

SPE 3500 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum. (3-1-3) This course examines the exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity component. **Prerequisites & Notes:** Junior standing. "University Admission to Teacher Education" requirements apply. Credits: 3

- Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU
- Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated
- Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
All majors except early childhood education majors
 Undergraduate level
 Graduate level
 Class level – Junior Standing or above

Prerequisite(s) Steps for Admission to Teacher Education must be met

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Lewis, R.B., & Doorlag, D.H. (2011). *Teaching special students in General Education Classrooms*, 7th edition. Columbus, OH: Charles E. Merrill Co.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Material is presented by the teacher through lecture, overheads, PowerPoint, videos, textbook, handouts, and the computer. Case studies and reflections are used in large groups (99) as well as small groups ranging from 2 to 10 students. Collaboration and teamwork allow cross disciplinary interaction that tends to generate creative solutions for diverse learners. Independent performance (lab-3 modules) activities reinforce current knowledge, expand application of information, and stimulate students to explore possibilities for all learners

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 3500

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Comprehensive multiple-choice exams (4)	Students are assessed on all chapters of the textbook with 4 100-question forced choice exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Journal article summary	Students write a summary, reflection, and application of a research journal article related specifically to IDEA definitions of individuals with disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent performance activities (lab-3 modules)	Students incorporate technology with web-based activities, develop 2 lesson plans with accommodations and modifications specific to individuals with disabilities and including an ELL, develop one 504 Plan, write a paper on RtI, research topics specific to disability areas, reflect on research and podcast.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video reflections	Students collaborate as they watch videos and write responses and reflections to guided questions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Case studies	Students collaborate in small groups to formulate solutions and express verbal and written reflections on case studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quizzes	Students complete a minimum of 3 in-class, open-note quizzes on content outside of text	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speaker presentations	Students write a reflection on one or more speaker presentations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current news article	Students research a news article specific to individuals with disabilities, current to their 3500 semester, and write a summary and reflection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Curriculum materials	Students collaborate and consider the many aspects of decision making for selecting curriculum materials for students with disabilities	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3-Ring binder	Students maintain professional resource & collect additional certification/content info	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

<u>List of Unit Dispositions:</u>	
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

<u>IPTS/Unit Standards:</u>	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

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

This course examines the exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet diverse learning needs in the range of instructional environments are provided. Students are involved in independent performance activities that expand and apply their knowledge of learners with exceptional needs specific to their major.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

- Across subjects is addressed by covering strategies for reading, written expression, and math as they apply to K-12 content.
- Across strategies is addressed by developing lesson plans with accommodations and modifications of content, discussions of modifying the environment to manage behaviors, discussions of use of assessment data and reinforcement systems.
- Across students is addressed by the case studies used in class activities and independent performance activities that reflect a wide range of exceptionalities within specific K-12 content areas.
- Across societies is addressed by case studies and discussions of diversity, multicultural, and linguistic characteristics and their impact on special education eligibility and programming.
- Across communities is addressed through the diversity of case studies used in assignments.
- Technology is incorporated into the independent performance activities and include 1) word processing of research journal article summary 2) researching assigned sites on the internet for specific information 3) evaluation of internet sites and 4) developing lesson plans with accommodations and modifications.

The Learning Model for this course is:

Information Processing

used in teaching this course which reflect this learning model:

Material is presented by the teacher through lecture, overheads, videos, textbook, handouts, and the computer. Case studies and reflections are used in large groups (99) as well as small groups ranging from 2 to 10 students. Collaboration and teamwork allow cross-disciplinary interaction that tends to generate creative solutions for diverse learners. Independent performance activities reinforce current knowledge, expand application of information, and stimulate students to explore possibilities for all learners.

Methods of assessment of student performance relative to the theme and/or the domains):

Comprehensive multiple-choice exams (4)

- Exam 1: Legislation, inclusion, collaboration, prereferral, service delivery, adapting instruction
- Exam 2: Classroom environment, information processing model, managing behaviors, behavioral impairments, visual and hearing impairments
- Exam 3: Technology, range and continuum of specific disabilities
- Exam 4: Diversity, cultural and linguistic differences, gifted and talented, students at-risk

Journal article summary

- Summary of research journal article related specifically to IDEA definitions of individuals with disabilities
- Reflection and application of article to specific area of teacher certification

Independent performance activities (lab – 3 modules)

- Incorporates technology with web-based activities
- 2 lesson plans are developed with modifications and accommodations
- One 504 Plan is developed and a paper is written on RtI
- Collaboration is encouraged
- Some activities are specific to individual areas of teacher certification

In-class activities

- Video reflections
- Case studies (collaboration, solutions, and reflections)
- Quizzes
- Speaker presentations (notes and reflections)
- Curriculum materials (catalogues & rational)
- Current news articles related to areas of disabilities (reflections, solutions)

3-Ring binder

- Professional resource
- Includes handouts, notes, assignments

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

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

Knowledge Indicators – The competent teacher:

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (P)
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (D)
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (P)
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); (P)
- 1E) understands the impact of linguistic and cultural diversity on learning and communication; (P)
- 1F) understands his or her personal perspectives and biases and their effects on one’s teaching; and (P)
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (P)

Performance Indicators – The competent teacher:

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; (D)
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (D)
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (D)
- 1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (D)

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

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (D)
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (D)
- 2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; (D)
- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (P)
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (P)
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (P)
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and (P)

Performance Indicators – The competent teacher:

- 2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; (D)
- 2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (I)
- 2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; (I)

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

Knowledge Indicators – The competent teacher:

- 3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; (P)
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (P)
- 3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning; (P)
- 3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; (P)

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

Performance Indicators – The competent teacher:

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

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

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

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

Knowledge Indicators – The competent teacher:

4A) understands principles of and strategies for effective classroom and behavior management; (D)

4B) understands how individuals influence groups and how groups function in society; (D)

4C) understands how to help students work cooperatively and productively in groups; (D)

4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (I)

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

4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); (P)

4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; (P)

Performance Indicators – The competent teacher:

4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities; (I)

4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; (D)

4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports; (D)

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

4Q) analyzes student behavior data to develop and support positive behavior. (I)

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

Knowledge Indicators – The competent teacher:

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

Performance Indicators – The competent teacher:

- 5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities; (D)
- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (P)
- 5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student; (P)
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; (D)
- 5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students; (I)
- 5S) implements appropriate evidence-based instructional strategies. (D)

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

Knowledge Indicators – The competent teacher:

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; (I)
- 6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; (I)

- 6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; (I)
- 6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student; (I)

Performance Indicators – The competent teacher:

- 6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); (I)
- 6Q) integrates reading, writing, and oral communication to engage students in content learning; (D)

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

Knowledge Indicators – The competent teacher:

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (D)
- 7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards; (D)
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data; (D)
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; (I)
- 7F) knows research-based assessment strategies appropriate for each student; (I)
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (P)
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; (P)
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (D)

Performance Indicators – The competent teacher:

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

- 7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole; (I)
- 7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008); (I)
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress; (I)
- 7P) collaborates with families and other professionals involved in the assessment of each student; (I)
- 7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; (I)
- 7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (D)

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

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context; (P)
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; (P)
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations; (D)
- 8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning; (D)
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (P)
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; (P)
- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. (P)

Performance Indicators – The competent teacher:

- 8M) uses digital tools and resources to promote collaborative interactions; (D)
- 8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; (P)
- 8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities. (D)

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

Knowledge Indicators –The competent teacher:

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (P)
- 9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school; (P)
- 9C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques); (D)
- 9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities; (D)
- 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students; (D)
- 9G) understands local and global societal issues and responsibilities in an evolving digital culture; (D)
- 9H) understands the importance of modeling appropriate dispositions in the classroom. (P)

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (D)
- 9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; (I)
- 9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education; (I)
- 9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement; (I)
- 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom; (I)
- 9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]; (P)
- 9S) models digital etiquette and responsible social actions in the use of digital technology; (I)
- 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (I)

Major Evaluation Components:

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

➤ Lab Components

Activities are specific to major and aligned to Illinois Professional Teaching Standards

- Module I: Technology component (web-based), develop Lesson Plan (specific to major) and include a teacher made modification specific to disability.
- Module II: Technology component (web-based), develop Lesson Plan with case study on an individual with a disability, an ELL and specific to major area of certification, discipline provisions of P.L. 105-17, WIDA Standards
- Module III: Web-based activities, case study and develop 504 Plan, write journal article abstract on an area of disability, RTI paper

➤ Exams – 4

➤ Journal Article (reflection and relate to area of major)

➤ In-class activities

- ✓ Video reflections
- ✓ Case studies (solutions, reflections)
- ✓ Quizzes
- ✓ Speaker presentations (notes, reflections)
- ✓ Curriculum materials (catalogues & rational)
- ✓ Current news articles related to disabilities (reflections, solutions)

3-Ring Notebook (professional resource)

Outline of the Course

An asterisk (*) denotes a Core Experience Reference.

- I. Perspectives on Special Education (500 minutes)
 - A. Mental Measurement and Categorization

(*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)

- B. Labeling
(Gallagher, 1976; Purkey, W., 1970; Rosenthal & Jacobson, 1968)
 - C. The Family
 - 1. Ecological factors
 - 2. Cultural Diversity
(NCATE Definition, 1986)
 - D. Legislation Affecting Special Education, related terminology, and provisions and programs for students with disabilities (including L.D., B.D., and M.R.)
 - 1. Legislation
 - a. Section 504
 - b. P.L. 94-142
 - c. P.L. 99-457
 - d. P.L. 101-476 (IDEA)
 - e. P.L. 101-336 (ADA)
 - f. P.L. 105-17
 - g. P.L. 108-446 (IDEA 2004)
 - h. P.L. 107-110 (NCLB)
 - 2. Introduction to Legal Mandates and Related Terminology
 - a. Least Restrictive Environment
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - b. IEP Meeting
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - c. Parent Involvement
(P.L. 94-142, 1975; P.L. 104-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - d. Diagnosis and Assessment, Placement Planning and the IEP
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - e. Due Process
(Illinois School Code, 1987; P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - f. Transition/Transition Planning
(P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - g. Discipline and Behavioral Management Plans
(SB 141; P.L. 105-17, 1997; P.L. 108-446, 2004; Yell & Shriner, 1998)
 - E. Delivery Systems for Individuals with Disabilities (including L.D., B.D., and M.R.) (Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987; Lewis & Doorlag, 1995)
 - 1. The Deno Model
(Deno, E., 1970)
 - 2. Pre-referral Process
(Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Johnson, L., Pugach, M., & Hammittee, 1988; Fuchs, Fuchs, Bahr, Ferstein, & Stecker, 1990)
- II. Roles and Responsibilities of General Education and Special Education Teachers (500 minutes)
- A. The Regular Education Initiative and Inclusion (Stainback & Stainback, 1984, Will, 1986 and 1987; Reynolds, Wang, G., & Walberg, 1987; Wang, Reynolds, & Walberg, 1989; Semmel, Abernathy, Butera, & Lesar, 1991; Waldron & McLeskey, 1998; Wood, 1998)

- B. The Special Education Process
(Lewis & Doorlag, 1991)
- C. Educational Services
 - 1. Referral for Special Education
The process including Eligibility, IEP, and Placement (Review)
 - 2. Special Education Adaptations
(Fuchs, Fuchs, Hamlett, Phillips, & Karns, 1995)
 - a. Physical environment adaptations
 - b. Instructional adaptations
- D. Planning for Instruction
 - 1. IEP
 - a. Goals, objectives and other benchmarks
 - b. Roles of individuals, parents, teachers, and other school and community personnel
 - 2. Lesson Plans
 - 3. Materials and Methods
 - a. Effective Teaching
(Berliner, D., 1979; Rosenshine, 1983; Rosenshine & Stevens, 1981; Englert, 1983 & 1984; Englert, Tarrant, & Mariage, 1992; *Brophy, 1979; *Brophy, 1982; Morsink, Soar, Soar & Thomas, 1986; Bender, 1987; Tralli, Colombo, Deshler, & Schumaker, 1996; King-Sears & Cummings, 1996)
 - b. Modifications that facilitate learning for learners with disabilities and/or diverse learning characteristics
 - 1) General curriculum
 - 2) Instructional strategies
- E. Instructional Delivery
 - 1. IEP
 - 2. Lesson Plans
 - 3. Materials and methods
 - 4. Instructive Strategies
 - a. Co-teaching and co-planning
 - b. Class within a class
- F. Evaluation of Instruction – Methods for Monitoring and Charting Progress of Individuals with Disabilities.
- G. No Child Left Behind (NCLB), P.L. 107-110

III. Collaboration and Consultation (100 minutes)

- A. Collaboration and Consultation
 - 1. The Process
 - 2. Teaming Behavior and Roles
- B. Full Access to the General Curriculum
- C. Crisis Prevention and Intervention

IV. Model of Intellectual Functioning

(Costa, A., 1985; McCarthy, B., 1987; Guilford, J.P., 1967)

- A. Output

(Erikson, F., 1982; *Skinner, 1968; *Piaget, 1952; Mager, 1962; Popham, 1973; Rosenthal & Jacobson, 1968; *Good & Brophy, 1984; Hunter, 1982; Rosenshine, 1983)

1. Verbal
2. Nonverbal

B. Processing

(*Bloom, 1956; Guilford, 1967)

C. Input

(*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)

V. Designing, Implementing and Evaluating Instruction (140 minutes)

A. Assessment

1. Standardized
 - a. Nondiscriminatory
 - b. Consideration of impact of disabilities
2. Informal
 - a. Commercial
 - b. Teacher-made
3. Environmental Assessment
4. Sources of Information
 - a. Families
 - b. Other professionals
5. Use technology in conducting assessments and interpreting results
6. Modifications of assessments
 - a. Within the classroom
 - b. State-wide assessments
7. Sharing assessment results with stakeholders, the individual, and parents

B. Educational Environments for Learners with Disabilities (with emphasis on L.D., B.D., and M.R.) (Lewis and Doorlag, 1991)

1. Adaptation (McCarthy, B., 1987)
2. Individualization

C. Structuring and modifying the learning environment

1. Environmental arrangements that promote positive behavior and learning (Carpenter & McKee-Higgins, 1996; Pavlov, 1927; *Skinner, 1968; *Canter, 1976)
2. Designing behavior management plans
3. Promoting appropriate social interactions

D. Assistive devices and technology

VI. Processing/Output and Related Disabilities (including L.D., B.D., and M.R.) (800 minutes)

A. Intellectual Functioning

1. The Brain (Structure) (Jackson, J.H., 1932; Orton, 1937; Goldstein, 1948; Epstein, H., 1974; Lenneberg, 1967; Luria, 1974)

2. The Normal Curve and Measures of Intellectual Functioning (Binet, 1902; Terman, 1916 and 1921; Wechsler, 1949; Hastings, Bloom, & Madaus, 1981; Jensen, A., 1980)
- B. Dysfunctions Affecting Processing and/or Output
1. Behavior Disorders
 2. Sensory Disabilities
 - a. Auditory
 - b. Visual
 3. Attention Deficit Disorder
(TED, 1992, unpublished statement)
 4. Learning Disabilities
(Brulle, A., & Ivarie, J., 1990)
 5. Mental Retardation and Severe Disabilities
(Dunn, 1968)
 6. Communication Disorders
 7. Language Differences
(*Hall, E., 1981/Lewis/Doorlag, 2006)
 - a. Heritage Language
 - b. English (Language) Learners
 - c. Non-standard English
 8. Autism
 9. Neurological Disabilities
 - a. Epilepsy
 - b. Traumatic Brain Injury
 - c. Spina Bifida
 10. Chronic Health Problems
 - a. Diabetes
 - b. Aids
 11. Orthopedic Disabilities
 - a. Multiple Sclerosis
 - b. Muscular Dystrophy

VII. Roles and Responsibilities of Teachers of Students with Diverse Needs (300 minutes)

- A. Pluralism
 1. Multicultural Perspective
(*Banks, J., & Banks, C., 1989; *Bennett, C., 1990; *Tiedt & Tiedt, 1990 and 1992; *Hernandez, H., 1989; *Hilliard, E., 1991)
 2. Family Involvement and Support
 3. Personal cultural perspectives and biases and their effects on one's teaching
- B. Gifted and Talented
- C. Students At-Risk for School Failure
 1. Economic and Other Social Factors
 2. Social Systems and Structures
 3. Successful Interventions (e.g., HeadStart)

➤ OUTLINE RESEARCH REFERENCES

I. Perspectives of Special Education and Programs

Bloom Taxonomy of Higher Thinking Skills, Instructional Evaluation

Hunter	Teacher Effectiveness
Montesori	Early Education, the Montessori Method
Piaget	Developmental Theory
Reynolds Education	Regular Education Initiative, Issues in Special
Rosenshine	Teacher/School Effectiveness
Turnbull	Legal Aspects of Special Education

II. Physiological Conditions of Input

Bell	Hearing Impairments
Braille	Visual Impairments
De l'Epee	Manualism
Heinicke	Oralism
Kirk	Haptic Processing, Motor Involvement

III. Psychological Condition: Processing

Binet	Intellectual Testing
Ellis	Mental Retardation, Processing
Gallagher	Learning Disabilities
Guilford	Structure of the Intellect
Kirk	Mental Retardation, Learning Disabilities

IV. Output

Bandura	Observational Learning, Behavior Control
Bettelheim	Emotional Disturbance
Canter	Assertive Discipline

Dreikurs	Goals of Children, Emotional Disturbance
Ellis	Rational Emotive Therapy
Freud	Psychoanalytic Theory
Glasser	Reality Therapy
Kazdin	Behavior Management
Kirk	Mental Retardation and Learning Disabilities
Maslow	Hierarchy of Needs
Pavlov	Respondent Conditioning
Repp	Observational Recording
Skinner	Behavioral Theory
Terman	Intellectual Assessment
Thorndike	Intellectual Assessment

V. Educational Perspectives

Banks	Multicultural Education
Bloom	Taxonomy of Learning
Goodlad	Effective Schooling
Idol	Collaboration
Kirk	Methodology in Special Education
Slavin	Cooperative Learning

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