modifying instructional methods and the
           learning environment.

Skills
ACC2S2   Connect educational standards to specialized instructional services.
ACC2S3   Improve instructional programs using principles of curriculum development and
           modification, and learning theory.

Standard #3: Research and Inquiry

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

Skills
ACC3S2   Evaluate and modify instructional practices in response to ongoing assessment
           data.
ACC3S3   Use educational research to improve instruction, intervention strategies, and
           curricular materials.

Standard # 4: Evaluation

Knowledge
ACC4K2   Variety of methods for assessing and evaluating students' performance.
ACC4K4   Evaluate a student's success in the general education curriculum.

Skills
ACC4S4   Report the assessment of students' performance and evaluation of instructional
           programs.

Standard # 5: Professional Development and Ethical Practice

Knowledge
ACC5K2   Moral and ethical responsibilities of educators.
ACC5K3   Human rights of individuals with exceptional learning needs and their families.

Skills
ACC5S1   Model ethical behavior and promote professional standards
ACC5S2   Implement practices that promote success for individuals with exceptional learning
           needs

ACC5S4   Disseminate information on effective school and classroom practices

Standard #6: Collaboration

Knowledge
ACC6K1   Methods for communicating goals and plans to stakeholders
ACC6K2   Roles of educators in integrated settings

Skills
ACC6S1   Collaborate to enhance opportunities for learners with exceptional learning needs.

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

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]
Performance - The competent curriculum adaptation specialist:
1G.   meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners
The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]

Knowledge - The competent curriculum adaptation specialist understands:
2A.   learning research and implications for students with disabilities.
2B.   the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.

Performance - The competent curriculum adaptation specialist:
2E.   determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.
2F.   modifies and adapts curricula appropriate to student's learning style.

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

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

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

STANDARD 4 - Planning for Instruction
The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist

understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

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

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

STANDARD 5 - *Learning Environment*
The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.360(e)]

Knowledge - The competent curriculum adaptation specialist understands:
5A. reinforcement theory and its application to learning.
5B. the impact of the environment on student learning.

Performance - The competent curriculum adaptation specialist
5C. modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.

STANDARD 6 - *Instructional Delivery*
The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

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

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

STANDARD 7 - Collaborative Relationships
The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]

Knowledge - The competent curriculum adaptation specialist:
7A.   understands models for co-teaching and consultation.

STANDARD 8 - Professional Conduct and Leadership
The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:
8A.   advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth
The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Performance - The competent curriculum adaptation specialist:
9A.   reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

Grading Policy:

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

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

Assignments:

Differentiated lesson plan

Differentiated unit plan

Written exams

Reading response reflections

Research paper

Class participation

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
Differentiated lesson plan	In pairs, the candidates will choose a lesson to revise/adapt in accordance with differentiated instruction principles.	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☒
Differentiated unit plan	Each candidate will develop a unit plan using differentiated curriculum design principles and present it in class.	☒	☒	☒	☒	☐	☐	☒	☒	☒	☒	☒
Written exams	Each candidate will take an exam that covers knowledge and application components of the course. Questions will include short answer and essay responses.	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☒
Reading response reflections	Each candidate will complete a reading response reflection on assigned reading following APA guidelines.	☒	☒	☒	☒	☒	☐	☐	☐	☒	☐	☒
Research paper	Each candidate will write a 10-15 page research paper on an effective strategy utilized in the implementation of differentiated instruction.	☒	☒	☒	☒	☒	☐	☐	☐	☒	☐	☒
Class participation	Candidates will participate in activities related to differentiated curriculum design principles during class.	☐	☒	☒	☐	☐	☐	☐	☒	☒	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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 5133
TOPICS: Differentiated Curriculum

Course Description

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

<u>Learning Model</u>
The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Textbook

Course packet with assigned readings from professional journals will be utilized.

Course Outline

I.   Course Introduction (.5 week)
   a.   Scope of course
   b.   Course requirements

II.   The Differentiated Classroom and Curriculum (2.5 week)
   a.   Components of differentiated classrooms
   b.   Principles that guide differentiation
   c.   Student differences
   d.   Assessment and Instruction are undividable
   e.   Modifying Content, Process, and Products
   f.   Collaborative Learning
   g.   Flexibility
   h.   Models of Differentiation

III.   Rethinking Schools and Programs (1 week)
   a.   Intelligences as variable
   b.   Equity and Excellence
   c.   Grouping for excellence

IV.   Instruction leading to Differentiated Teaching (1 week)
   a.   Essentials of Learning
   b.   Levels of learning

        c.   Fitting in the Standards
        d.   Curriculum Elements

V.   Teachers as Builders of Differentiated Classrooms (1 week)
        a.   What, How and Why of differentiation
        b.   Skills-focused instruction
        c.   Concept-based instruction

VI.   Curriculum, Instruction, & Assessment Strategies for Differentiation (6 weeks)
        a.   Academic Content Areas
        b.   Learning Contracts
        c.   Compacting, Problem-based learning
        d.   Portfolios

VII.   Flexible Grouping Practices and Tiered Activities (2 weeks)
        a. Stations
        a.   Centers
        b.   Multi-age classrooms
        c.   Tiered Activities

VIII.   Educational Leaders Developing Differentiated Curriculum (1 week)
        a.   Empowering Students
        b.   Developing a support system
        c.   Research and school change
        d.   Shared vision
        e.   Plan for staff development

Course Requirements

1.   **Readings:** Each student is responsible for the information contained in the readings for the course. For each assigned reading the student will complete a reading response reflection following APA guidelines. The purpose of the readings is to help with completing course activities and exam.

2.   **In class participation points:** Points may be earned at various class sessions for participation exercises. <u>These points can not be made up</u>.

3.   **Examination:** An exam that covers knowledge and application components of the course is required. Questions may include short answer and essay responses.

4.   **Differentiated Lesson Plan:** In pairs, students will choose a lesson to revise/ adapt in accordance with differentiated instruction principles. Specific directions will be provided by the instructor.

5.   **Individual Differentiated Curriculum Project:** Each student will choose one of the following activities:

A. Develop a **<u>unit of instruction</u>** in accordance with differentiated curriculum/instruction. The student will present their unit in class and provide each class member with a summary of their unit and a list of resources used. Specific directions will be provided. **<u>OR</u>**

B. A 10-15 page **<u>research paper</u>** on an effective strategy(ies) utilized in the implementation of differentiated instruction. Specific directions will be provided. The topic must be pre-approved by the instructor.

Course/Department Policies

<u>Written Language Standards</u>
Written assignments are expected to follow *American Psychological Association (APA), 5th edition* style, format, and guidelines. Non-labeling language is expected in all written materials. Students in SPE 5133 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

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

> <u>Non-Labeling Language:</u> The Department of Special Education at EIU requires that all assignments be completed using non-labeling language. If labeling is utilized because it is part of a quote from a published source, please indicate that the information is a quote, utilizing correct APA form.
> > Example:
> Non-Labeling Language
> > Students with learning disabilities
> > Students identified as behavior disordered
> > Teachers of students with mild mental impairments
> Labeling Language (DO NOT USE)
> > Learning Disabled Students
> > BD Students
> > Learning Disability Teachers

<u>Attendance:</u> Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence may deny the student's request to make up missed assignments or exams. **<u>Students for whatever reason are held responsible for the material covered during their absence.</u>**

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

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

Policy on Late Assignments: Assignments are due the **class period** of the day listed as the **due date** for the assignment. Any assignment turned in after this is considered late. If an absence is excused, the student will not be penalized points. Assignments that are late due to unexcused absences will be assessed a 10% penalty for **each day** they are late.

Appointments/Assistance
Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. The instructor is interested in you.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.

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

unexcused.

Email/Electronic Communication

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

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

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

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

5. Ability to work with a diverse clientele, recognizing individual differences,
..and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies. Evidence of this ability might include lesson/program/evaluation or

16

other plans, reflective journals, position papers, and assessment of practica or field experiences.

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

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

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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.

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**.

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.

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.

Advanced Standard 6:   **Collaboration**

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understand to **integrate services for individuals with exceptional learning needs.** They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.**

ADVANCED COMMON CORE (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy

Knowledge

ACC1K1`   Needs of different groups in a pluralistic society.

ACC1K4   Federal and State education laws and regulations.

ACC1K5   Current legal, regulatory, and ethical issues affecting education

Skills

ACC1S1   Promote a free appropriate public education in the least restrictive   environment.

ACC1S2   Promote high expectations for self, staff, and individuals with exceptional learning needs

ACC1S3   Advocate for educational policy within the context of evidence-based practices.

Standard #2: Program Development and Organization

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.

ACC2K4   Prereferral intervention processes and strategies.

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

Skills

ACC2S2   Connect educational standards to specialized instructional services.

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

Standard #3: Research and Inquiry

Knowledge

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

Skills

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

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

Standard # 4: Evaluation

Knowledge

ACC4K2   Variety of methods for assessing and evaluating students' performance.

ACC4K4   Evaluate a student's success in the general education curriculum.

Skills

ACC4S4   Report the assessment of students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice

Knowledge
ACC5K2   Moral and ethical responsibilities of educators.
ACC5K3   Human rights of individuals with exceptional learning needs and their families.

Skills
ACC5S1   Model ethical behavior and promote professional standards
ACC5S2   Implement practices that promote success for individuals with exceptional learning needs
ACC5S4   Disseminate information on effective school and classroom practices

Standard #6: Collaboration

Knowledge
ACC6K1   Methods for communicating goals and plans to stakeholders
ACC6K2   Roles of educators in integrated settings

Skills
ACC6S1   Collaborate to enhance opportunities for learners with exceptional learning needs.

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

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]
Performance - The competent curriculum adaptation specialist:
1G.   meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners
The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]

Knowledge - The competent curriculum adaptation specialist understands:
2A.   learning research and implications for students with disabilities.
2B.   the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.

Performance - The competent curriculum adaptation specialist:
2E.   determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.
2F.   modifies and adapts curricula appropriate to student's learning style.

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

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

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

STANDARD 4 - Planning for Instruction
The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

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

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

STANDARD 5 - Learning Environment
The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.360(e)]

Knowledge - The competent curriculum adaptation specialist understands:
5A.   reinforcement theory and its application to learning.
5B.   the impact of the environment on student learning.

Performance - The competent curriculum adaptation specialist
5C.   modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.

STANDARD 6 - Instructional Delivery
The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

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

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

STANDARD 7 - Collaborative Relationships
The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]

Knowledge - The competent curriculum adaptation specialist:
7A.   understands models for co-teaching and consultation.

STANDARD 8 - Professional Conduct and Leadership
The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

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Performance - The competent curriculum adaptation specialist:
8A.   advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth
The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Performance - The competent curriculum adaptation specialist:
9A.   reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

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