

SPE 4530 Facilitating Language and Literacy in Individuals with Exceptional Learning Needs

Facil Lang Indv. K-12 with ELN

(3-0-3) F, S. Strategies for assessing and facilitating language and literacy in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies, including strategies for students who are culturally and linguistically diverse; use of assistive devices; functional language assessment; reading and writing strategies for the content areas; and collaboration with families and other professionals. Prerequisites: SPE 3000 and SPE 3200/3201 and pre-requisites or co-requisites SPE 4525, SPE 4700, and SPE 4800. Permission of the department chairperson required for non-majors. SPE 4530 Short Title: FACIL LANG K-12

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

Prerequisite(s) SPE 3000 and SPE 3200/3201; SPE 4525, SPE 4700, and SPE 4800 may be taken concurrently or as pre-requisites. Permission of the department chairperson required for non-majors.

Co-requisite(s)

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Polloway, E. A., Smith, J. E., & Miller, L. (2004). *Language instruction for students with disabilities (3rd ed.)*. Denver: Love Publishing Company.

Support of Conceptual Framework:

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

Methods of Instruction:

This course is taught with power point supported lectures and incorporates group discussion. Guest speakers are utilized to bring specialized knowledge of language issues to students. Candidates research language topics, write a review, and give presentations to the class. Formal language assessments are studied and reviewed. Case studies are discussed to gain understanding of children’s specific educational needs. Special education teacher candidates are taught development of Individualized Educational Plan goals and objectives for language related areas by lecture and small group discussion. Candidates receive guidance from instructor, within groups and individually when needed, in the process of developing language lesson plans to teach a short term objective that they have written.

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 . . .

**Undergraduate/Initial: Chart of Assessments**

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Four exams including a final exam	Candidate will complete four exams covering content of text, lecture, and additional readings assigned	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Assignment and Presentation	Candidates will review an article on one aspect of language learning in writing and present the material orally to the class in collaborative groups	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal Reading Inventory	Candidate will develop an Informal Reading Inventory containing word recognition list, reading selections, and four types of comprehension questions	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy Lesson Plans	Candidates will break down given annual goal into short term objectives within a small group, and each candidate will then use one objective to develop five language lesson plans and three teacher made materials to teach that objective	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language Notebook	Candidate will compile a resource notebook of materials for each language area studied	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Case Studies	Candidates discuss and reflect on "case studies."	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<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

<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

Catalog description:

4530 SPE. Facilitating Language and Literacy in Individuals with Exceptional Learning Needs. (3-0-3) F, S. Strategies for assessing and facilitating language and literacy in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies, including strategies for students who are culturally and linguistically diverse; use of assistive devices; functional language assessment; reading and writing strategies for content areas; and collaboration with families and other professionals. Prerequisites: SPE 3000 and SPE 3200/3201 and co-requisites or pre-requisite SPE 4525, SPE 4700, and SPE 4800. Permission of the department chairperson required for non-majors.

Short Title: FACIL LANG K-12

Objectives of the Course

*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.

In SPE 4530 special education teacher candidates learn how essential good communication skills are to academic achievement. They evaluate formal assessment instruments and learn to develop informal assessment to measure a student's strengths and weaknesses in spoken and written language. They know how to create a language-enriching environment to stimulate language use. They learn effective intervention strategies to facilitate spoken and written language development in areas of weakness. Using a case study which includes assessment information, each teacher candidate plans lessons to achieve a short term language goal for that child.

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

**Diverse Students:** One of the assignments in SPE 4530 is for groups to review articles and internet sites for research on the interrelationship between another disability or various area of diversity and language disability. After summarizing the information the group has gained, they create a power point presentation for the class. Much of the time the articles also give suggestions of ways to modify the language program to help the affected students better acquire language.

**Diverse Strategies:** The 4530 special education teacher candidates evaluate various formal language assessment instruments and learn to develop informal strategies that will assess an individual's strengths and weakness. The special education candidates learn make adaptations to the environment and materials to accommodate students with diverse learning needs. The importance of effective modeling of English language arts skills is emphasized in this course.

**Diverse Societies/Communities:** The students in SPE 4530 learn that they will be collaborating with parents, regular education professionals, and speech/language therapists when working with children who have language disabilities. A couple of guest speech/language professionals help emphasize the importance of getting all caregivers and educational personnel to work together in as team so the language strategy will be used in all the child's environments.

**Diverse Subject Areas and Levels:** The students in SPE 4530 gain knowledge of a broad range of literacy teaching techniques and strategies to use to help support and develop each student as they work toward their listening, speaking, reading, and writing potential. They realize that reading is an important tool in learning other subject areas; so they learn how to develop specific vocabulary and study skills to enable students to be successful in other academic areas.

**Diverse Technologies:** The students in SPE 4530 learn of several different devices and computer programs and controls available to help individual with severe language disabilities communicate. They learn to match these augmentative devices to the needs of the student. The special education teacher candidates use the internet to access research and organizations to get more information about a disability. They share the information gleaned from their sources with the class using power point presentations.

The Learning Model for this course is:

Information Processing Model

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

The textbook, student researched subjects, and copies of formal language assessments are used as resources for the study of the language arts. Power point supported lectures, cases studies, and group discussions are used to help the teacher candidates to understand the skills needed to develop good listening, speaking, reading and writing abilities; and to realize the various problems some children have developing these abilities. The strategies used to teach the needed skills are modeled either by the instructor, guest speakers, or by videos of teachers using the strategy in a classroom setting. Through these examples, the special education teacher candidates are given the guidelines of how to plan instruction to meet individual needs. Then they are required to plan a week's lessons to help the child achieve one short term goal.

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

**Diverse Students:** The subject matter researched by the students is on how various categories of disabilities also affect the development of the language skills. Therefore, the presentations are on such subjects as: how hearing loss causes language problems and how to help those with hearing problems communicate; why children with attention deficits often have problems in language development and what modifications can be made to help these children; or why children whose first language is not English are often over-represented in special education classes. These reports are indicators that the special education teacher candidates know how to establish teaching environments for positive development of diverse learners. The grading of these reports and scores on exams assess this domain.

**Diverse Strategies:** Different formal assessment instruments are studied and evaluated to see how proficiency in the different domains of language (listening, speaking, reading, & writing) is assessed. This helps the teacher candidate interpret testing results and helps pinpoint what weakness might be causing the difficulty. Using task analysis and informal tests, the teacher candidate can then determine what individual goals need to be set for the student. The use of testing results to determine an individual's IEP is assessed with chapter tests. The teacher candidates use of this process is assessed by how well he/she bases his/her short term goal and lesson plans on the case study's assessment results.

Effective ways to model correct speech is shown on videos and tested by exam. The teacher candidate's written work on assignments is graded on use of language as well as content.

**Diverse Societies/Communities:** The value of caregivers and educational professionals working as a team to help develop and practice the targeted language skill is evaluated by exam. One of the key concepts in this course is that a skill is not really learned until it is generalized to other situations.

**Diverse Subject Areas and Levels:** Language arts include listening skills, oral and non oral communication, reading, spelling, and expressive writing; so ways of assessing problems and effective techniques to remediate problems in each of these areas are taught in SPE 4530. This

information is assessed by exam, group discussion of case studies, and from evaluating the lesson planning assignment.

**Diverse Technologies:** Several augmentative devices are demonstrated for the special education teacher candidates. They also learn about various computer programs and computer controls that help people with various types of disabilities communicate. This information is assessed by the use of short answer essays.

#### CEC Content Standards Addressed In This Course

#### CEC Common Core Standards, including Knowledge and Skills:

##### Standard 1 - Foundations

###### Knowledge:

- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. .
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

##### Standard 2 - Development and Characteristics of Learners

###### Knowledge:

- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

##### Standard 3 - Individual Learning Differences

###### Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

##### Standard 4 - Instructional Strategies

###### Skills:

- 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.

#### Standard 5 – Learning Environments and Social Interactions:

##### Knowledge:

- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others respective language and cultural heritage.

##### Skills:

- Design learning environments that encourage active participation in individual and group activities.

#### Standard 6 - Language

##### Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

##### 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

##### Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.

##### Skills:

- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.

## Standard 8 – Assessment

### Knowledge:

- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.

### Skills:

- Interpret information from formal and informal assessments.

## Standard 9 - Professional and Ethical Practice

### Knowledge:

- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.
- Methods to remain current regarding research-validated practice.

### Skills:

- Conduct professional activities in compliance with applicable laws and policies.
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Access information on exceptionalities.

## Standard 10 - Collaboration

### Knowledge:

- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

## CEC Individualized General Curriculum Standards, including Knowledge and Skills:

### Standard 1 - Foundations

#### Knowledge:

- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities\*.

Skill:

- None in Addition to the Common Core

## Standard 2 - Development and Characteristics of Learners

Knowledge:

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities\*.

Skill:

- None in Addition to the Common Core

## Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities on auditory and information processing skills.

Skill:

- Relate levels of support to the needs of the individual

## Standard 4 - Instructional Strategies

Knowledge:

- Sources of specialized materials, curricula, and resources for individuals with disabilities\*.

Skills:

- Use reading methods appropriate to individuals with disabilities\*
- Modify pace of instruction and provide organizational cues.
- Use appropriate adaptations and technology for all individuals with disabilities\*.
- 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 6 - Language

### Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are non-speaking.
- Typical language development and how that may differ for individuals with learning disabilities.

### 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

### Knowledge:

- Relationships among disabilities and reading instruction.

### Skills:

- 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

## Standard 8 - Assessment

### Knowledge:

- Procedures for early identification of young children who may be at risk for disabilities.

### Skills:

- Use exceptionality-specific assessment instruments with individuals with disabilities\*.

## Standard 9 - Professional and Ethical Practice

### Knowledge:

- Organizations and publications relevant to individuals with disabilities\*.

Skill:

- Participate in the activities of professional organizations relevant to individuals with disabilities\*.
- Ethical responsibility to advocate for appropriate services for individuals with disabilities\*.

Standard 10 - Collaboration

Knowledge:

- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

Skill:

- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities\*.

\*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions & issues related to the identification of individuals with disabilities.
- Principles of normalization and concept of least restrictive environment.

Skill:

- None in Addition to the Common Core

Standard 2 - Development and Characteristics of Learners

Knowledge:

- impact of sensory impairments, physical and health disabilities on individuals, families and society.

Skill:

- None in Addition to the Common Core

Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities may have on auditory and information processing skills.

- Impact of multiple disabilities on behavior.

Skill:

- Relate levels of support to the needs of the individual

#### Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.

#### Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are nonspeaking.

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

Knowledge:

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

#### Standard 9 - Professional and Ethical Practice

Knowledge:

- Organizations and publications relevant to individuals with disabilities\*.

Skill:

- Ethical responsibility to advocate for appropriate services for individuals with disabilities\*.
- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities\* as they participate in school and community-based activities.

## Standard 10 – Collaboration

### Knowledge:

- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities\*.

### Skill:

- Participate in the selection and implementation of augmentative or alternative communication systems.

\*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

## State of Illinois Standards Addressed in this Course

### Illinois Professional Teaching Standards

#### Standard 1 - Teaching Diverse Students

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;

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;

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

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

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

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

## Standard 2 - Content Area and Pedagogical Knowledge

- 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.
- 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;
- 2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
- 2P) adjusts practice to meet the needs of each student in the content areas; and

## Standard 3 - Planning for Differentiated Instruction

- 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;
- 3G) understands how research and data guide instructional planning, delivery, and adaptation.
- 3H) establishes high expectations for each student's learning and behavior;
- 3I) creates short-term and long-term plans to achieve the expectations for student learning;
- 3M) develops plans based on student responses and provides for different pathways based on student needs;
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;
- 3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

#### Standard 4 - Learning Environment

- 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;

#### Standard 5 - Instructional Delivery

- 5A) understands the cognitive processes associated with various kinds of learning;
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 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;

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

#### Standard 6 - Reading, Writing, and Oral Communication

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;

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.

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

#### Standard 7 – Assessment

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.

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

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.

#### Standard 8 - Collaborative Relationships

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

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

#### Standard 9 - Professionalism, Leadership, and Advocacy

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;

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

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

## Common Core Standards for All Special Education Teachers:

### Standard 1 - Foundations

#### Knowledge:

The competent special education teacher understands

- CC1E. Issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

### Standard 2 - Characteristics of Learners:

#### Knowledge:

The competent special education teacher understands

- CC2A. The cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.
- CC2C. Communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.
- CC2L. Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- CC2M. The effects of second language acquisition on communication patterns.
- CC2N. The impact of sensory disabilities on development, learning and behavior.
- CC2O. Effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

#### Performance:

The competent special education teacher

- CC2P. accesses information on exceptional conditions when planning educational or transitional programs
- CC2Q. uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.
- CC2R. recommends referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

### Standard 3 - Assessment:

#### Knowledge:

The competent special education teacher understands

- CC3A. assessment as an educational process.
- CC3F. strengths and limitations of various assessment tools.
- CC3G. influences of disabilities, culture, and language on the assessment process.
- CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches

Performance:

The competent special education teacher

- CC3J. matches appropriate assessment procedures to purposes of assessment
- CC3M. interprets information from formal and informal assessment instruments and procedures.

Standard 4 - Planning for Instruction:

Knowledge:

The competent special education teacher understands

- CC4A. the scope and sequence of the general curriculum.
- CC4B. the concepts of language arts
- CC4D. general curriculum practices and materials.
- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments
- CC4J. the use of adaptive equipment for students with disabilities.
- CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- CC4O. physical adaptations to the environment to meet individual needs.
- CC4P. integration of assistive and instructional technology to meet a student's individual needs..

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

## 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)]

### Knowledge:

The competent special education teacher understands

- CC5D. the effects of teacher attitudes and behaviors on all students.
- CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
- CC5J. effective instructional strategies for social skills development
- CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.
- CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.

## Standard 6 - Instructional Delivery:

### Knowledge:

The competent special education teacher understands

- CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels.
- CC6B. how cultural and gender differences affect communication

### Performance:

The competent special education teacher

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

## Standard 7 - Collaborative Relationships

### Knowledge:

The competent special education teacher understands

- CC7E. the effects of family and community on development, behavior and learning.

## Standard 8 - Professional Conduct and Leadership:

### Knowledge:

The competent special education teacher understands

- CC8A. personal and cultural biases and differences that affect one's teaching and interactions with others.
- CC8B. the importance of the teacher serving as a role model and advocate for all students.
- CC8D. consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- CC8E. rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities

### Performance:

The competent special education teacher

- CC8F. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

## 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)]

### Knowledge:

The competent special education teacher understands

- CC9B. the continuum of lifelong professional development
- CC9C. central concepts and methods of inquiry for reflecting on practice and problem-solving.

## Learning Behavior Specialist 1 Standards:

### Standard 2 - Characteristics of Learners:

The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]

### Knowledge:

The competent learning behavior specialist understands

- LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, and physical (including sensory) disabilities on learning.

LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory)

#### 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).

#### Knowledge:

The competent learning behavior specialist understands

LBS3A. strategies for assessing individual learning characteristics and modes of communication

LBS3D. a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self monitoring

#### Performance:

The competent learning behavior specialist

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

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)]

LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners

LBS4D. the differences between reading skills and strategies and the role each plays in reading development.

LBS4E. importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement.

LBS4H. guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).

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.

#### 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

#### Knowledge:

The competent learning behavior specialist understands

- LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

#### 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

#### Knowledge:

The competent learning behavior specialist understands

- LBS6A. effective instructional strategies for basic sequences of skills in the academic, social, and vocational curricular areas.
- LBS6C. language intervention strategies and appropriate uses across age and skill levels.
- LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication
- LBS6E. instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning

#### Performance:

The competent learning behavior specialist

- LBS6Q. uses language intervention strategies and appropriate usage across age and skill levels
- LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication

Standard 7 - Collaborative Relationships:

Knowledge:

The competent learning behavior specialist understands

- LBS7A. collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

Standard 8 - Professional Conduct and Leadership:

The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.200(h)]

Knowledge:

The competent learning behavior specialist understands

- LBS8A. the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students

SPE 4530

- I. Language and Literacy (3 weeks)
  - A. Building Blocks of Language
    - 1. Language Form
      - a. Phonology
      - b. Morphology
      - c. Syntax
    - 2. Language Content
    - 3. Language Use
  - B. Sequence of Skill Development (Piaget, 1971; Lenneberg, 1967)
    - 1. Prelinguistic / Emerging
    - 2. Developing Language
    - 3. Language for Learning, including “academic language”
    - 4. Adolescent language / Advanced, including “academic language”
  - C. Cultural and Environmental Considerations
    - 1. Culture and Families
      - a. Non-standard English
      - b. English Language Learners
    - 2. Environmental Considerations
    - 3. Difference or Deficit
- II. Common Core Standards Language and Literacy (Common Core State Standards Initiative, 2012) (4 weeks)
  - A. Language Standards
    - 1. Conventions of Standard English
    - 2. Knowledge of Language
    - 3. Vocabulary Acquisition and Use
  - B. Reading Standards
    - 1. Print Concepts
    - 2. Phonological Awareness
    - 3. Phonics and Word Recognition
    - 4. Fluency
  - C. Reading Standards for Literature
    - 1. Key Ideas and Details
    - 2. Craft and Structure
    - 3. Integration of Knowledge and Ideas
    - 4. Range of Reading and Level of Text Complexity
  - D. Writing Standards
    - 1. Text Types and Purposes
    - 2. Production and Distribution of Writing
    - 3. Research to Build and Present Knowledge
    - 4. Range of Writing

- E. Speaking and Listening
  - 1. Comprehension and Collaboration
  - 2. Presentation of Knowledge and Ideas
  
- III. Assessment of Language and Literacy and Learners with Exceptional Learning Needs (Hoover, 2013) (4 weeks)
  - A. RtI Process and Collection and Use of Data
  - B. Purposes and Processes of Special Education Assessment
    - 1. Screening
    - 2. Eligibility Determination
    - 3. Establishing a Baseline Functioning Level
    - 4. Program Formulation
    - 5. Evaluation
  - C. Assessments of Language and Literacy
    - 1. Standardized Assessments
    - 2. PARCC and Other State Assessments
    - 3. Other Formal and Informal Assessments
      - a. Language
        - 1. Standardized
        - 2. Language Sample
        - 3. English Language Learners
      - b. Reading
        - 1. Survey Tests (formal)
        - 2. Diagnostic Tests (formal)
        - 3. Informal assessment
          - a) Informal Reading Inventory (Polloway & Smith, 1982)
          - b) Cloze Procedure (Wallace & Kauffman, 1986)
          - c) Curriculum-Based Assessment
          - d) Miscue Analysis (Goodman, 1973)
  - D. Assessment of Writing and Instruction
    - 1. Handwriting Assessment and Instruction
      - a. Handwriting Scales (Graham, 1986)
      - b. Handwriting Systems
      - c. Instructional Activities
    - 2. Spelling Assessment and Instruction
      - a. Development of Spelling Skills (Reed & Hodges, 1982)
      - b. Assessment / Error Analysis
      - c. Remedial Approaches (Graham & Voth, 1990)
      - d. Specific Instructional Strategies
    - 3. Written Expression Assessment and Instruction
      - a. Assessment
        - 1. Standardized Tests
        - 2. Informal Assessment
      - b. Writing Process Model (Hall, 1981)
        - 1. Prewriting
        - 2. Writing

- 3. Postwriting
  - E. Use of Assessments to Determine Impact on Student Learning
- IV. Designing and Implementing the Individualized Educational Plan and Planning for Instruction: Language and Literacy (1 week)
  - A. Data Collection and Development of Language and Literacy Components of the IEP
  - B. Lesson Planning
    - 1. Selection of Content
    - 2. Selection of Materials and Strategies (Bartel & Hammill, 1990)
    - 3. Selection of Modifications and Adaptations
  - C. Implementing the IEP and Language and Literacy Lesson Plans
  - D. Augmentative Alternative and Assistive Technologies
- V. Language and Literacy Strategies and Materials (<http://www.bestevidence.org>)
  - A. Evidence Based Strategies (2 weeks)
    - 1. Naturalistic Teaching Strategies (Heller, 1988)
    - 2. Direct Instruction Corrective Reading and Language Instruction (<http://www.bestevidence.org>)
    - 3. Self-regulated Strategy Development for Writing ([http://www.rti4success.org/tools\\_charts/instruction.php](http://www.rti4success.org/tools_charts/instruction.php)); (Tompkins, 2002; Hoover, 2013)
    - 4. Peer Assisted Learning and Response Groups (<http://ies.ed.gov/ncee/wwc/>) “What Works Clearinghouse;” (Hoover, 2013)
    - 5. Computer-Aided Instruction (<http://autismpdc.fpg.unc.edu/content/evidence-based-practices>) “The National Professional Development Center on Autism Spectrum Disorders”
    - 6. Multi-Sensory Approach (Hoover, 2013; Polloway et al, 2013)
    - 7. Targeted Reading (<http://www.bestevidence.org>)
    - 8. One-to-One Teacher Tutoring with Phonics Emphasis (<http://www.bestevidence.org>)
    - 9. Text Analyzing (Jones et al 2010; Lent, 2009)
    - 10. Emerging Evidence-Based Practices
  - B. Modification and Adaptations of Strategies and Materials for Learners with Exceptional Learning Needs
    - 1. Universal Design
    - 2. Differentiated Instruction (Jones et al, 2010)
  - C. Reading and Writing in the Content Areas
- VI. Language Differences and Dysfunctions and Communication Disorders (1.0 Weeks)
  - A. Language Differences
  - B. Language Dysfunctions
    - 1. Severe Language Disabilities & Correlates
      - a. Absence or Nonspontaneous Acquisition (Brain Pathology & Hearing Loss)
      - b. Severe Language Delay or Distortions (Cognitive Factors & Autism)

2. Mild-Moderate Language Disabilities and Correlates
  - a. Oral Language Delay / Disorders (Attention Problems & Environmental)
  - b. Written Language Disorders
- C. Communication Disorders
  1. Impact on Cognitive and Academic Skills (Lynch & Hanson, 1992)
  2. Social Skills
  3. Life Skills
- D. Collaboration with a Speech Language Pathologist, ELL Teachers, General Education Teachers, and Other Professionals
- E. Collaboration with Families / Caregivers

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### Major Evaluation Components:

- Three exams & a comprehensive final.  
Group research of one disability & its effect on language development & class presentation  
Group discussion/reaction to case studies presented in class  
Development of an Informal Reading Inventory  
Development of a list of short term objectives to attain an annual goal in language  
Literacy Lesson Plan to include: one week of lesson plans and development of three teacher-made materials to work toward a short term objective

### Standards Evaluated by Exams/Quizzes:

#### Foundations:

- CEC common Core: Standard 1 – Foundations
- CEC Individualized General Curriculum: Standard 1 – Foundations

#### Development & Characteristics of Learners:

- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (knowledge; LBS2A, LBS2B); (performance LBS2D)

#### Individual Learning Differences:

- CEC Common Core: Standard 3 – Individual Learning Differences
- CEC Individualized Independence Curriculum: Standard 3 – Individual Learning Difference
- IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learners (CC20)

#### Assessment:

- CEC Common Core: Standard 8 – Assessment
- CEC Individualized General Curriculum: Standard 8 – Assessment
- IL Learning Behavior Specialist 1: Standard 3 – Assessment (performance LBS3J, LBS3N, & LBS3O)

#### Planning for Instruction:

- CEC Common Core: Standard 7 – Instructional Planning
- CEC Individualized General Curriculum: Standard 7 – Instructional Planning
- CEC Individualized Independence Curriculum: Standard 7 – Instructional Planning
- IL Common Core Standards for All Special Education Teachers: Standard 4 – Planning for Instruction (CC4B, CC4D, CC4G, CC4H, CC4J, CC4O, & CC4P)
- IL Learning Behavior Specialist 1: Standard 4 – Planning for Instruction (LBS4C, LBS4D, LBS4E, LBS4F, LBS4H, LBS4O, LBS4P, LBS4Q, LBS4R, LBS4T)

#### Learning Environment & Social Interaction:

- CEC Common Core: Standard 5 – Learning Environment & Social Interactions
- CEC Individualized Independence Curriculum: Standard 5- Learning Environment & Social Interactions
- IL Common Core Standards for All Special Education Teachers: Standard 5 – Learning Environment (CC5D, CC5J, CC5M, & CC5P)
- IL Learning Behavior Specialist 1: Standard 5 – Learning Environment (LBS5B)

#### Instructional Delivery:

- CEC Common Core: Standard 4 - Instructional Strategies
- CEC Individualized General Curriculum: Standard 4 - Instructional Strategies
- IL Common Core Standards for All Special Education Teachers: Standard 6 – Instructional Delivery (CC6B)
- IL Learning Behavior Specialist 1: Standard 6 – Instructional Delivery (knowledge LBS6A, LBS6C, LBS6D, LBS6E) & (performance LBS6Q, LBS6T)

#### Language:

- CEC Common Core: Standard 6 - Language
- CEC Individualized General Curriculum: Standard 6 – Language

#### Professional and Ethical Practice:

- CEC Common Core: Standard 9 – Professional & Ethical Practice
- CEC Individualized General Curriculum: Standard 9 – Professional & Ethical Practice
- IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)

#### Collaborative Relationships:

- CEC Common Core: Standard 10 – Collaborative Relationships
- CEC Individualized Independence Curriculum: Standard 10 – Collaborative Relationships
- CEC Common Core: Standard Standard 7 – Collaboration Relationships (CC7B, & CC7E)
- IL Learning Behavior Specialist 1: Standard: 7 – Collaborative Relationships (LBS 7A)

#### Illinois Professional Teaching Standards:

Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1G, 1H, 1J, 1L

Standard 2: Content Area and Pedagogical Knowledge – 2A, 2D, 2E, 2F, 2G,2H

Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3G, 3H

Standard 4: Learning Environment - 4D, 4E

Standard 5: Instructional Delivery – 5A, 5E

Standard 6: Reading, Writing, and Oral Communication – 6C, 6D, 6F, 6G, 6H

Standard 7: Assessment – 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7R

Standard 8: Collaborative Relationships – 8D, 8I

#### Standards Assessed by the Research Assignment & Oral Presentation:

- CEC Common Core: Standard 2 – Development & Characteristics of Learners
- CED Individualized General Curriculum: Standard 2 Development & Characteristics of Learners
- CEC Common Core: Standard 3 – Individual Learning Differences
- CEC Common Core: Standard 9 – Professional & Ethical Practice
- CEC Individualized Independence Curriculum: Standard 9 Professional & Ethical Practice
- Illinois Professional Teaching Standards: Standard 1; Standard 2; Standard 3; Standard 5; Standard 6; and Standard 7.

#### Standards Assessed by Literacy Lesson Plan Assignment:

- CEC Common Core: Standard 7 – Instructional Planning
- CEC Individualized General Curriculum: Standard 7 – Instructional Planning

#### Illinois Professional Teaching Standards:

- Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1H, 1I, 1J, 1L
- Standard 2: Content Area and Pedagogical Knowledge – 2B, 2C, 2E, 2F, 2H, 2M, 2O, 2P
- Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3K, 3M, 3N, 3Q
- Standard 5: Instructional Delivery – 5A, 5E, 5L, 5P
- Standard 6: Reading, Writing, and Oral Communication – 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, Standard 7: Assessment – 7B, 7D, 7G, 7I, 7M, 7R

#### Standards Assessed by Informal Reading Inventory

- CEC Common Core: Standard 2 – Development & Characteristics of Learners
- CEC Common Core: Standard 3– Individual Learning Differences
- CEC Common Core: Standard 6 – Language
- CEC Common Core: Standard 8 – Assessment
- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- CEC Individualized General Curriculum: Standard 6 – Language
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication
- IL Professional Teaching Standard 7- Assessment

#### Standards Assessed by Language Notebook

- Common Core: Standard 2 – Development & Characteristics of Learners
- CEC Common Core: Standard 3– Individual Learning Differences
- CEC Common Core: Standard 6 – Language
- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- CEC Individualized General Curriculum: Standard 6 – Language
- IL Professional Teaching Standard 1-Teaching Diverse Students
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication

#### Standards Addressed or Assessed by Group Reaction/Discussion of Case Studies:

- CEC Common Core Standard 8 – Assessment
- CEC Common Core Standard 9 – Professional & Ethical Practice
- CEC Common Core Standard 10 – Collaborative Relationships
- CEC Individualized Curriculum Standard 10 – Collaborative Relationships

- IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learner (CC2O, CC2R)
- IL Common Core Standards for All Special Education Teachers: Standard 3 – Assessment (CC3M)
- IL Common Core Standards for All Special Education Teachers: Standard 5 – Learning Environment (CC5H, CC5S, CC5U)
- IL Common Core Standards for All Special Education Teachers: Standard 8 – Professional Conduct & Leadership (CC8F)
- IL Common Core Standards for All Special Education Teachers: Standard 9 – Reflection & Professional Growth (CC9C)
- IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (LBS2A, LBS2B)
- IL Learning Behavior Specialist 1: Standard 7 - Collaborative Relationship (LBS7A)

IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)