SPE 4901 - Practicum with Individuals with Exceptional Learning Needs.
(0-8-4) F, S. Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. WI   Prerequisites & Notes: SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met. Concurrent enrollment in SPE 4900 required. Credits: 4

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):

                     ☐   Undergraduate level

                     ☐   Graduate level

                     ☒   Class level: Juniors, Seniors, and Graduate Students

Prerequisite(s)   SPE 2000, 3000, 3200, 3201, 4700, and 4800; concurrent enrollment in SPE 4900 required.

Co-requisite(s)   None

Equivalent EIU Course(s):   None

Authority to waive prerequisite: Chairperson

1

Required Text:

Masters L.F., Mori, B.A., & Mori, A.A. (1999). *Teaching secondary students with mild learning and behavior*

    problems: *Methods, materials, and strategies.* Austin, TX: PRO-ED.

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems* (8th ed.). Upper

    Saddle River, NJ: Pearson.

Support of Conceptual Framework:

    See "Relationship of the Course to Unit Theme and Conceptual Framework"

Methods of Instruction:

    As a practicum course, SPE 4901 includes extensive opportunities for candidates to assess, plan for,
    teach, and manage the behavior of students with exceptional learning needs. This experience capitalizes
    on "mini-lectures", guided teaching/coaching, modeling, conferencing, formal and informal feedback as
    well self-reflection. Candidates are expected to apply skills and methods learned from the
    accompanying theory course (SPE 4900) and are encouraged to communicate and collaborate with their
    cooperating teacher(s), colleagues and site supervisor on a frequent basis to ensure high quality
    teaching/management and strong partnerships.

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 4901   Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised) 1 2 3 4 5 6 7 8 9	Unit Dispositions Addressed 1 2 3 4 5
Curriculum Based Assessment	Each candidate will design and implement an assessment to ascertain students' skill levels (including learning and behavioral needs). The assessment will be devised in cooperation with supervising teacher and a comprehensive report including and analysis of errors will be provided.	☒☒☒ ☒ ☒ ☒ ☒ ☒ ☒	☒ ☒ ☒ ☒ ☒
Classroom Management Plan	Each candidate will design and implement a classroom management plan. The classroom management plan is to contain rules or standards for behavior, positive and negative contingencies for appropriate and inappropriate behavior, and a reward menu. The classroom management plan is based on observational assessment found in CBA report and is designed and implemented with feedback from the course instructor and cooperating teacher/professional.	☒☒☒ ☒ ☒ ☒ ☒ ☒ ☒	☒ ☒ ☒ ☒ ☒
Individualized Education Plan (IEP)	Each candidate will develop an individual educational program (IEP) that reflects the academic and adaptive behavior needs of the learner. The IEP will be based upon assessment information gathered from CBA results, informal inventories, systematic observation, and in consultation with the cooperating teacher/professional who has access to academic, medical, behavioral, and family history. The IEP must contain the following information: present levels of performance, annual goals and benchmarks including methods for evaluating learner performance, primary and related services	☒☒☒ ☒ ☒ ☐ ☒ ☒ ☒	☒ ☒ ☒ ☒ ☒

	provided, amount of time in which the child/youth is and is not integrated into a general education setting, state assessment data, and other information required by course instructor. Candidates will also evaluate the learner's progress in meeting the goals/objectives on the IEP and provide graphical results of baseline and intervention phases of instruction as well as a reflection discussing the IEP process and the resulting impact on the P-12 Learner.		
Lesson Plans	Each candidate will be required to develop and implement daily lesson plans. The lesson plans are developed based upon the IEP for the learner. Lesson plans must be developed for each academic and adaptive behavioral area taught and must be individualized to the learner. Additionally, lesson plans should encourage participation by the learner in a variety of individual and group learning activities.	☒☒☒☐☒☒☒☒☒	☒ ☒ ☒ ☒ ☒
Clinical Practice	Each candidate will complete a minimum of 90 hours of field experience working along with a certified teacher to provide instruction for various groups of students. At least 2 formal observations of each candidate will be completed during the times the candidate is scheduled to teach. Supervisor will provide formative and summative feedback regarding: planning, professional interactions/behaviors, lesson presentation, classroom management, assessment methods, and material development/usage. Cooperating professional will also be asked to provide comments.	☒☒☒☒☒☒☒☒☒	☒ ☒ ☒ ☒ ☒
Reflective Journal	Each candidate will evaluate his/her instructional effectiveness daily using a reflective journal. The journal is to be provided to the course instructor via e-mail and is to address the effective and ineffective aspects of instruction, changes that could be made to enhance instructional	☒☒☒☒☒☒☒☒☒	☐ ☒ ☒ ☐ ☒

	effectiveness, and sources from the literature to support the proposed changes. Course instructors will provide feedback to each candidate.		

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

IPTS/Unit Standards:	
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

Objectives of the Course

This course is:

☐   Writing – Active

☒   Writing – Intensive

☐   Writing – Centered

This course is:

☐   <u>Technology-aware</u>: 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.

☒   <u>Technology-enhanced</u>: 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.

☐   <u>Technology-delivered</u>: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐   <u>ITV</u>: 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.

SPE 4901 requires teachers to use research-based instructional strategies with public school students with exceptional learning needs across severity levels. To create and effective educational environment, teachers must proficiently demonstrate the instructional process inclusive of assessment, IEP planning and implementation, lesson planning and implementation, material development and adaptation, as well as instructional program and self evaluation.

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

Diverse Subjects: SPE 4901 calls for teachers to demonstrate knowledge of academic, social/behavioral, and life skill curricular content as it pertains to the public school students with whom they work.

Diverse Strategies:	SPE 4901 calls for teachers to use instructional strategies specific to academic, social/behavioral, and life skill curricular areas as it pertains to the public school students with whom they work.
Diverse Students:	SPE 4901 calls for teachers to make selection of curricular content, materials, and methods based on diverse learning needs versus a special education label.
Diverse Societies and Communities:	SPE 4901 calls for teachers to examine how school and cultural differences may be an influential variable in the delivery of an individualized education program.
Diverse Technologies:	SPE 4901 offers opportunities for students to use educational software with students with exceptional learning needs within the public school setting.

The Learning Model for this course is:

Ecological Theory

Methods used in teaching this course which reflect this learning model:

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4901 is a practica course, which allows for teachers to see first hand how their choices in content, methods, and materials impact the performance of their public school students. It also allows for the teachers to see how their instruction contributes to the performance of students within other learning environments.

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

Curriculum-Based Assessment – Diverse Students, Diverse Strategies, and Diverse Subjects

Classroom Management Plan – Diverse Students and Diverse Strategies

IEP – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities. Candidate performance on the IEP is evaluated via Live Text using the unit "Impact on P-12" rubric.

Lesson Plans - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Material Development/Adaptation - Diverse Students, Diverse Subjects, and Diverse Strategies

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Teaching Evaluation - Diverse Students, Diverse Subjects, Diverse Strategies, Diverse Societies and Communities and Diverse Technologies

Student Portfolio - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Reflective Journal - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Assessment of Candidate Performance in Field Experience/Practicum – Assesses each of the five domains. "Clinical Experience 2" unit rubric, via Live Text, is completed on each candidate after the semester long experience is completed. The department "clinical experience" rubric is also completed.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 6 - Language

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Standard 7 - Instructional Planning

 Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Standard 8 - Assessment

 Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.

- Develop or modify individualized assessment strategies.

- Interpret information from formal and informal assessments.

- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

- Report assessment results to all stakeholders using effective communication skills.

- Evaluate instruction and monitor progress of individuals with exceptional learning needs.

- Develop or modify individualized assessment strategies.

- Create and maintain records.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Skill:

- Use research-supported methods for academic and non-academic instruction of individuals with disabilities*.

- Use strategies from multiple theoretical approaches for individuals with disabilities*.

- Teach learning strategies and study skills to acquire academic content.

- Use reading methods appropriate to individuals with disabilities*

- Use methods to teach mathematics appropriate to the individuals with disabilities*.

- Modify pace of instruction and provide organizational cues.

- Use appropriate adaptations and technology for all individuals with disabilities*.

- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities*

- Identify and teach basic structures and relationships within and across curricula.

- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

- Use responses and errors to guide instructional decisions and provide feedback to learners.

- Identify and teach essential concepts, vocabulary, and content across the general curriculum.

- Implement systematic instruction in teaching reading comprehension and monitoring strategies.

- Teach strategies for organizing and composing written products.

- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

Standard 5 - Learning Environments and Social Interactions

Skill:

- Use and maintain assistive technologies.

- Plan instruction in a variety of educational settings

- Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.

- Use skills in problem solving and conflict resolution.

- Establish a consistent classroom routine for individuals with disabilities*.

Standard 6 - Language

Skill:

- Enhance vocabulary development

- Teach strategies for spelling accuracy and generalization

- Teach individuals with disabilities* to monitor for errors in oral and written language.

- Teach methods and strategies for producing legible documents.

- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual

- Plan and implement age and ability appropriate instruction for individuals with disabilities*.

- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.

- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

- Design and implement instructional programs that address independent living and career education for individuals.

- Design and implement curriculum and instructional strategies for medical self-management procedures.

- Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 8 - Assessment

Skill:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.

- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.*

- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities

- Monitor intragroup behavior changes across subjects and activities

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 4 -   Instructional Strategies

Skill:

- Use research-supported instructional strategies and practices.

- Use appropriate adaptations and assistive technology for all individuals with disabilities*.

- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities*

- Identify and teach basic structures and relationships within and across curricula.

- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

- Use responses and errors to guide instructional decisions and provide feedback to learners.

Standard 5 -   Learning Environments and Social Interactions

Skill:

- Use and maintain assistive technologies.

- Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.

- Plan instruction in a variety of educational settings

- Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.

- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.

- Use techniques of physical positioning and management of individuals with disabilities* to ensure participation in academic and social environments.

- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.

- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.

- Use skills in problem solving and conflict resolution

- Design and implement sensory stimulation programs.

- Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Standard 6 -   Language

Skill:

- Teach individuals with disabilities* to monitor for errors in oral and written language.

- Teach methods and strategies for producing legible documents.

- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 -   Instructional Planning

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications.

- Plan and implement age- and ability- appropriate instruction for individuals with disabilities*.

- Select and plan for integration of related services into the instructional program.

- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications

- Interpret sensory and physical information to create or adapt appropriate learning plans.

- Design and implement instructional programs that address independent living and career education.

- Design and implement curriculum strategies for medical self-management procedures.

- Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 8 -   Assessment

Skill:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.

- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.*

- Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities*.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
- Monitor intragroup behavior changes across subjects and activities

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;

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

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;

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);

1E)   understands the impact of linguistic and cultural diversity on learning and communication;

1F)   understands his or her personal perspectives and biases and their effects on one's teaching (P); and

1G)   understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

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 (P);

1I)   stimulates prior knowledge and links new ideas to already familiar ideas and experiences (P);

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 (P);

1K)   facilitates a learning community in which individual differences are respected (P); and

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

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;

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

2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

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

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

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

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

2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

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

2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts (P);

2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines (P);

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 (P);

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 (P);

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

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

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

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

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

Knowledge Indicators – The competent teacher:

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

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

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

3D)   understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

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

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

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

Performance Indicators – The competent teacher:

3H)   establishes high expectations for each student's learning and behavior (P);

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

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

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

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

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

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

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);

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

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

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

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

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

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

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

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

4H)   understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

4I)   creates a safe and healthy environment that maximizes student learning (P);

4J)   creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals (P);

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 (P);

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

4M)   organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities (P);

4N)   engages students in and monitors individual and group-learning activities that help them develop the motivation to learn (P);

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

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

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

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

Knowledge Indicators – The competent teacher:

5A)   understands the cognitive processes associated with various kinds of learning;

5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;

5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

5F) knows strategies to maximize student attentiveness and engagement;

5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and

5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

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 (P);

5J) monitors and adjusts strategies in response to feedback from the student (P);

5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students (P);

5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking (P);

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);

5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (P);

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

5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students (P);

5R) maximizes instructional time (e.g., minimizes transitional time) (P); and

5S) implements appropriate evidence-based instructional strategies (P).

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

Knowledge Indicators – The competent teacher:

6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

6C) understands communication theory, language development, and the role of language in learning;

6D) understands writing processes and their importance to content learning;

6E) knows and models standard conventions of written and oral communications;

6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

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

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

Performance Indicators – The competent teacher:

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) (P);

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

6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content (P);

6M) teaches fluency strategies to facilitate comprehension of content (P);

6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning (P);

6O) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources (P);

6P) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar) (P);

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

6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs (P); and

6S) stimulates discussion in the content areas for varied instructional and conversational purposes (P).

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;

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;

7C)   understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D)   understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

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

7F)   knows research-based assessment strategies appropriate for each student;

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

7H)   knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

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

Performance Indicators – The competent teacher:

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

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 (P);

7L)   involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning (P);

7M)   maintains useful and accurate records of student work and performance (P);

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) (P);

7O)   effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress (P);

7P)   collaborates with families and other professionals involved in the assessment of each student (P);

7Q)   uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts (P); and

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 (P).

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);

8C)   collaborates with others in the use of data to design and implement effective school interventions that benefit all students (P);

8D)   understands the benefits, barriers, and techniques involved in parent and family collaborations;

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;

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

8G)   understands the various models of co-teaching and the procedures for implementing them across the curriculum;

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

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

Performance Indicators – The competent teacher:

8J)   works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals (P);

8K)   participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students (P);

8L)   initiates collaboration with others to create opportunities that enhance student learning (P);

8M)   uses digital tools and resources to promote collaborative interactions (P);

8N)   uses effective co-planning and co-teaching techniques to deliver instruction to each student (P);

8O)   collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students (P);

8P)   develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning (P);

8Q)   establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being (P);

8R)   uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork (P);

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); and

8T)   identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities (P).

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;

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);

9D)   identifies paths for continuous professional growth and improvement, including the design of a professional growth plan (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 (P);

9F)   understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

9G)   understands local and global societal issues and responsibilities in an evolving digital culture; and

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 (P);

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

9K)   reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth (P);

9L)   communicates with families, responds to concerns, and contributes to enhanced family participation in student education (P);

9M)   communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats (P);

9N)   collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement (P);

9O)   participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (P);

9P)   uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession (P);

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 (P);

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 (P); and

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 (P).

Common Core Standards for All Special Education Teachers:

Standard 3 - Assessment:

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)]

Performance:

The competent special education teacher

CC3J.   matches appropriate assessment procedures to purposes of assessment

CC3K.   gathers background information regarding academic history.

CC3L.   collaborates with families and other professionals in conducting individual assessment and reporting of assessment results.

CC3M.   interprets information from formal and informal assessment instruments and procedures

CC3N.   develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

CC3O.   uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies

CC3P.   evaluates learning environments and matches necessary supports to individual learners' needs.

CC3Q.   creates and maintains accurate records.

Standard 4 - Planning for Instruction:

The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)]

Performance:

The competent special education teacher

CC4Q   develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.

CC4R   selects and uses appropriate technologies to accomplish instructional objectives.

CC4S.   develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.

CC4T.   utilizes strategies for facilitating maintenance and generalization of skills across learning environments.

CC4U.   integrates related services into the instructional program.

CC4V.   evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.

CC4W.   analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment.

CC4X.   designs learning experiences to promote students' skills in the use of technologies.

CC4Y.   evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.

CC4Z.   utilizes resources and materials that are developmentally and functionally valid.

CC4AA. uses the principle of partial participation in planning for all students.

CC4BB. develops curricula relevant to life skills domains: domestic, recreation/ leisure, vocational, and community.

CC4CC. plans and implements transition programs appropriate to the age and skill level of the student.

Standard 5 - Learning Environment:

The competent special education teacher 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. [28.100(e)]

Performance:

The competent special education teacher

CC5R.   identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation.

CC5S.   uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs.

CC5T.   designs, structures, and manages daily routines effectively, including transition time for groups and individuals.

CC5U.   uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.

CC5V.   monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.

CC5W.   designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities.

CC5X.   develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.

CC5Y.   applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.

CC5AA.   plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors.

CC5BB.   coordinates activities with related services personnel to maximize instruction and time

CC5CC.   uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior.

CC5DD.   uses transfers (floor to sitting, sitting to floor, chair to chair) correctly and identifies incorrect procedures for handling and positioning.

CC5EE.   facilitates mobility including head and trunk control, sitting, crawling, standing, walking, and wheelchair use

Standard 6 - Instructional Delivery:

The competent special education teacher 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 student (ages 3 – 21). [28.100(f)]

Performance:

The competent special education teacher

CC6C.   uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings.

CC6D.   stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.

CC6E.   facilitates learning experiences that develop social skills.

CC6F.   uses instructional time effectively and efficiently.

CC6G.   chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities.

CC6H.   adapts materials according to the needs of individuals with disabilities.

CC6I.   facilitates a learning community in which individual differences are respected.

CC6J.   creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

CC6K.   uses research-supported instructional strategies and practices.

CC6L. Identifies ways to enhance a reinforcer's effectiveness in instruction

CC6M. uses chronologically age-appropriate instruction and materials.

CC6N. facilitates the integration of related services into the instructional program.

Standard 7 - Collaborative Relationships:

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)]

Performance:

The competent special education teacher

CC7O. initiates collaboration with others and creates situations where that collaboration will enhance student learning.

CC7P. collaborates with classroom teachers, parents, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments.

CC7Q. communicates with general educators, administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.

CC7R. assists students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community.

CC7S. demonstrates the ability to train, monitor, evaluate, and provide feedback to paraeducators.

CC7T. works with colleagues to develop an effective learning climate within the school

STANDARD 9 - Reflection and Professional Growth:

The competent special education teacher 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. [28.100(i)]

Performance:

The competent special education teacher

CC9D. reflects on his or her practice to improve instruction and guide professional growth

CC9E. ensures that his or her professional development plan includes activities to remain current regarding research-validated practice.

Learning Behavior Specialist 1 Standards:

STANDARD 3 - Assessment:

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

Performance:

The competent learning behavior specialist

LBS3F.   adapts group academic and statewide assessments for students with disabilities.

LBS3G.   assesses the extent and quality of an individual's access to the general curriculum.

LBS3H.   monitors a student's progress through the general curriculum.

LBS3J.   assesses reliable method(s) of response in individuals who lack typical communication and performance abilities.

LBS3L.   identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs.

LBS3M.   identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities.

LBS3N.   determines strengths and needs of individual students in the area of reading.

LBS3O.   determines students' independent, instructional, and frustrational reading levels to inform instruction.

Standard 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [28.200(d)]

Performance:

The competent learning behavior specialist

LBS4N.   integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.

LBS4O.   selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.

LBS4P.   evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.

LBS4Q.   applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.

LBS4R.   adjusts reading instruction to meet the learning needs of diverse learners.

LBS4T.   prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

LBS4U.   develops longitudinal, outcome-based curricula for individual students.

Standard 5 - Learning Environment:

The competent learning behavior 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. [28.200(e)]

Performance:

The competent learning behavior specialist

LBS5C.   uses appropriate strategies for managing significant behavioral episodes and crisis intervention.

LBS5D.   coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.

LBS5E.   uses appropriate strategies for decreasing self-abusive behaviors.

LBS5F.   plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

Standard 6 - Instructional Delivery:

The competent learning behavior 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). [28.200(f)]

Performance:

The competent learning behavior specialist

LBS6F.   plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment

LBS6G.   integrates academic instruction, affective education, and behavior management for individual learners and groups of learners in the least restrictive environment.

LBS6H.   uses strategies to enhance the thinking process.

LBS6I.   uses effective instructional strategies to assist individuals with disabilities to develop and self-monitor academic and social skills.

LBS6K.   interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons.

LBS6L.   integrates study skills curriculum with delivery of academic instruction.

LBS6M.   participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.

LBS6O.   applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math.

LBS6Q.   uses language intervention strategies and appropriate usage across age and skill levels.

LBS6R.   uses instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning.

LBS6S.   plans and implements individualized systematic instructional programs to teach priority skills.

LBS6T.   uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication.

Standard 7 - Collaborative Relationships:

The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students. [28.200(g)]

Performance:

The competent learning behavior specialist

LBS7B.   collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

Standard 9 - Reflection and Professional Growth:

The competent learning behavior 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. [28.200(i)]

Performance:

The competent learning behavior specialist

LBS9A.   conducts self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.

LBS9B.   reflects on one's own practice to improve instruction and guide professional growth

Major Evaluation Components:

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

   CBA :   CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; IPTS Standards 1H, 1I, 1J, 1K, 1L, 2I, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5I, 5P, 6J, 6K, 6L, 6Q, 6R, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 7R, 8C, 8J, 8K, 8L, 8N, 8O, 9J, 9N, 9S, 9T

   *IEP: CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; IPTS Standards 1A, 1B, 1C, 1D, 1E, 1I, 1L, 2B, 2D, 3A, 3B, 3C, 3D, 3E, 3G, 3I, 3O, 4E, 5H, 5P, 7A, 7B, 7C, 7D, 7F, 7G, 7H, 7I, 7J, 7K, 7N, 7O, 8H, 8I, 8S, 9A, 9J, 9K, 9S

   Classroom management plan: CEC CC, IGC, & IIC Standard 5, 9; Illinois CC and LBS 1 Standard 5; ITS Standard 9; IPTS Standards 1H, 1J, 2I, 3H, 3I, 3M, 3P, 4I, 4J, 4K, 4L, 4O, 4P, 4Q, 7J, 7K, 7M, 7P, 7Q, 8J, 8K, 8L, 8O, 9N, 9S

Lesson Plans: CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4;
IPTS Standards 1A, 1C, 1D, 1E, 1H, 1J, 1K, 1L, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2M, 2N, 2O, 2P, 3A, 3B, 3C, 3D, 3E, 3G, 3H, 3I, 3J, 3K, 3L, 3M,   3N, 3O, 3Q, 5A, 5B, 5C, 5E, 5G, 5H, 5L, 5P, 5S, 6E, 6J, 6N, 7B, 7F, 7G, 7I, 7K, 7M, 7Q, 8S, 9A, 9J, 9S

Reflective Journal: Illinois CC and LBS1 Standard 9;
Illinois Professional Teaching Standards –1F, 2I, 3J, 3M, 3N, 3P, 3Q, 4K, 4L, 4M, 4O, 4P, 4Q, 5J, 5K, 5L, 5M, 5N, 5P, 5Q, 5S, 6R, 8J, 8K, 8L, 8M, 8N, 8O, 8R, 9K, 9S, 9T

*Clinical Practice: CEC CC,IGC, and IIC Standards 4, 5,6, 7, & 8; Illinois CC 3,4, 5, 6, 7, & 9; Illinois LBS1 3, 4, 5, 6, 7, & 9; IPTS Standards 1F, 1H, 1I, 1J, 1K, 1L, 2I, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 7R, 8A, 8B, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T, 9B, 9D, 9E, 9G, 9H, 9I, 9J, 9K, 9L, 9M, 9N, 9P, 9Q, 9R, 9S, 9T

*Candidate performance is assessed via Live Text using unit rubrics; department program assessment rubrics are also used.

SPE 4901 Detailed Practicum Outline

I. Curriculum Based Assessment (1 week)
   a. Writing Benchmarks
   b. Scope and Sequence of Curriculum
      i. Language Arts
         1. Reading (including skills of emergent literacy, phonemic awareness, word attack, and comprehension.)
         2. Writing
         3. Speaking
      ii. Mathematics
     iii. Content Areas
         1. Social Science
         2. Science
         3. Other
     iv. Social Emotional/Behavioral
     v. Functional Skills
         1. Life Skills
         2. Functional Academics
         3. School Survival
         4. Organizational/Study Skills

II. Evidence Based Practices in Special Education (1 week)
   a. What constitutes "evidence"?
      i. Types of Research
      ii. Criteria
     iii. Accessibility of practices
     iv. Application to classroom practice
         1. Language Arts
            a. Reading
            b. Writing
            c. Speaking
         2. Mathematics
         3. Content Areas
            a. Social Science
            b. Science
            c. Other
         4. Social Emotional/Behavioral
         5. Functional Skills
            a. Life Skills
            b. Functional Academics
            c. School Survival
            d. Organizational/Study Skills

III.   Practicum on site (14 weeks)