Course Information Summary

Course (Prefix, Number, Title):
SPE 5133, Topics in Special Education : Universal Design for Learning

Course Description:
A study of the concept of Universal Design for Learning (UDL) and the practical application of UDL in the classroom. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings.

Pre-requisites/Co-requisites
Prerequisite: Upper division or Graduate level standing in special education or a related field.

Required Text:
1. Rose, D. & Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: ASCD.

2.   There is no one text that covers all of the historical content to be taught in this course. Therefore, additional readings consisting of various journal articles on the topics included in the course can be purchased at Copy X, Lincoln St., Charleston.

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

Understanding and utilizing universally designed instructional environments, instructional strategies, assessments, curriculum and students activities and materials allows an educator to create an inclusive educational environment suited to meet the needs of all learners. When educators use universal design in their classrooms, they will use students' individual learning styles, strengths, and preferences to plan for individual student needs as well as group needs. When educators can target every learner's proximal zone of learning by creating a universally designed classroom that matches learner needs, everyone benefits.

Methods of Instruction:
Class discussion, reflective exercises, case studies using authentic student information, and simulation activities will be the primary means of instruction and interaction.

Learning Outcomes/Objectives

Eastern Illinois Graduate Level Outcomes adddressed in this course:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem-solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community and profession in which they work

CEC Advanced Content Standards Addressed In This Course (CEC AC)

Advanced Standard 1:   Leadership and Policy:

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2:   Program Development & Organization

Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. . Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3:   Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4:   Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5:   Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6:   Collaboration

Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of

collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

CEC Advanced Core Standards, including Common Core Knowledge and Skills (CEC ACC_K or CEC ACC_S):

Standard #1: Leadership and Policy
Knowledge
ACC1K1`   Needs of different groups in a pluralistic society.
Skills
ACC1S1   Promote a free appropriate public education in the least restrictive environment.
ACC1S2   Promote high expectations for self, staff, and individuals with exceptional learning needs

Standard #2: Program Development and Organization
Knowledge
ACC2K1   Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
ACC2K2   Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ACC2K3   Continuum of program options and services available to students with exceptional learning needs.
ACC2K6   Developmentally appropriate strategies for modifying instructional methods and the learning environment.
Skills
ACC2S1   Develop programs including the integration of related services for children based upon a   thorough understanding of individual differences.
ACC2S2   Connect educational standards to specialized instructional services.
ACC2S3   Improve instructional programs using principles of curriculum development and modification, and learning theory.

Standard #3: Research and Inquiry
Knowledge
ACC3K1   Evidence-based practices validated for specific characteristics of learners and settings.
Skills
ACC3S3   Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation
Knowledge
ACC4K2   Variety of methods for assessing and evaluating students' performance.
ACC4K4   Evaluate a student's success in the general education curriculum.
Skills
ACC4S1   Design and use methods for assessing and evaluating programs.
ACC4S4   Report the assessment of students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice
Knowledge
ACC5K3   Human rights of individuals with exceptional learning needs and their families.
Skills
ACC5S1   Model ethical behavior and promote professional standards
ACC5S2   Implement practices that promote success for individuals with exceptional learning needs
ACC5S5   Create an environment which supports continuous instructional improvement.

Standard #6: Collaboration
Knowledge
ACC6K1   Methods for communicating goals and plans to stakeholders
ACC6K2   Roles of educators in integrated settings
Skills
ACC6S1   Collaborate to enhance opportunities for learners with exceptional learning needs.

CEC Specialty Areanowledge and Skills (if applicable):

Special Education Administrator (CEC SEA_K or CEC SEA_S):
None

State of Illinois Specialty Area LBS II or Director Standards Addressed in this Course

Curriculum Adaptation Specialist (IL CAS)

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

Knowledge:
1A.   the general curriculum structure.
1B.   curricular issues and their associated implications for students with disabilities.
1D.   state law related to the general curriculum.

1E.   processes for curriculum development.
1F.   philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

Skills:
1G.   meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners
The competent curriculum adaptation 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. [28.360(b)]

Knowledge:
2A.   learning research and implications for students with disabilities.
2B.   the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.

Skills:
2E.   determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.
2F.   modifies and adapts curricula appropriate to student's learning style.

STANDARD 3 – Assessment
The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge:
3A.   curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
3C.   problem-solving models used to analyze curricular needs and learning characteristics of students.
3D.   alternative methods for assessing and grading student performance.
3E.   varied test-taking strategies.

Skills:
3F.   uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.
3G.   modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.
3H.   systematically monitors student progress through general and modified curriculum.
3L.   assesses reliable methods of response of individuals who lack communication and performance abilities.

STANDARD 4 - Planning for Instruction
The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

Knowledge:
4A.   sources of specialized materials for individuals with disabilities.
4B.   a variety of approaches for modifying the general curriculum.
4D.   strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.

Skills:
4E.   modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.
4F.   utilizes the least intrusive intervention or adaptation first.
4G.   matches individual learning style with appropriate curricular adaptations.
4H.   determines critical functional skills within the general curriculum.
4I.   selects instructional materials which engage students in meaningful learning.

STANDARD 5 - Learning Environment
The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.360(e)]

Knowledge:
5A.   reinforcement theory and its application to learning.
5B.   the impact of the environment on student learning.

Skills:
5C.   Performance - The competent curriculum adaptation specialist modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.

STANDARD 6 - Instructional Delivery
The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

Knowledge:
6A.   various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.

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6B.   various student learning strategies that increase capacity for learning.
6C.   study strategies to assist students in the completion of various tasks.
6D.   various methods for grouping students to maximize learning.
6E.   how technology may be used to maximize learning.

Skills:
6F.   develops an individualized curriculum for all students in the least restrictive environment.
6G.   adapts content, materials, and instructional strategies in reading to meet individualized needs.
6H.   adapts content, materials, and instructional strategies in mathematics to meet individualized needs.
6I.   adapts content, materials, and instructional strategies in language arts to meet individualized needs.
6J.   adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
6K.   adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.
6L.   uses research-supported instructional strategies and practices.
6M.   uses adaptations and strategies for facilitating maintenance and generalization of skills across environments.
6N.   uses assistive technology devices to meet individualized needs and maximize learning.
6O.   teaches students cognitive strategies which maximize learning.

STANDARD 7 - Collaborative Relationships
The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]

Knowledge:
7A.   understands models for co-teaching and consultation.

Skills:
7B.   collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students.
7D.   assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.

STANDARD 8 - Professional Conduct and Leadership
The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Skills:

8A.   advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth
The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Skills:
9A.   reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

Behavior Intervention Specialist (IL BIS)
none

State of Illinois Specialty Area LBS II and Director Standards Addressed in this Course

Director of Special Education (IL DIR)
none

Grading Policy:
        A point scale is used. Grades are determined by the number of points earned.
The following scale is used by the Department of Special Education faculty:

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

Assignments:
Individual Universal Design Learning Project (Unit)
Reflective responses to class readings
In-class participation activities
Self study assignment (web-based learning activity and assessment)
Universal design lesson plan

Chart of Assessments:

        See Chart . .

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Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed				
		1	2	3	4	5	6	1	2	3	4	5
Individual Universal Design for Learning Project (unit)	Each candidate will design and present a unit of study to be used in their classrooms or practica created using universal design for learning primciples.	☒	☒	☒	☒	☒	☒	☐	☒		☒	☒	☒
Reflective responses to class reading	Each candidate is expected to read assigned class materials, write written responses to each set of readings based on a pre-assigned questions, and share their thoughts with classmates.	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒
In-class participation activities	Each candidate is expected to attend class and participate in learning activities designed to help them apply their knowledge.	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒
Self-Study assignment	Each candidate is required to identify and complete one on-line workshop to improve or enhance their knowledge of assessment or instruction offered by the US department of Education (http;//paec.org/teacher2teacher).	☒	☒	☒	☐	☐	☐	☐	☒	☒	☒	☒
Universal Design lesson plan	Candidates will work in pairs to develop or modify an existing lesson plan based on universal design principles.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Final Essay Exam	Candidates will respond in writing to content knowledge questions which require APA reference supports.	☒	☒	☒	☒	☐	☐	☒	☒	☒	☒	☒
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List of Graduate/Advanced Unit Standards:

Standard 1 – Content Knowledge
Standard 2 – Critical Thinking and Problem Solving
Standard 3 – Oral and Written Communications
Standard 4 – Advanced Scholarship/Research/Creative Activity
Standard 5 – Working with Diverse Clientele
Standard 6 – Collaboration and Creating Positive Relations

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

SPE 5133: Topics in Special Education
Universal Design

Course Description
SPE 5133: Topics: Universal Design
A study of the concept of Universal Design for Learning (UDL) and the practical application of UDL in the classroom. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings. Prerequisite: Upper division or Graduate level standing in special education or a related field.

Learning Model
The primary learning model for this course is the Ecological Model. For more information on this model read Evans, Evans, Gable, & Schmidt (1991).

Course Texts
1.   Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning.* Alexandria, VA: ASCD.

2.   There is no one text that covers all of the historical content to be taught in this course. Therefore, additional readings consisting of various journal articles on the topics included in the course can be purchased at Copy X, Lincoln St., Charleston.

Course Outline

I.   Course Introduction
    A.   Scope of content
    B.   Course requirements

II.   Learning Theories and Styles
    A.   Learning Styles
    B.   Multiple Intelligence
    C.   Differentiating Instruction
    D.   Adapting Curriculum

III.   Introductory Concepts in Universal Design
    A.   Definition of Universal Design
    B.   Characteristics of Universal Design
    C.   Value of UDL

IV.   Basis for Universal Design in Special Education
    A.   Education in the Digital Age
    B.   What Brain Research Tells Us about Learner Differences
    C.   Why we Need Flexible Instructional Media

V.   Creating Systemic Change for Universal Design in Special Education
  A.   Technology Infrastructure
  B.   Administrative Support
  C.   Teacher Training and Support
  D.   Redefined Roles for Special and General Education Teachers
  E.   Collaborative Curriculum Planning
  F.   Parent and Community Involvement
  G.   Creative Funding

VI.   Using UDL to Set Clear Goals
  A.   Common Standards Diverse Students Needs
  B.   Traditional Framework vs. the UDL Framework
  C.   Applying UDL to reframe standards as Classroom Goals
  D.   Applying UDL to Individualize Scaffolds and Performance   Criteria
  E.   Communicating a Shared Understanding of Goals

VII. Using UDL to Support Every Student's Learning
  A.   Using UDL to Individualize Teaching Method
  B.   Designing Instruction to Support Recognition Learning
  C.   Designing Instruction to Support Strategic Learning
  D.   Designing Instruction to Support Affective Learning

VIII. Using UDL to Accurately Assess Student Progress
  A.   Barriers to Accurate Assessment
  B.   Increasing Assessment Accuracy
  C.   The Value of UDL in Assessment

Course Assignments

1.   Readings.
     Each student is responsible for the information contained in the readings for
     the course.   For each assigned reading the student will complete a reading
     response reflection following APA guidelines. The purpose of the readings is
     to help with completing course activities and exam (60 points).

2.   In class participation.
     Points may be earned at various class sessions for participation exercises.
     These points can not be made up. (60 points)

3.   Self Study Assignment.
     Each student will choose and complete one self study course from the US
     Department of Education http://www.paec.org/teacher2teacher/   Specific
     directions will be provided by the instructor. (50 points)

4.   Universal Design for Learning Lesson Plan
     Working in pairs, students will choose a lesson to revise/ adapt in accordance
     with universal design for learning principles. Specific directions will be
     provided by the instructor (30 points)

5.   Individual UDL Project
      Each student will participate in the development of an UDL Unit. The student
      will present their unit in class and provide each class member a copy of their
      unit.   Specific directions will be provided in class. (100 points)

6.   Essay Exam
      Each student will complete a cumulative essay exam at the end of the
      semester. (100)

Course/Department Policies

Written Language Standards
Written assignments are expected to follow *American Psychological Association
(APA), 5th edition* style, format, and guidelines. Non-labeling language is
expected in all written materials. Students in SPE 5133 will be expected to meet
performance criteria associated with grammar, spelling, and sentence structure.

APA Style: Knowledge of APA style is assumed at the graduate level. APA
style should be used in all writing assignments. If you have not used APA
style prior to taking this course, please familiarize yourself with the
manual and ask questions prior to turning in assignments.

Non-Labeling Language: The Department of Special Education at EIU
requires that all assignments be completed using non-labeling language.
If labeling is utilized because it is part of a quote from a published source,
please indicate that the information is a quote, utilizing correct APA form.
        Example:
Non-Labeling Language
        Students with learning disabilities
        Students identified as behavior disordered
        Teachers of students with mild mental impairments
Labeling Language (DO NOT USE)
        Learning Disabled Students
        BD Students
        Learning Disability Teachers

Attendance: Students are expected to attend all classes. If prevented by an
acute illness or an emergency the student should contact the instructor in as
timely a manner as is possible. When the student can anticipate the absence,
the instructor should be contacted before the absence occurs. The instructor
after due consideration to the reason for the absence may deny the student's
request to make up missed assignments or exams. **Students for whatever
reason are held responsible for the material covered during their
absence.**

The Department of Special Education endorses the notion that attendance in
classes is essential. The student is responsible for initiating all interaction with
the instructor relative to absences and related assignments or exams.

Grading Scale
A point scale is used. Grades are determined by the number of points earned.
The following scale is used by the Department of Special Education faculty:

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

Policy on Late Assignments: Assignments are due the **class period** of the day
listed as the **due date** for the assignment. Any assignment turned in after this
is considered late. If an absence is excused, the student will not be penalized
points. Assignments that are late due to unexcused absences will be assessed a
10% penalty for **each day** they are late.

Appointments/Assistance
Each student is encouraged to contact the instructor for assistance with any
problem and/or for general discussion. The instructor is interested in you.
Available conference times are posted in the notebook in Room 1212, Special
Education Office. If times listed are inconvenient, please call to arrange an
alternate time.

Eastern Illinois University is committed to the learning process and academic
integrity that is defined in the Student Conduct Code (1.1). To encourage
original and authentic written work, any written assignment created in this
course may be submitted for review to Turnitin.com and will become a
searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy
All cellular phones, pagers, and messaging devices must be turned off upon
entering classroom or practicum site. If special circumstances warrant the
necessity of accessibility via cell phone, permission must be given be instructor
and at no time should this means of communication interrupt teaching or
learning. Abovementioned devices are not allowed in the testing setting during
tests or exams. If discovered, it will be assumed they are being used
inappropriately and will result in a grade of "zero". At no time during class,
teaching on site, or tests is text messaging allowed! Anyone in violation of this
policy will be asked to leave the class and the absence will be considered
unexcused.

Email/Electronic Communication
Students are encouraged to use email as a means of communicating with the
instructor(s); however not all questions and issues can be addressed using this
forum. As in all interactions, students are expected to be respectful and
professional. In addition, students must realize that email is asynchronous and
therefore should allow ample time for a response from the instructor(s). Further,

it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Learning Outcomes Assessed in this Course

Eastern Illinois Graduate Assessment of Candidate Learning Assessments:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem-solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community and profession in which they work

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Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.** They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of** the **needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: **Program Development & Organization**

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. . Special educators **continuously broaden and deepen their professional knowledge**, and **expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate**

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educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3:   Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies.** Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 4:   Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used **in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

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Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development,** as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Advanced Standard 6:   Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understand to **integrate services for individuals with exceptional learning needs.** They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.**

CEC Advanced Core Standards, including Common Core Knowledge and Skills (CEC ACC_K or CEC ACC_S):

Standard #1: Leadership and Policy

Knowledge
ACC1K1`   Needs of different groups in a pluralistic society.

Skills
ACC1S1   Promote a free appropriate public education in the least restrictive
              environment.

ACC1S2   Promote high expectations for self, staff, and individuals with exceptional learning needs

Standard #2: Program Development and Organization

Knowledge

ACC2K1   Effects of the cultural and environmental milieu of the child and the family on behavior and learning.

ACC2K2   Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.

ACC2K3   Continuum of program options and services available to students with exceptional learning needs.

ACC2K6   Developmentally appropriate strategies for modifying instructional methods and the learning environment.

Skills

ACC2S1   Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.

ACC2S2   Connect educational standards to specialized instructional services.

ACC2S3   Improve instructional programs using principles of curriculum development and modification, and learning theory.

Standard #3: Research and Inquiry

Knowledge

ACC3K1   Evidence-based practices validated for specific characteristics of learners and settings.

Skills

ACC3S3   Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation

Knowledge

ACC4K2   Variety of methods for assessing and evaluating students' performance.

ACC4K4   Evaluate a student's success in the general education curriculum.

Skills

ACC4S1   Design and use methods for assessing and evaluating programs.

ACC4S4   Report the assessment of students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice

Knowledge

ACC5K3   Human rights of individuals with exceptional learning needs and their families.

Skills

ACC5S1   Model ethical behavior and promote professional standards

ACC5S2   Implement practices that promote success for individuals with exceptional learning needs

ACC5S5   Create an environment which supports continuous instructional improvement.

Standard #6: Collaboration

Knowledge

ACC6K1   Methods for communicating goals and plans to stakeholders

ACC6K2   Roles of educators in integrated settings

Skills

ACC6S1   Collaborate to enhance opportunities for learners with exceptional learning needs.

CEC Specialty Areanowledge and Skills (if applicable):

Special Education Administrator (CEC SEA_K or CEC SEA_S):
None

State of Illinois Specialty Area LBS II or Director Standards Addressed in this Course

Curriculum Adaptation Specialist (IL CAS)

STANDARD 1 – Foundations
The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]
Knowledge:
1A.   the general curriculum structure.
1B.   curricular issues and their associated implications for students with disabilities.
1D.   state law related to the general curriculum.
1E.   processes for curriculum development.
1F.   philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.
Skills:
1G.   meets the standards set forth in Section 28.100 (a) (2) of this Part.

STANDARD 2 - Characteristics of Learners
The competent curriculum adaptation 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. [28.360(b)]

Knowledge:
2A.   learning research and implications for students with disabilities.
2B.   the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.

Skills:
2E.   determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.
2F.   modifies and adapts curricula appropriate to student's learning style.

STANDARD 3 – Assessment
The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge:
3A.   curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.

3C.   problem-solving models used to analyze curricular needs and learning characteristics of
       students.
3D.   alternative methods for assessing and grading student performance.
3E.   varied test-taking strategies.

Skills:
3F.   uses varied assessment strategies to determine appropriate curricular modification and
       adaptations for individuals with disabilities.
3G.   modifies specific assessment devices and assessment procedures to match the individual
       needs and learning style of students.
3H.   systematically monitors student progress through general and modified curriculum.
3L.   assesses reliable methods of response of individuals who lack communication and
       performance abilities.

STANDARD 4 - Planning for Instruction

The competent curriculum adaptation specialist understands how students differ in their
approaches to learning and creates instructional opportunities that are adapted to diverse
learners. The specialist understands instructional planning and designs instruction based on
knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

Knowledge:
4A.   sources of specialized materials for individuals with disabilities.
4B.   a variety of approaches for modifying the general curriculum.
4D.   strategies for modifying materials, changing teaching procedures, altering task
       requirements, or selecting an alternative task based on students' learning styles and
       needs.

Skills:
4E.   modifies the general curriculum by analyzing what is taught, how it is taught, how the
       student will demonstrate proficiency, and the instructional setting needed by the student
       for successful learning.
4F.   utilizes the least intrusive intervention or adaptation first.
4G.   matches individual learning style with appropriate curricular adaptations.
4H.   determines critical functional skills within the general curriculum.
4I.   selects instructional materials which engage students in meaningful learning.

STANDARD 5 - Learning Environment

The competent curriculum adaptation specialist uses an understanding of individual and group
motivation and behavior to create a learning environment that encourages positive social
interaction, active engagement in learning, and self-motivation. [28.360(e)]

Knowledge:
5A.   reinforcement theory and its application to learning.
5B.   the impact of the environment on student learning.

Skills:
5C.   Performance - The competent curriculum adaptation specialist modifies the learning
       environment based on a student's learning strengths, curricular needs, and appropriate
       instructional strategies.

STANDARD 6 - *Instructional Delivery*

The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]

Knowledge:
6A.   various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.
6B.   various student learning strategies that increase capacity for learning.
6C.   study strategies to assist students in the completion of various tasks.
6D.   various methods for grouping students to maximize learning.
6E.   how technology may be used to maximize learning.

Skills:
6F.   develops an individualized curriculum for all students in the least restrictive environment.
6G.   adapts content, materials, and instructional strategies in reading to meet individualized needs.
6H.   adapts content, materials, and instructional strategies in mathematics to meet individualized needs.
6I.   adapts content, materials, and instructional strategies in language arts to meet individualized needs.
6J.   adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
6K.   adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.
6L.   uses research-supported instructional strategies and practices.
6M.   uses adaptations and strategies for facilitating maintenance and generalization of skills across environments.
6N.   uses assistive technology devices to meet individualized needs and maximize learning.
6O.   teaches students cognitive strategies which maximize learning.

STANDARD 7 - *Collaborative Relationships*

The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]

Knowledge:
7A.   understands models for co-teaching and consultation.

Skills:
7B.   collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students.
7D.   assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.

STANDARD 8 - *Professional Conduct and Leadership*

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Skills:

8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

STANDARD 9 - Reflection and Professional Growth

The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]

Skills:

9A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

Behavior Intervention Specialist (IL BIS)
none

State of Illinois Specialty Area LBS II and Director Standards Addressed in this Course

Director of Special Education (IL DIR)

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