SPE 3700 Individualized Independence Curriculum and Materials

Indv Independence Curr and Mat

(3-2-3) F, S. A study of the curricular content and materials utilized in the planning and programming for individuals in the independence curriculum. A practicum experience is provided in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs. Prerequisites: SPE 2000, 3000, and 3100 or concurrent enrollment. SPE 3700 Short Title: INDP CURR/MAT Effective: Spring 2003

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 2000, SPE 3000, SPE 3100 or concurrent enrollment

Co-requisite(s)
- None

Equivalent EIU Course(s):
- None

Authority to waive prerequisite:
- Chairperson
Required Text:


Support of Conceptual Framework:

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

Methods of Instruction:

The learning model for SPE 3700: individualized Independence Curriculum is the ecological model. Throughout the course instruction is given on the implementation of an ecologically based learning environment. The candidates are required to conduct an ecologically based needs assessment on an individual with a moderate to severe disability in the field-based setting during the practica. Furthermore, the semester long Instructional Unit Plan affords the candidate an opportunity to implement an ecologically based unit plan for a person with a disability. Finally, the course materials and learning sessions provide for the integration of the candidates’ ecologically based life experiences to guide their understanding of how the ecological model is implemented in a diverse learning environment.

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 . . .
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Multiple-choice, T/F tests. (3)</td>
<td>Candidates are assessed on all class lectures and all chapters in the textbooks with 3 close-ended tests with 50-70 questions.</td>
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<td>Comprehensive Essay portion for each test. (3)</td>
<td>Candidates are assessed on their ability to understand the theories discussed in class and make practical application for the individual with a moderate to severe disability in an ecologically friendly environment. They are open book/open note essays.</td>
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<td>Semester-long Instructional Unit Plan</td>
<td>Candidates conduct a needs assessment, develop a functional instructional unit, find research to validate the skills/methodology being implemented, take data, and submit a paper including all of the above components.</td>
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<td>Independent Practicum (15 hour minimum)</td>
<td>Candidates implement an Ecologically based unit plan (minimum of 3 madeline Hunter plans) for an individual with a moderate to severe disability in a field-based setting.</td>
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<td>Journal Articles</td>
<td>Candidates incorporate technology in the written summaries of journal articles on issues relating to class lectures/textbook readings. reviews are shared in class. (5-9)</td>
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<td>Ecological Survey Project</td>
<td>Candidates incorporate technology in their collaborative efforts to assess the ecological environment of the community for individuals with moderate to severe disabilities as well as create lessons and materials to increase functional skills.</td>
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<td>3-Ring Binder</td>
<td>Candidates incorporate technology in the completion of a professional resource binder including textbook vocabulary, power points, weekly journal summaries, notes, and articles</td>
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### Assessment Name

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<td>In-class Quizzes</td>
<td>Candidates complete in-class quizzes that relate to course vocabulary and special Education laws.</td>
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<td>Weekly Journaling</td>
<td>Candidates are required to summarize their experiences each week of the independent practicum in the field-based setting. Include what went well, data taken, and areas that need improvement.</td>
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### List of Initial Unit Standards:
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

### List of Unit Dispositions:
- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity
Catalog description:
SPE 3700 Individualized Independence Curriculum and Materials. A study of the curricular content and materials utilized in the planning and programming for individuals in the independence curriculum. A practicum experience is provided in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs.

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.

SPE 3700: Individualized Independence Curriculum and Materials relate to the Conceptual Framework Theme as it is framed around providing preservice teachers with the necessary skills to effectively create and plan an individualized educational environment. Through this course preservice teachers learn how to assess and build a diverse learning environment for a wide variety of ecologically based student needs. The course prepares the preservice teachers to identify and effectively plan an educational environment that maximizes the learning needs of all students.

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

SPE 3700: Individualized Independence Curriculum addresses the five Conceptual Framework domains both in the theoretical underpinnings and pragmatic implementation. The topical basis the five domains are interwoven throughout the course readings, course lectures, and course projects. Furthermore, as this course includes a mandatory practica, in which preservice teachers are able to apply their learned skills in the context of a real-world learning environment. Finally, the preservice teachers are required to interactively discuss and produce subject material that deals with diverse students, subject areas, strategies, technology, and societies/communities.

The Learning Model for this course is: Ecological

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

The learning model for SPE 3700: Individualized Independence Curriculum is the ecological model. Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based needs assessment on an individual within their practica setting. Furthermore, the course semester project affords the preservice materials an opportunity to implement an ecologically based unit plan for an individual with a disability in a field-based setting. Finally, the course materials and learning sessions provide for the integration of the preservice teachers’ ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.

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

In SPE 3700: Individualized Independence Curriculum the preservice teachers are assessed in a variety of formats, including close-ended exams, open-ended essay exams, multiple course mini-projects, and a research-based unit project. Providing the preservice teachers a variety of graded assignments affords them an opportunity to demonstrate their gained knowledge and skills across a variety of diverse media, approaches, and levels of thought. Finally, each assessed assignment
provides the instructor and the preservice teacher an indicator for how well the preservice teacher is meeting the requirements of the course.
CEC Content Standards Addressed In This Course

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

**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.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.

**Skills:**

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

Standard 7 - Instructional Planning

Knowledge

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities*.
- Relationships among disabilities and reading instruction.

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
- Plan and implement age and ability appropriate instruction for individuals with disabilities*.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design and implement curriculum and instructional strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 7 - Instructional Planning

Knowledge:

- Model career, vocational, and transition programs for individuals with disabilities*.
Skill:

- Plan and implement individualized reinforcement systems and environmental modifications.
- Plan and implement age- and ability-appropriate instruction for individuals with disabilities*.
- Select and plan for integration of related services into the instructional program.
- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications.
- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education.
- Design and implement curriculum strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

STANDARD 1 - Content Knowledge
The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators –
The competent teacher:

1A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline(s) in which certification is sought.

1B. understands the processes of inquiry central to the discipline.

1C. understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

1E. understands how a student’s disability affects processes of inquiry and influences patterns of learning.
State of Illinois Standards Addressed in this Course (Cont’d)

Performance Indicators –
The competent teacher:

1F. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1G. uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.

1I. designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.

1M. designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.

STANDARD 2 - Human Development and Learning
The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicators –
The competent teacher:

2A. understands how students construct knowledge, acquire skills, and develop habits of mind.

2B. understands that students' physical, social, emotional, ethical, and cognitive development influences learning.

2C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.

2D. understands that differences in approaches to learning and performance interact with development.

2E. understands how to include student development factors when making instructional decisions.

2F. knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

STANDARD 3 – Diversity
The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge Indicators –
The competent teacher:

3A. understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the State Board’s rules for Special Education (23 Ill. Adm. Code 226).

3C. understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

3D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

3E. understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.

3F. understands personal cultural perspectives and biases and their effects on one’s teaching.

Performance Indicators –
The competent teacher:

3L. identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.

3M. identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

3N. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.

STANDARD 4 - Planning for Instruction
The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators –
The competent teacher:
4A. understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

4B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
State of Illinois Standards Addressed in this Course (Cont’d)

4C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between students’ experiences and career and educational goals.

4E. understands how to integrate technology into classroom instruction.

4F. understands how to review and evaluate educational technologies to determine instructional value.

4H. understands the uses of technology to address students’ needs.

Performance Indicators –
The competent teacher:

4I. establishes expectations for students’ learning.

4J. applies principles of scope and sequence when planning curriculum and instruction.

4K. creates short-range and long-term plans to achieve the expectations for students’ learning.

4L. creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students’ prior knowledge and principles of effective instruction.

4M. creates multiple learning activities that allow for variation in students’ learning styles and performance modes.

4S. uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities.
STANDARD 5 - Learning Environment

The competent 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.

Knowledge Indicators –

The competent teacher:

5B. understands how individuals influence groups and how groups function in society.

5D. understands factors that influence motivation and engagement and how to help students become self-motivated.

5E. knows procedures for inventorying the instructional environment to determine when and how best to meet a student’s individual needs.
State of Illinois Standards Addressed in this Course (Cont’d)

STANDARD 6 - Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

Knowledge Indicators –

The competent teacher:

6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

6B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

6C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

6D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

6E. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators –

The competent teacher:

6L. develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

STANDARD 8 – Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
**Knowledge Indicators** –
The competent teacher:

8A. understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards, and what kinds of experiences will support their further growth and development.

8B. understands the purposes, characteristics, and limitations of different kinds of assessments.

8C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

8D. understands how to use the results of assessment to reflect on and modify teaching.

8E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

**State of Illinois Standards Addressed in this Course (Cont’d)**

8G. knows methods for monitoring progress of individuals with disabilities.

**STANDARD 9 - Collaborative Relationships**
The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.

**Knowledge Indicators** –
The competent teacher:

9A. understands schools as organizations within the larger community context.

9B. understands the benefits, barriers, and techniques involved in parent/family relationships.
9C. understands school- and work-based learning environments and the need for collaboration with business organizations in the community.

9F. understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

9G. understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators –
The competent teacher:

9M. identifies and uses community resources to enhance students’ learning and to provide opportunities for students to explore career opportunities.

STANDARD 10 - Reflection and Professional Growth
The competent 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.

Knowledge Indicators –
The competent teacher:

10A. understands that reflection is an integral part of professional growth and improvement of instruction.

10B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10D. understands teachers’ attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.
State of Illinois Standards Addressed in this Course (Cont’d)

*Performance Indicators* –
The competent teacher:
10H. actively seeks and collaboratively shares a variety of instructional resources with colleagues.

**STANDARD 11 - Professional Conduct and Leadership**
The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

*Knowledge Indicators* –
The competent teacher:
11D. understands legal issues in education.
11E. understands the importance of active participation and leadership in professional organizations.
11F. is familiar with the rights of students with disabilities.
11G. knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

*Performance Indicators* –
The competent teacher:
11J. follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
11M. actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
11O. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
**Common Core Standards for All Special Education Teachers:**

**STANDARD 4 - Planning for Instruction:**

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

**Knowledge**

CC4E. the components of an effective social skills curriculum.

**State of Illinois Standards Addressed in this Course (Cont’d)**

CC4F. the components of an effective transitional and vocational curriculum.
CC4G. strategies for facilitating maintenance and generalization of skills across learning environments.
CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.
CC4I. the principle of partial participation as it applies to students with disabilities
CC4J. the use of adaptive equipment for students with disabilities.
CC4K. the concept of longitudinal transition plans.
CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
CC4M. the process for inventorying instructional environments to meet a student's individual needs.
CC4N. cultural perspectives related to effective instruction for students with disabilities.
CC4O. physical adaptations to the environment to meet individual needs.
CC4P. integration of assistive and instructional technology to meet a student’s individual needs.

**Skill**

CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies 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.

**Learning Behavior Specialist 1 Standards:**

**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)]

**Knowledge: The competent learning behavior specialist understands**

LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.

LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.

**State of Illinois Standards Addressed in this Course (Cont’d)**

LBS4F. the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community).

LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.

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).

LBS4J. the skills necessary for student success in community settings.

LBS4K community vocational options including supported employment and competitive employment models.

LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age span.

LBS4M. the principles of partial participation.

**Performance: The competent learning behavior specialist**

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

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

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

LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.
LBS4U. develops longitudinal, outcome-based curricula for individual students.
LBS4V. identifies and prioritizes objectives for community skill training.
LBS4W. identifies available community recreational/leisure activities
LBS4X. identifies vocational and community placements appropriate to the age and skill level of the student.
State of Illinois Standards Addressed in this Course (Cont’d)

Core Language Arts Standards for All Teachers:

STANDARD 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators –
The competent teacher:
2A. knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
2B. understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators –
The competent teacher:
2C. models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
2D. reads, understands, and clearly conveys ideas from texts or other supplementary materials.
2E. writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
2F. expresses ideas orally with explanations, examples, and support in a clear, succinct style.
2H. listens well.

STANDARD 3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners’ needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Performance Indicators –
The competent teacher:
3C. analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.
State of Illinois Standards Addressed in this Course (Cont’d)

Technology Standards for All Teachers:

STANDARD 1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

Knowledge Indicator –

The competent teacher:

1A. understands how to run computer software; access, generate and manipulate data; and publish results.

1C. uses appropriate terminology related to computers and technology in written and oral communications.

1F. demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

STANDARD 2 - Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

Knowledge Indicator –

The competent teacher:

2A. understands how to use technology in communicating, collaborating, conducting research, and solving problems.

Performance Indicators –

The competent teacher:

2B. identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.

2C. uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.

2D. uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
State of Illinois Standards Addressed in this Course (Cont’d)

2E. uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

2F. demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

2G. demonstrates knowledge of ethical and legal issues concerning use of computers and technology.

2J. ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socio-economic status.

STANDARD 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator –

The competent teacher:

3A. understands how to apply learning technologies that support instruction in his or her grade level and subject areas.

Performance Indicators –

The competent teacher:

3C. describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

3D. designs, implements, and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

3E. practices socially responsible, ethical, and legal use of technology, information, and software resources.

3F. designs student learning activities that foster equitable, ethical, and legal use of technology by students.

STANDARD 4 - Social, Ethical, and Human Issues

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.
State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge Indicator –
The competent teacher:

4A. understands the social, ethical, and human issues related to computing and technology.

Performance Indicators –
The competent teacher:

4B. describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.

4C. describes strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.

STANDARD 5 - Productivity Tools
The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

Knowledge Indicator –
The competent teacher:

5B. uses advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.

5H. uses features of applications that integrate word processing, database, spreadsheet, communication, and other tools.

STANDARD 6 - Telecommunications and Information Access
The competent teacher will use telecommunications and information-access resources to support instruction.

Knowledge Indicator –
The competent teacher

6A. knows how to access telecommunications resources to support instruction.

Performance Indicators –
The competent teacher:

6B. accesses and uses telecommunications tools and resources for information-sharing, remote information access and retrieval, and multi-media/hypermedia publishing.

6C. uses electronic mail and web browser applications for communications and for research to support instruction.
State of Illinois Standards Addressed in this Course (Cont’d)

6D. uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

STANDARD 7 - Research, Problem Solving, and Product Development

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

Knowledge Indicator –
The competent teacher:

7A. understands how to use computers and other technologies in research, problem solving, and product development.

Performance Indicators –
The competent teacher:

7D. selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

7F. collaborates with on-line workgroups to build bodies of knowledge around specific topics.

7G. uses a computer projection device to support and deliver oral presentations.

7H. designs and publishes simple on-line documents that present information and include links to critical resources.

7I. develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.

7J. conducts research and evaluates on-line sources of information that support and enhance the curriculum.

STANDARD 8 - Information Literacy Skills

The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

Knowledge Indicator –
The competent teacher:

8A. understands how to access, evaluate, and use information to improve teaching and learning.
Major Evaluation Components:

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

A. Tests. Complete up to 5 tests. Tests will assess your knowledge of information from readings and lectures. The student is responsible for all lecture and reading information, as any of this material could be included on the tests.

B. Technology is integrated throughout many of the course assignments. Students are to seek outside assistance if they have difficulties in completing these integrated projects and assignments.

C. Participation in class activities addressing topics related to curriculum.

D. Complete a 15-18 hour practicum experience in an arranged location. Practicum schedule and requirements will be fully discussed during the first two class meetings.

   There are 10 items that the practicum supervisor will be grading. In order to obtain an overall rating of "Satisfactory" in the practicum experience, you must receive at least a rating of 3 for each of the 10 items. If any item is rated a 1 or a 2, the student will receive an "Unsatisfactory" for completion of the practicum. If practicum is judged to be unsatisfactory, no more than a "D" may be earned in the class, regardless of the number of points earned!

E. Complete semester-long instructional unit plan. This plan is to be implemented at practicum location and reported out during designated class meeting. The semester project has been designed for you to gain experience in designing and implementing an instructional unit in transition, daily living, social skill development or other functional skill areas. For this project you are to conduct a needs assessment, develop an instructional unit, implement your unit, take data on the effectiveness of your unit, and submit a report that represents your accomplishments. Unless otherwise indicated, a final copy of the instructional unit and the unit’s associated instructional materials should be left at the practicum site for continued use. Final unit design should encourage self-determination, highlight the principles of Universal Design, and make use of the ecological model of service delivery. Above all your unit should be tailored to the needs of the individuals with whom you are working and the site where you are placed. The Instructional Unit Plan assignment sheet will further clarify the requirements.

The Individualized Independence Curriculum Unit Plan is assessed as part of the department and unit assessment systems. The plan is assessed via Live Text specific to Unit assessment.
Outline of the Course

I. History and Background (2 week)
   A. Early 1900’s-Present
   B. Service Delivery Models
      1. Institutional Model
      2. Developmental Model
      3. Ecological Model
   C. Council for Exceptional Children (CEC) Code of Ethics
   D. Terminology

II. Legislative Foundations (1 week)
    A. Americans with Disabilities Act (ADA)
       1. P.L. 101-336
    B. Individuals with Disabilities Education Act IDEA)
       1. P.L. 102-119
       2. P.L. 105-17
       3. P.L. 108-446 (Individuals with Disabilities Education Improvement Act-IDEIA)
    C. Perkins Act
       1. P.L. 101-392
       2. P.L. 105-332
    D. Family Educational Rights and Privacy Act-FERPA)
    E. Standards-Based Reform
       1. P.L. 105-17 (Individuals with Disabilities Education Act  1997)
       2. P.L. 107-110 (No Child Left Behind-NCLB)

III. Assessment of Individuals with Moderate and Severe Disabilities (2 weeks)
    A. Informal Assessment & Alternative Assessment
       1. Observational Data
          a. Frequency
          b. Duration
          c. Latency
          d. Intensity
       2. Interview
       3. Portfolio
       4. Functional Assessment
       5. Interest Reinforcement Inventories
       6. Illinois Alternate Assessment
       7. Norm-Referenced
IV. Curriculum Development: Individualized Independence Curriculum Content (4 weeks)
   A. Lifespan and Curriculum Development (P-21)
   B. Developing Ecological Curriculum
      1. Ecological Inventory
      2. Social Validation
   C. Individualized Education Plan (IEP) and Individualized Transition Plan (ITP)
   D. Daily Living Skills
      1. Personal Finances
      2. Managing Households
      3. Personal Needs
      4. Marriage and Children Responsibilities
      5. Purchasing, Preparing & Consuming Food
      6. Buying and Caring for Clothing
      7. Citizenship
      8. Recreational and Leisure
      9. Getting Around the Community
   E. Personal Social Skills
      1. Self-Awareness
      2. Acquiring Self-Confidence
      3. Socially Responsible Behavior
      4. Interpersonal Skills
      5. Achieving Independence
      6. Decision Making
      7. Communicating with Others
   F. Occupational Guidance and Preparation
      1. Exploring Occupational Possibilities
      2. Selecting and Planning Occupational Choices
      3. Work Habits and Behavior
      4. Securing & Maintaining Employment
      5. Physical Manual Skills
      6. Specific Occupational Skills

V. Developing Self determination and Self Advocacy (2 week)
   A. Support Networks
   B. Integration with other services
   C. Self-Determination
References


http://www.nsttac.org/?FileName=what-works


"Scientifically Based Research and Students with Severe disabilities: where do Educators Find Evidence-Based Practices?"


