

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 1. Philosophical, Historical, and Legal Foundations of Special Education		
Knowledge:		
K1 Models, theories, and philosophies that provide the basis for special education practice.	2 & 5	SPE 3000 - Course Outline - IIA, IIB, & IIC, txt, & t
	2, 3, 5, & 6	SPE 3200 - Course Outline - IE1- IE4, IIA1, IIB1, IIIA1, IVA1, IVB1, IVC1, IVD1, & IVE1, txt, & t
	2, 3, & 5	SPE 3600 - Course Outline - IA1 -IA6, txt, & t
	3	SPE 4600 - Course Outline- I & II, txt, & t
	3 & 6	SPE 4700 - Course Outline - IA, IB, & IC, & txt
	3 & 6	SPE 4720 - Course Outline - IIA-IIC, txt, & t
	3 & 5	SPE 4900 - Course Outline - I & II, txt, & t
K2 Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.	80, 81, 82, 83, 84, 85, & 86	SPE 3000 - Course Outline - IC & VB3, txt, & t
	80, 81, 82, 83, 84, 85, & 86	SPE 3200 - Course Outline - IB1 - IB3, txt, ho, & t
	80 & 81	SPE 3201 - I & t
	80 & 81	SPE 3600 - I, txt, & t
	80, 81, & 83	SPE 4530 - I, txt, ap, t, & ar
	81 & 84	SPE 4600 - Course Outline - IIC, txt, cla, & t
	81, 82, & 85	SPE 4700 - I/d & t
	82 & 85	SPE 4720 - ap
	80 & 81	SPE 4800 - I, txt, & t
	81, 82, 85, & 86	SPE 4900 - I, lp, & t
81, 82, 83, 84, 85, & 86	SPE 4925 - I, txt, & t	
K3 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.	9, 10, 12, 18, 19, 20 & 81	SPE 3000 - Course outline - IE2d, IF1, & VB3, txt, & t
	9, 10, 12, 16, 18, 19, 20, & 81	SPE 3200 - Course Outline -IIB1 - IIB4 txt, ho, & t
	18, 19, 20, & 81	SPE 4600 - Course Outline - III, IVB & VI, txt, ho, & t
	19, 20, & 81	SPE 4800 - I, txt, & t

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 1. Philosophical, Historical, and Legal Foundations of Special Education (contd.)		
K4 Assurances and due process rights related to assessment, eligibility, and placement.	19 & 20	SPE 3000 - Course Outline - IE2e, txt, & t
	19 & 20	SPE 3200 - I, txt, ho, & t
	19 & 20	SPE 4600 - Course Outline - IVA, txt, ho, & t
	19 & 20	SPE 4800 - I, txt, & t
K5 Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.	20, 77, & 78	SPE 3000 - Course Outline - IE1, IE2, & VB, txt, & t
	20, 77, & 78	SPE 3200 - Course Outline - I/d, txt, ho, & t
	20, 68, 69, 70, 76, 77, & 78	SPE 4600 - Course Outline - IV, txt, ho, t, & IEP role play
	20 & 78	SPE 4800 - I, txt, & t
Skills		
S1 Articulate personal philosophy of special education including its relationship to/with regular education.		SPE 3201 - Department Portfolio Requirement
S2 Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.	67 & 73	SPE 3201 - ap & p
	67 & 73	SPE 3600 - ap (#5 & #6) & p (#4)
	67, 68, 69, & 73	SPE 4600 - IEP role play, & ap
	67	SPE 4800 - ap (#5 & #6) & p
	67	SPE 4901 - IEP (#7) & p
CC: Common Core 2. Characteristics of Learners		
Knowledge		
K1 Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.	1, 7, 8, 13, & 80	SPE 3000 - Course Outline - ID & IVB, ho, txt, & t
	1, 7, 8, 13, & 80	SPE 3200 - Course Outline - !IA5, IIB5, IID2, IIID1-IIID5, IVA2-IVA3, IVB2, IVC2, IVD2, & IVE2, txt, ho, & t

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 2. Characteristics of Learners (contd.)		
K2 Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.	1, 9, 10, & 12	SPE 3000 - Course Outline - IVB, txt, & t
	1, 9, & 12	SPE 3200 - Course Outline - !A5, IIB5, IID2, IIID1-IIID5, IVA2-IVA3, IVB2, IVC2, IVD2, & IVE2, txt, ho, & t
K3 Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.	7, 8, & 13	SPE 3000 - I, ho, & t
	7, 8, 13 & 55	SPE 3200 - Course Outline - IVB1d, txt, ho, & t
	7, 8, 13 & 55	SPE 4530 - Course Outline - IIA-IIB, txt, ar, & t
	7, 8, & 55	SPE 4925 - Course Outline - I & II, txt, ar & t
K4 Effects an exceptional condition(s) may have on an individual's life.		SPE 3000 - Course Outline - IIIE & IVC, txt, & t
		SPE 3200 - Course Outline - !A5, IIB5, IID2, IIID1-IIID5, IVA2-IVA3, IVB2, IVC2, IVD2, & IVE2, txt, & t
		SPE 4600 - I/d, txt, ho, & t
K5 Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.	80, 81, 83, & 84	SPE 3000 - Course Outline - IC & VB3, txt, & t
	80, 81, 83, & 84	SPE 3200 - Course Outline - IB1-IB3, txt, ho, & t
	80 & 81	SPE 3201 - I & t
	80 & 81	SPE 3600 - I, txt, & t
	80, 81, & 83	SPE 4530 - I, t, ap, & ar
	84	SPE 4600 - Course Outline - IIC, txt, cla, & t
K6 Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities		SPE 3000 - I & t
		SPE 3200 - Course Outline - IIA4a, ho, txt, & t
		SPE 3600 - Course Outline VIE, txt, & t
K7 Educational implications of characteristics of various exceptionalities.	1 & 4	SPE 3000 - Course Outline - IVB - p. 11, txt, & t
	1, 4, & 5	SPE 3200 - Course Outline - !A5, IIB5, IID2, IIID1-IIID5, IVA2-IVA3, IVB2, IVC2, IVD2, & IVE2, txt, ho, & t
	1 & 5	SPE 3600 - txt, & t
	1, 5, 53, 54, 55 & 83	SPE 4530 - I, t, ap, & ar
	1, 5, 53, 54, 55 & 83	SPE 4925 - I, t, ap, & ar

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 2. Characteristics of Learners (contd.)		
Skills		
S1 Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.		SPE 3200 - Term paper directions SPE 4530 - ar SPE 4600 - Material review (#1) & Resource Folder (#5) SPE 4925 - ar(#3)
CC: Common Core 3. Assessment, Diagnosis, and Evaluation		
Knowledge		
K1 Basic terminology used in assessment.	17	SPE 3200 - I & t
	17	SPE 4530 - I/d, ap, & t
	17	SPE 4800 - Course Outline - IIA-IIIB, t, ap (#3 & #5), & p
K2 Ethical concerns related to assessment.	80 & 81	SPE 3000 - I, txt, & t
	80 & 81	SPE 3200 - I, txt, & t
	80 & 81	SPE 3600 - I, txt, t, & p
	81	SPE 4700 - I/d & ho
	80 & 81	SPE 4800 - Course Outline - IB & ID3, txt, & t
K3 Legal provisions, regulations, and guidelines regarding assessment of individuals.	19 & 20	SPE 3000 - Course Outline - IE2d, txt, & t
	18, 19, & 20	SPE 3200 - Course Outline - IA2b, txt, & t
	19 & 20	SPE 4800 - Course Outline - IB & IC, txt, & t
K4 Typical procedures used for screening, prereferral, referral, and classification.	23	SPE 3000 - Course Outline - IF2 & IF3, txt, ho, & t
	23	SPE 3200 - Course Outline - ho, txt, & t
	23	SPE 4800 - Course Outline - ID1-ID3, IIIA-IIIG, IVA-IVC, VA-VC, txt & t

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 3. Assessment, Diagnosis, and Evaluation (contd.)		
K5 Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines.	24, 26, & 28	SPE 4530 - l/d, t, & ap
	24, 26, & 28	SPE 4800 - Course Outline - VB -VC, txt, t, cp & ap
	24, 26, & 28	SPE 4925 - l/d, t, & ap
K6 Appropriate use and limitations of each type of assessment instrument.	24, 26, & 28	SPE 4800 - Course Outline - IIIA1, IIIB1, IIIC1, IIID1, & IIIE, txt, t, ap, & cp
K7 Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.	81	SPE 3000 - Course Outline - IE2d, txt, & t
	81	SPE 3200 - l, txt, & t
	81	SPE 4530 l/d, txt, ap, & t
	81	SPE 4600 - Course Outline - VD & VIH, IEP role play (#3).
	81	SPE 4700 - l/d & ap
	81	SPE 4720 - l/d & ap
	81	SPE 4800 - Course Outline - IIIA2, IIIB2, IIIC2, IIID2, & IIIE2, txt, & t, ap, & cp
	81	SPE 4900 - Course Outline - IVB5, txt, & t
	81	SPE 4925 - l, ap, & t
K8 The relationship between assessment and placement decisions.	19	SPE 3000 - l, r, & t
	19	SPE 3200 - l, r, & t
	19 & 68	SPE 4600 - l/d, r, t, & IEP role play
	19	SPE 4800 - Course Outline - VB, txt, & t
K9 Methods for monitoring progress of individuals with exceptional learning needs.	31	SPE 3000
	31	SPE 3200 - l, r, & t
	30 & 31	SPE 3201 - Course Outline - IIIC & t
	22 & 31	SPE 3600 - Course Outline - IVA-IVB & VC, txt, & t
	22 & 35	SPE 3700 - l, txt, t, & ap
	31, 32, & 34	SPE 4730 - l/d, t, & ap
	24, 26, & 28	SPE 4800 - Course Outline - IVB1-IVB3, txt & t
22, 31, & 36	SPE 4901 - Course Outline IIB-IIF, txt, & t	

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 3. Assessment, Diagnosis, and Evaluation (contd.)		
Skills		
S1 Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.	67	SPE 3600 - ap (#6) & p (professionals only)
	67, 68, 71, & 73	SPE 4600 - IEP role play (#3)
	67, 68, & 73	SPE 4730 - p
	67	SPE 4800 - l, r, t, ap, cp, & p
	67 & 73	SPE 4901 - CBA (#3) & p (professionals only)
S2 Create and maintain records.		SPE 3600 - ap (#5 & #6) & p
		SPE 4800 - ap (E & F) & p
		SPE 4901 - CBA (#3), lp (#6), IEP (#7), sp(#9), & p
S3 Gather background information regarding academic, medical, and family history.	22	SPE 3600 - ap (#5 & #6) & p
	22	SPE 4730 - p
	22	SPE 4800 - ap & p
	22	SPE 4901 - CBA (#3), IEP (#7), & p
S4 Use various types of assessment procedures appropriately.	30 & 31	SPE 3201 - ap & p
	31	SPE 3600 - ap & p
	35	SPE 3700 - ap
	24, 26, 28, 29, 31, & 34	SPE 4530 - ap
	31, 32, & 34	SPE 4730 - CBA
	24, 26 & 28	SPE 4800 - ap (#5 & #6) & p
	24, 25, 28, 29, 30, 32, 34, & 36	SPE 4901 - CBA (#3), sp (#9), & p
S5 Interpret information from formal and informal assessment instruments and procedures (contd.).	25, 30, & 31	SPE 3201 - ap & p
	25, 30, & 31	SPE 3600 - ap & p
	26, 28, 29 & 34	SPE 4530 - ap
	31, 32, & 34	SPE 4730 -CBA & p
	26 & 28	SPE 4800 - ap (#5 & #6) & p
	26 28, 29, 30, 31, 32, & 34	SPE 4901 - CBA (#3)& p
26, 28, & 29	SPE 4925 - ap	

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core - Assessment, Diagnosis, and Evaluation (contd.)		
S6 Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.	25 & 79	SPE 3201 - ap & p
	25, 67, 73 & 79	SPE 3600 - ap (#5 & #6) & p
	25 & 79	SPE 4800 - ap (F & G) & p
	25, 67, 73, & 79	SPE 4901 - CBA (#3), sp (#9), & p
S7 Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	22	SPE 3600 - ap (#5 & #6) & p
	22 & 43	SPE 4730 - p & ap
	22	SPE 4800 - ap & p
	22, 43, 56, 57, 58, 59, & 60	SPE 4901 - CBA (#3), sp (#9), & p
S8 Develop individualized assessment strategies for instruction		SPE 3600 - ap (#5 & #6) & p
		SPE 4901 - CBA (#3), sp (#9), & p
S9 Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	22, 31, 37, 38, 39, & 40	SPE 3600 - ap (#5 & #6) & p
	22, 37, 39, & 41	SPE 4730 - ap & p
	22, 29, 31, 32, 34, 37,38, 39, 40 & 41	SPE 4901 - CBA (#3), lp (#6), IEP (#7), sp (#9), & p
S10 Evaluate the results of instruction.	38 & 40	SPE 3600 - ap (#5 & #6) & p
	36, 38, 40, & 42	SPE 4901 - CBA (#3), lp (#6), IEP (#7), sp (#9), i (#8) & p
S11 Evaluate supports needed for integration into various program placements.	36	SPE 4901 - lp (#6), IEP (#7), sp (#9), i (#8) & p
CC: Common Core		
4. Instructional Content and Practice		
Knowledge:		
K1 Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.	1 & 5	SPE 3000 - l, txt, ho, & t
	43, 46, 48, 49, & 56	SPE 4700 - Course Outline - IIIB10, txt, ap (#3 & #4)
	43, 46, 48, 49, & 56	SPE 4720 - Course Outline - III & IVD, txt, t, & ap (#2 & #6)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 4. Instructional Content and Practice (contd.)		
K1 Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles. (contd.)	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4730 - l/d, t, ap, & p
	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4900 - Course Outline - IIIC3 & IVA2, txt, t, & lp (#4)
K2 Demands of various learning environments such as individualized instruction in general education classes.	4	SPE 3000 - Course Outline IF2, VB2, & VB4, txt, & t
	4 & 16	SPE 3200 - Course Outline IIIC1 & IIIC2, txt, & t
	16	SPE 4900 - Course Outline - V, txt, & t
K3 Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs.	44, 50, 58, & 63	SPE 3700 - l, txt, t, & ap
	44, 46, 47, 48, 53, 54, 56, & 59	SPE 4530 - l/d, ar, ap, ho, & t
	43, 44, 45, 46, 47, 48, 49, 50, 53, 56, & 57	SPE 4700 - Course Outline IIA1-IIA2, txt, & ap (#1, #3, #4)
	43, 44, 45, 46, 47, 48, & 56	SPE 4720 - Course Outline - IIIA-IIID & IVA-IVE, txt & ap (#2, #5, & #6)
	43, 44, 47, 48, 49, 50, 53, 56, 57, 58, 59, 60, & 64	SPE 4900 - l/d, txt, lp, & t
	46, 47, 53, 54, 56, & 59	SPE 4925 - l/d, ar, ap, & t
K4 Instructional and remedial methods, techniques, and curriculum materials.	43	SPE 3600 - txt & t
	50, 58, 61, 62, 63, & 64	SPE 3700 - l, txt, t, & ap
	43, 44, 47, 48, 56, & 59	SPE 4530 l/d, ar, ap, ho, & t
	43, 44, 45, 46, 47, 48, 49, 50, 53, 56, & 57	SPE 4700 - Course Outline - IIB1-IIB3, txt, & ap (#1, #3, #4)
	43, 44, 45, 46, 47, 48, & 56	SPE 4720 - Course Outline - IIIA-IIID & IVA-IVE, txt & ap (#2, #5, & #6)
	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4730 - l/d, txt, t, ap & p
	43, 44, 47, 48, 49, 50, 53, 56, 57, 58, 59, 60 & 64	SPE 4900 - Course Outline - III & IV, txt, lp (#4), & t
	43, 47, 56, & 59	SPE 4925 - l/d, ar, ap, and t

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 4. Instructional Content and Practice (contd.)		
K5 Techniques for modifying instructional methods and materials.	43	SPE 3000 - l, txt, & t
	43	SPE 3600 - txt & t
	43, 50, & 64	SPE 3700 - l, txt, t, & ap
	43 & 56	SPE 4530 l/d, ar, ap, & t
	43, 48, 49, 50, & 56	SPE 4700 - Course Outline - IIB3, txt, & ap (#3 & #4)
	43, 48, 49, & 56	SPE 4720 - Course Outline - IVD & ap (#2 & #6)
	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4730 - l/d, txt, t, ap & p
	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4900 - Course Outline IIIC3, txt, & t
	43 & 56	SPE 4925 - l/d, ar, & t
K6 Life skill instruction relevant to independent, community, and personal living employment.	50, 58, 63, & 64	SPE 3700 - l, txt, t, & ap
	50	SPE 4900 - Course Outline IVC1 - IVC3, txt, lp (#4) & t
K7 Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.	81, 82, 84, 85, & 86	SPE 3000 - l, txt, & t
	81, 82, 84, 85, & 86	SPE 3200 - l, txt, & t
	81 & 84	SPE 4600 - Course Outline - IIIC, txt, & t
	81, 82, 84, & 85	SPE 4730 - l/d, txt, t, & ap
	81, 82, 85, & 86	SPE 4900 - Course Outline - IVA5, VIIIA -VIIID, txt, & t
Skills		
S1 Interpret and use assessment data for instruction.	22, 25, & 31	SPE 3600 - p & ap (#5 & #6)
	22	SPE 4700 - ap & IEP
	22	SPE 4720 - ap
	22 & 25	SPE 4800 - ap & p
	22, 25, 29, 31, & 32	SPE 4901 - p, IEP (#7), lp (#6), & CBA (#3)
S2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.	81, 82, & 83	SPE 4530 - ap
	81, 82, & 85	SPE 4700 - ap (#3 & #4)
	81, 82, & 85	SPE 4720 - ap (#2, #5 & #6)
	81, 82, 85, & 86	SPE 4901 - p, ap (#10), & CBA (#3)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core - Instructional Content and Practice (contd.)		
S3 Develop comprehensive, longitudinal individualized programs.	37, 39, & 41	SPE 4700 - IEP
	37, 39, & 41	SPE 4720 - IEP
	37, 39, & 41	SPE 4901 - p & IEP (#7)
S4 Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.	51	SPE 4901 - p & lp (#6)
S5 Prepare appropriate lesson plans.	43 & 44	SPE 4700 - ap
	43 & 44	SPE 4720 - ap
	42	SPE 4900 - lp (#4)
	42	SPE 4901 - p & lp (#6)
S6 Involve the individual and family in setting instructional goals and charting progress.		SPE 3600 - p & ap (#5 & #6)
		SPE 3700 - ap
		SPE 4600 - IEP role play (#3) and cla
		SPE 4901 - p, lp (#6), & ap (#5)
S7 Use task analysis.	33	SPE 3600 - ap
	33	SPE 3700 - ap
	33	SPE 4700 - ap (#2, #3, & #4)
	33	SPE 4720 - ap (#3 & #4)
	33	SPE 4800 - ap
	33	SPE 4900 - cla & lp (#6)
	33	SPE 4901 - p, CBA (#3), IEP (#7), & lp (#6)
S8 Select, adapt, and use instructional strategies and materials according to the characteristics of the learner.	43	SPE 3600 - ap & p
	43, 44, 45, 46, 47, 48, 49, & 51	SPE 4700 - ap (#1, #3, #4)
	43, 44, 45, 46, 47, 48, & 49	SPE 4720 - ap (#2, #5, #6)
	43, 44, 46, 56, 57, 58, 59, & 60	SPE 4730 - p & ap
	43, 44, 45, 48, 49, 50, 51, 56, 57, 58, 59, 60, & 64	SPE 4901 - p, ap (#10), & Practicum Evaluations -Other Teaching Behaviors (#1)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core - Instructional Content and Practice (contd.)		
S9 Sequence, implement, and evaluate individual learning objectives.	33 & 40	SPE 3600 - ap & p
	33, 37, & 39	SPE 4700 - t & ap (#2, #3, #4)s
	33, 37, & 39	SPE 4720 - ap (#3, #4, & #6)
	33, 37, 38, 39, 40, 41, & 42	SPE 4901 - p, CBA (#3), IEP (#7), & lp (#6)
S10 Integrate affective, social, and career/vocational skills with academic curricula.	58, 61, & 62	SPE 3700 - ap
	58 & 64	SPE 4900 - lp (#4)
	58 & 64	SPE 4901 - p, lp (#6), CBA (#3), & IEP (#7)
S11 Use strategies for facilitating maintenance and generalization of skills across learning environments.		58 SPE 3600 - p & ap (#5 & #6)
	57, 58, 59, & 60	SPE 4901 - p, lp, ap (#4 & #6)
S12 Use instructional time properly.	65	SPE 3600 - p - Practicum Evaluations
	65	SPE 4800 - p - Practicum Evaluations
S13 Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.	65	SPE 4901 - p & Practicum Evaluations - Use of Allocated/ Engaged Time (#1)
	59 & 60	SPE 4901 - p
S14 Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.		SPE 4901 - p & Practicum Evaluations - Use of Allocated/ Engaged Time (#4)
S15 Establish and maintain rapport with learners.	74	SPE 3600 - p - Practicum Evaluations
	74	SPE 4800 - p - Practicum Evaluations
	74	SPE 4901 - p & Practicum Evaluations - Other Teaching Behaviors (# 6 & #7)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core - Instructional Content and Practice (contd.)		
S16 Use verbal and nonverbal communication techniques.	67, 74 & 79	SPE 3600 - ap (#6) & p
	68, 71, & 79	SPE 4600 - ap (#2), IEP role play (#3), & cla
	67 & 73	SPE 4730 - p
	67, 74, & 79	SPE 4800 - p, cp, & ap
	67, 73, 74, & 79	SPE 4901 - p & Practicum Evaluations - Other Teaching Behaviors (# 6 & #7)
S17 Conduct self-evaluation of instruction.	67	SPE 4901 - p & j (#8)
CC: Common Core 5. Planning and Managing the Teaching and Learning Environment		
Knowledge		
K1 Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.	52	SPE 3000 - l, txt, & t
	52	SPE 3200 - l, txt, t, & tp
	52, 65, & 66	SPE 3600 - Course Outline - VA-VC, txt, & t
	52, 65, & 66	SPE 4900 - Course Outline - I & IIIB1 - IIIB5, txt, & t
K2 Research-based best practices for effective management of teaching and learning.	52	SPE 3000 - l, txt, & t
	52	SPE 3200 - l, txt, t, & tp
	52, 65, & 66	SPE 3600 - Course Outline - VA-VC, txt, & t
	52, 65, & 66	SPE 4900 - Course Outline IIIB1- IIIB5, txt, & t
K3 Ways in which technology can assist with planning and managing the teaching and learning environment.	51	SPE 3000 - txt & t
	51	SPE 3200 - txt, t, & tp
	51	SPE 3600 - txt, & t
	51	SPE 4900 - Course Outline - IIIC1 - IIIC4, txt, & t
Skills:		
S1 Create a safe, positive, and supportive learning environment in which diversities are valued.	52, 65, 66, 78, 81, & 85	SPE 3600 - p - Practicum Evaluations
	52, 65, 66, 78, 81, 85, & 86	SPE 4901 - p & ap (#4)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 5. Planning and Managing the Teaching and Learning Environment (contd.)		
S2 Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.		SPE 4901 - p & lp (#6) & IEP (#7)
S3 Prepare and organize materials to implement daily lesson plans.	42	SPE 4901 - p and lp (#6)
S4 Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.	37, 38, 39, 40, 41, & 42, 65 & 66	SPE 4901 - p - Practicum Evaluations - Classroom Set-Up & Organization, Rules & Procedures for Managing Behavior Extended Practice Phase/Evaluation - #8, lp (#6), IEP(#7), & ap (#4 & #5)
S5 Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.		SPE 4901 - p - Practicum Evaluations - Demonstration/ Input Phase (#2 & #4) & ap(#6)
S6 Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.	65	SPE 4901 - p - Practicum Evaluations - Organization, Rules & Procedures for Managing Behavior & Use of Allocated/ Engaged Time (p.), lp (#6), & ap (#4 & #5)
S7 Direct activities of a classroom paraprofessional, aide, volunteer, or peer tutor.		SPE 4901 - p & lp (#6)
S8 Create an environment that encourages self-advocacy and increased independence.	52	SPE 3600 - p - Practicum Evaluations
	52	SPE 4901 - p & ap (#4 & #5)

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 6. Managing Student Behavior and Social Interaction Skills		
Knowledge:		
K1 Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs.	19	SPE 3000 - Course Outline - IE1-E2, txt, & t
	19	SPE 3200 - Course Outline - IA5b, txt, & t
	19	SPE 3600 - Course Outline - IIA1-IIA4, txt, & t
K2 Ethical considerations inherent in behavior management.		SPE 3200 - I, txt, & t
		SPE 3600 - Course Outline - VIA-VIE, txt, & t
		SPE 4900 - Course Outline - IIIA5, txt, & t
K3 Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.		SPE 3000 - I, txt, & t
		SPE 3200 - I, txt, & t
		SPE 3600 - Course Outline - V, txt, & t
		SPE 4900 - Course Outline - IIIA2, txt, & t
K4 Social skills needed for educational and functional living environments and effective instruction in the development of social skills.	58	SPE 4900 - Course Outline - IVA3 & IVC1 - IVC3, t, & lp
K5 Strategies for crisis intervention.		SPE 3600 - Course Outline - VB2b1 - VB2b3, txt, & t
		SPE 4900 - Course Outline - IIIB4, txt, & t
K6 Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.	81, 84, & 86	SPE 3000 - Course Outline - IC1-IC2 & VB3, txt, & t
	81 & 84	SPE 3200 - Course Outline - IB1- IB3, txt, & t
	81 & 84	SPE 4600 - Course Outline - IA-IC, IIC3, VD, & VIH, txt, & t
	81 & 86	SPE 4900 - Course Outline - IVA5, txt & t

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 6. Managing Student Behavior and Social Interaction Skills (contd.)		
Skills:		
S1 Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.	65 & 66	SPE 3600 - ap (#5 & #6) & p
	65 & 66	SPE 4901 - ap (#4 & #5) & p
S2 Implement the least intensive intervention consistent with the needs of individuals with exceptionalities.	65 & 66	SPE 3600 - ap (#5 & #6) & p
	65 & 66	SPE 4901 - ap (#4 & #5) & p - Practicum Evaluations - Rules & Procedures for Managing Behavior
S3 Modify the learning environment (schedule and physical arrangement) to manage the inappropriate behaviors.	65	SPE 3600 - ap (#5 & #6) & p
	65	SPE 4900 - l/d, txt, cla, & t
	65	SPE 4901 - ap (#4) & p
S4 Identify realistic expectations for personal and social behavior in various settings.	58	SPE 3600 - ap (#5 & #6) & p
	58	SPE 4901 - CBA (#3), ap (#5), & p
S5 Integrate social skills into the curriculum.	58	SPE 4901 - lp, IEP (#7), & p
S6 Use effective teaching procedures in social skills instruction.	58	SPE 3600 - ap & p
	58	SPE 4900 - lp
	58	SPE 4901 - lp & p
S7 Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem.	52	SPE 3600 - ap (#5 & #6) & p - Practicum Evaluations
	52	SPE 4901 - ap (#5) & p
S8 Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.	58	SPE 3600 - ap (#5 & #6) & p - Practicum Evaluations
	58	SPE 4901 - ap (#4 & #5) & p

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 7. Communication and Collaborative Partnerships		
Knowledge:		
K1 Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.	69, 71, & 77	SPE 3000 - I, txt, & t
	69, 71, & 77	SPE 3200 - I, txt, & t
	69, 71, 72, 74, & 77	SPE 4600 - Course Outline - III, V, & VI, txt, cla, & t
	77	SPE 4730 - I/d, txt, & t
K2 Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.	71, 72, & 76	SPE 4600 - Course Outline - II, V, & VI, txt, cla, & t
K3 Development of individual student programs working in collaboration with team members.	68, 71, & 74	SPE 4600 - Course Outline - IV, V & VI, txt, & t
	73	SPE 4730 - I, txt, & t
K4 Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.	20, 69, & 77	SPE 3000 - IE2c - IE2d & VB, txt, & t
	20, 69, & 77	SPE 3200 - I, txt, & t
	20, 21, 69, 70, 75, & 76	SPE 3700 - I, txt, & t
	68, 69, 70, & 77	SPE 4600 - Course Outline - IV, V & VI, txt, IEP role play (#3) & t
	67, 68, 73, & 77	SPE 4730 - I, txt, t, & p
	73 & 77	SPE 4900 - Course Outlines - VI & VII, txt, & t
K5 Ethical practices for confidential communication to others about individuals with exceptional learning needs.	71 & 77	SPE 3000 - I, txt, & t
	71 & 77	SPE 3200 - I, txt, & t
	67 & 78	SPE 3201 - p
	67, 73, & 78	SPE 3600 - p & Syllabus - Professional Ethics & Standards (#3)
	68, 71, 74, & 78	SPE 4600 - I, txt, cla, & t
	67, 73, & 78	SPE 4730 - I, txt, t, & p
	67 & 78	SPE 4800 - p & Syllabus - Professional Ethics & Standards
	67, 73, & 77, & 78	SPE 4901 - I & p

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 7. Communication and Collaborative Partnerships (contd.)		
Skills:		
S1 Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.	71 & 74	SPE 4600 - cla & IEP role play (#3)
	67 & 73	SPE 4730 - p
	67, 73, & 77	SPE 4901 - p
S2 Communicate and consult with individuals, parents, teachers, and other school and community personnel.	70, 71, 72, 74, & 77	SPE 4600 - IEP role play (#3)
	67 & 73	SPE 4730 - p
	67, 73, & 77	SPE 4901 - p, CBA (#3), IEP (#7) & lp (#6)
S3 Foster respectful and beneficial relationships between families and professionals.	69 & 77	SPE 4600 - ap (#2), cla. & IEP role play (#3)
S4 Encourage and assist families to become active participants in the educational team.	69, 70, 71, & 72	SPE 4600 - cla & IEP role play (#3)
S5 Plan and conduct collaborative conferences with families or primary caregivers.	68, 69, & 71	SPE 4600 - cla & IEP role play (#3)
S6 Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.	68 & 77	SPE 4600 - cla & IEP role play (33)
	67 & 73	SPE 4730 - p and ap
	67, 73, & 77	SPE 4901 - p
S7 Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs.	68 & 77	SPE 4600 - cla & IEP role play (#3)
	67 & 73	SPE 4730 - p
	67, 73, & 77	SPE 4901 - p

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 8. Professional and Ethical Practices		
Knowledge:		
K1 Personal cultural biases and differences that affect one's teaching.	80	SPE 3000 - Course Outline IC & VB3, txt, & t
	80	SPE 3200 - I, txt, & t
	81 & 84	SPE 4600 - I/d, txt, & t
	81, 82, 85, & 86	SPE 4900 - Course Outline - IVA5, txt & t
	67, 81, 82, 85 & 86	SPE 4901 - p
K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.		SPE 3000 - I, txt, & t
		SPE 3200 - I, txt, & t
	67	SPE 3201 - I & p
	67	SPE 3600 - I & p
		SPE 4600 - I & IEP role play
		SPE 4700 - I
		SPE 4720 - I
	67	SPE 4730 - I & p
	67	SPE 4800 - I & p
67	SPE 4901 - I & p	
Skills:		
S1 Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.	78	SPE 3201 - p
	78	SPE 3600 - p
	78	SPE 4730 - p
	78	SPE 4800 - p
	78	SPE 4901 - p
		Department Requirement for Service Hours

	EIU Dept. Performance Objectives	Courses & Instructional Activities
CC: Common Core 8. Professional and Ethical Practices (contd.)		
S2 Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.	80 & 81	SPE 3201 - p
	80 & 81	SPE 3600 - p
	81, 82, 84, & 85	SPE 4730 - p
	81	SPE 4800 - p
	81, 82, 85, & 86	SPE 4901 - p
S3 Promote and maintain a high level of competence and integrity in the practice of the profession.	67	SPE 3201 - p
	67	SPE 3600 - p
	67	SPE 4730 - p
	67	SPE 4800 - p
	67	SPE 4901 - p
S4 Exercise objective professional judgement in the practice of the profession.	67	SPE 3201 - p
	67	SPE 3600 - p
	67	SPE 4730 - p
	67	SPE 4800 - p
	67	SPE 4901 - p
S5 Demonstrate proficiency in oral and written communication.	79	SPE 3000 - spw
	79	SPE 3200 - spw (#4) & tp (#7)
	79	SPE 3201 - l/d, ap, & p
	79	SPE 3600 - ap (#5 & #6) & p - Practicum Evaluations
	79	SPE 3700 - l/d & ap
	79	SPE 4530 - ap, ar, & t
	79	SPE 4600 - ap, & IEP role play
	79	SPE 4700 - ap & IEP
	79	SPE 4720 - ap and IEP
	79	SPE 4730 - ap & p
	79	SPE 4800 - ap (F), cp (C), t, & p - Practicum Evaluations
	79	SPE 4900 - lp & t
	79	SPE 4901 - CBA, IEP, lp, ap, & p - Practicum Evaluations
79	SPE 4925 - ap, ar, & t	

	Department Performance Objectives	Courses & Instructional Activities
CC: Common Core 8. Professional and Ethical Practices (contd.)		
S6 Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.		Department Requirement
S7 Comply with local, state, provincial, and federal monitoring and evaluation requirements.		SPE 3201 - p
		SPE 3600 - ap & p
		SPE 4730 - p
		SPE 4800 - p & ap
		SPE 4901 - p & IEP
S8 Use copyrighted educational materials in an ethical manner.	79	SPE 3200 - term paper directions
	79	SPE 3600 - ap (#5), & p
	79	SPE 4600 - ap (#1, #2, & #5)
	79	SPE 4700 - ap
	79	SPE 4720 - ap
	79	SPE 4730 - ap & p
	79	SPE 4800 - ap & p
	79	SPE 4901 - ap (#10) & p
S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.	78	SPE 3201 - p
	78	SPE 3600 - p
	78	SPE 4730 - p
	78	SPE 4800 - p
	78	SPE 4901 - p