

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

# SPECIAL EDUCATION



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION  
**SUMMER 2024**



# Governors State University CRTL Design Matrix



<b>Program:</b>	<b>Special Education</b>	
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<b>Standard a</b>	<b>Self-Awareness and Relationships to Others</b>	
<b>Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will</b>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this</p>	<p><b>SPED 6101</b> <b>Survey of Students with Exceptionalities</b></p> <p>Teaching Philosophy assignment</p>	<p>Candidates will complete a teaching philosophy statement to describe their values, beliefs, aspirations and biases as a teacher. They will reflect on their own perceived concept of teaching and learning, their goals for all students, their teaching methods, interactions, assessments and professional growth.</p> <p>This reflective exercise allows candidates to engage in self-reflection about their own concepts and interactions and what ideas and biases motivates them to be in the classroom. It helps them explore their own intersecting identities, how they were developed, and how they impact daily experience of the world. Candidates will also be able</p>

<p>knowledge to build instruction that leverages prior knowledge and skills. 4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own. 5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions. 6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world. 7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students. 8) Educate themselves about students' communities, cultures, and histories. 9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary. 10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism,</p>		<p>to recognize how their identity affects their perspectives and beliefs about pedagogy and students.</p>
	<p><b>EDUC 3440</b>  <b>Applying Educational Psychology II</b></p> <p>Original Assessments  g #12</p>	<p>In this class, candidates read about and discuss the range of assessment modalities, their use and misuse, the importance of acclimating all students to this range of assessments, and the potential for injustice and inequity when test bias is ignored. Candidates create 5 original assessments: 1) objective assessment (multiple choice, T/F, sentence completion, and short answer with rubric for short answer); 2) essay assessment and rubric; 3) portfolio assessment and rubric; 4) performance assessment (other than portfolio, e.g., self-assessment, team assessment, 360 degree rating) and rubric; and 5) oral presentation and rubric. It should be noted, moreover, that our candidates themselves experience many alternative assessments throughout their program of study, providing firsthand knowledge of the advantages of alternative assessments.</p> <p>Candidates will:  Create 5 original assessments of designated types.  Discuss the advantages and disadvantages of each type of assessment.  Practice reviewing examples of each of the 5 types of assessments for bias, that is, assessment characteristics that might disadvantage students from non-dominant cultures or communities (e.g., devaluing language, racial or gender stereotypes, item focus on dominant culture experiences to the exclusion of other cultures).</p>

sexism, homophobia, unearned privilege, Eurocentrism, etc.).

	Assessment: Rubric for each original assessment; participation points for discussion and class activity on test bias.
<b>SPED 8200</b> <b>Learning Characteristics of Learners w Exceptionalities</b> Field experience and Observation report assignment	For this assignment, candidates are required to complete 30 hours of field observation. They will observe students with disabilities in K-12 school settings. Candidates will then turn in a final report where they briefly describe what they have observed and mostly reflect on their observations and on the learning that took place. Candidates are required to reflect on the overall teaching effectiveness, including culturally responsive practices such as (1) making authentic connections between academic learning and students' prior knowledge, native language, culture, and values; (2) co-creating, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school; (3) creating and embedding student leadership opportunities into the student experience and (4) soliciting student feedback, valuing that feedback, and adjusting based on that feedback.
<b>SPED 8600 Collaboration Skills for Teachers and Support Personnel</b> Key Assessment 6 Research Paper and Observational Reports  Structured reflective writing and contributions to discussion forums.	Candidates will complete an identity wheel reflection exercise, watch The Danger of a Single Story by Chimamanda Ngoze Adichie, and read: Friend & Cook Ch. 2 (Interpersonal Communication) & Ch.3 (Listening, Responding, & Giving Feedback) before completing a self-assessment of their interpersonal communication style and a written reflection on nonverbal communication and active listening so that they can demonstrate progress toward reflecting critically on personal communication and

	<p>interpersonal characteristics that facilitate or interfere with collaboration.</p> <p>Candidates will complete structured reflective readings from Kalyanpur &amp; Harry (2012)'s chapters 1 &amp; 4 in, Cultural Reciprocity in Special Education to reflect on cultural and ethn-oreligious experiences of three different families of children with disability labels. Candidates will confront personal biases and assumptions while participating in a root cause analysis discussion about a conflict raised in Ch. 4 and by applying the 4-step cultural reciprocity process described in the reading.</p>
<p><b>SPED 8114 Action Research</b> Key Assessment 6 Action Research Project &amp; Presentation</p>	<p>Candidates will engage in reflection on their own identities by first completing an identity map. Then, candidates will complete assigned readings (i.e., Davis, B. M. [2012]. How to teach students who don't look like you: Culturally responsive teaching strategies. Corwin Press; Peskin, H. [1980]. Subjective "I's" and Their Relationships to Self-Concept, Motivation, and Personality Structure. Journal of Personality Assessment, 44(5), 444-454. <a href="https://doi.org/10.1207/s15327752jpa4405_3">https://doi.org/10.1207/s15327752jpa4405_3</a>) to craft a positionality statement that reflects tenets of cultural responsiveness for their proposed action research project.</p>

	<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b>  Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p> <p>Personal Philosophy of Discipline assignment</p>	<p>Building on their understanding of their own values, cultural assets, intersectional identities and background experiences, Candidates will draft their personal philosophy of discipline as a written statement that they share with course colleagues and university supervisors for feedback. Throughout the SPED 8311 course, Candidates will reflect on and systematically re-examine their initial drafted statement so that they can submit a revised philosophy statement for final evaluation at the end of the semester. In their revised philosophy statements, candidates will:</p> <p>Provide a personal definition of what behavior is and is not; thoroughly describe one or more experiences that align with the stated personal philosophy that undergirds beliefs about behavior and discipline</p> <p>Name and describe strategies for developing and maintaining behavioral supports in ways that promote an asset-based perspective of learners from a diversity of cultural backgrounds.</p> <p>Convey the importance of fostering positive relationships and providing students with access to high quality educational experiences and meaningful social interactions that nurture inclusivity, justice, and belonging.</p>
<p><b>Standard b</b></p>	<p><b>Systems of Oppression</b></p>	
<p><b>Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:</b></p>		
<p><b>Standards</b></p>	<p><b>Assessment/ Methods</b></p>	<p><b>Strategy</b></p>

<p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p>	<p><b>SPED 8619 Psychological Diagnostic of Learners w Exceptionalities</b>  Case Study  Reflections and Forum discussions</p>	<p>Through the case study and forum discussions, candidates will be required to reflect on nondiscriminatory assessment, especially that students from minority ethnic groups continue to be at greater risk for receiving special education and related services overrepresentation.</p> <p>Candidates will reflect on a list of problems of bias in assessment that include:</p> <ul style="list-style-type: none"> <li>Inappropriate content</li> <li>Inappropriate standardization samples</li> <li>Examiner and language</li> <li>Inequitable social consequences</li> <li>Measurement of different constructs</li> <li>Different predictive validity</li> <li>Qualitatively distinct minority and majority attitude and achievement</li> <li>Assessment of English language learners</li> </ul>
<p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p> <p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p>	<p><b>SPED2100/6101 Survey of Students with Exceptionalities</b>  Inclusion Group Project</p>	<p>Candidates will be offered an opportunity to promote inclusiveness at their schools. The purpose of this project is to promote inclusiveness, increase schools' awareness about students with disabilities and educate them on how to become more sensitive towards that population. The rationale for this project is based on the idea that familiarity and understanding bring diverse people together, decreasing incidents of bullying and increasing empathy and acceptance.</p> <p>Candidates will practice creating a school climate where all students better understand one another, feel safe and supported, have positive relationships, and are more respectful and accepting of each other. The</p>

	<p>ultimate goal is for candidates to understand the need for social advocacy and social action to better empower diverse students and communities.</p> <p>Candidates are asked to prepare a one-day conference/workshop (4-6 hrs.) for either parents or students to present to them in a scientific yet simple way, the type of students with disabilities who will be attending their school.</p> <p>Candidates will create the content and material for the one-day conference/workshop.  The content will include the following:  Definition of the disability (in a language that is appropriate to your audience)  Students' characteristics (The positive and the negative, with more emphasis on the positive)  Types of accommodations necessary for these students to succeed in the classroom  Strategies to help them by the audience  What the research reports on their success when provided with appropriate strategies and accommodations (use what you found in Part A)  What is expected from your audience to make the inclusive experience a success  At least one success story</p>
<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b>  Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Candidates will participate in reflective exercises that require engagement with assigned readings (see examples listed below) and videos (e.g., clips from the "Last Chance High" series and from the Council for Exceptional Children's High-Leverage Practices resource library) followed by structured interactions</p>



Reflective writing assignments

with course colleagues (e.g, face-to-face or online discussions) to explore power dynamics within social institutions (e.g., schools and community agencies that serve individuals with disabilities). Through assigned readings, reflective writing, and participation in discussions, Candidates will :

–use a District lens to examine trends reported by the U. S. Department of Education’s Office of Specialized Programs related to over- and under-representation of racialized students in the IDEA eligibility category of emotional disturbance

Articulate their professional disposition and identify an action plan for disrupting deficit-based perspectives that uphold inappropriate referrals or eligibility determinations.

Interrogate notions of normalcy and the conceptualizations of inclusion while examining data reported by ISBE to identify patterns in the use of seclusion, time-out, restraint, and expulsion of racialized students labeled as disabled.

Curate a set of resources and establish baseline familiarity with strategies for using proactive supports that affirm

Example readings include:

Annamma, S. A., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2019). Black girls and school discipline: The complexities of being overrepresented and understudied. *Urban Education*, 54(2), 211–242.

Kangas, S. E. (2020). Counternarratives of English learners with disabilities. Download Counternarratives

		<p>of English learners with disabilities. Bilingual Research Journal, 43(3), 267-285.</p> <p>Miller, D., &amp; Santos, R. M. (2020). The characteristics among maltreatment, special education service delivery, and personnel preparation. The Journal of Special Education, 53(4), 216–225.</p>
	<p><b>SPED 8805</b>  <b>Special Education Law</b>          Court Cases Review</p>	<p>Candidates will be required to review, analyze and reflect on several court cases. They will examine the decisions and discuss their impact on special education procedures.</p> <p>These reviews highlight the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>Candidates will be able to better understand how a system of inequity could create rules that negatively impact students of color and students with disabilities</p>
<p><b>Standard c</b></p>	<p><b>Students as Individuals</b></p>	
<p><b>Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.</b></p>		
<p><b>Standards</b></p>	<p><b>Assessment/ Methods</b></p>	<p><b>Strategy</b></p>
<p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p>	<p><b>EDUC 8463</b>  <b>Reading Remediation in the Classroom</b></p>	<p>After examining examples and nonexamples of culturally responsive IEPs, students will develop and share resources for learning from and about the culture, language, and learning</p>

<p>2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p> <p>5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.</p> <p>6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.</p> <p>7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement</p>	<p>SPED 8350 Methods and Materials for Teaching Learners with Exceptionalities Key Assessment 3 Methods (Lesson Plans for Learning Segment)</p>	<p>preferences of individual students whose ages span grades K-12 and whose categories of special education eligibility require minimal to extensive supports including the integration of communication aids for students who use AAC devices and/or languages other than or in addition to English. Candidates will share the resource/tool/strategy they developed with course colleagues. Candidates will select one to implement with an actual student in order to draft (and later revise, based on feedback from the instructor and peers) a learning segment (e.g., three related lesson plans) that incorporate high-leverage practices while addressing the theme of identity, diversity, or justice.</p>
<p>metrics, growth indicators, leadership, character development, social-emotional</p>	<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b></p> <p>Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Acting as an action researcher and culturally responsive teacher and leader, candidates will write their action research report and deliver their presentation with slides and content to represent: (a) a culturally responsive mindset that starts with a firm belief that all students, regardless of their background, are capable of high academic achievement and personal growth. This belief, as communicated, is expected to shape their expectations, teaching methods, and interactions with students. AND (b) a commitment to using a culturally relevant curriculum. Specifically, the candidate will use previously practiced techniques for information-gathering so that they can incorporate students' cultural backgrounds, lived experiences, and community knowledge into the curriculum (e.g., by using texts, examples, and case studies that reflect the diversity of the students' lives).</p> <p>Acting as an action researcher and culturally responsive teacher and leader, candidates will write provide (as an Appendix) lesson plans that include instructional strategies adapted to meet the diverse learning needs and cultural contexts of</p>

learning competencies, and school values).

students while also addressing student voice and choice through the provision of opportunities for students to share their experiences, interests, and perspectives, so that these can be integrated into learning activities and assessments.

OR

behavior intervention/classroom management plans, seating charts, cooperative grouping plans, and plans that describe use of feedback in ways that reflect a collaborative learning environment where students work together to construct knowledge, solve problems, and engage in inquiry-based learning. This can include group projects, peer tutoring, and collaborative research. OR

transition plans that (A) foster critical inquiry by encouraging students to question, analyze, and critique information from multiple perspectives, especially those that challenge dominant narrative and (B) give students the agency to make decisions about their learning, such as choosing topics for projects, leading discussions, or contributing to the development of class norms and goals.

Acting as an action researcher and culturally responsive teacher and leader, candidates will write a critical self-reflection on their project implementation that includes analyses of peer-reviewed research in order to provide:

- a description of their implementation of strategies that specifically address the barriers faced by historically marginalized students, such as differentiated instruction, restorative practices, and targeted support programs.

- an explanation of their view of the cultural backgrounds, languages, and identities of marginalized students as assets rather than deficits.

- a description of their engagement in the continuous cycles of action research that require assessment and improvement of teaching practices. This involves identifying issues related to equity and cultural responsiveness, implementing interventions, and reflecting on the outcomes to make informed adjustments.

	<p>Statements that reflect on personal biases, assumptions, and practices to ensure they align with the principles of cultural responsiveness and equity.</p> <p>Statements that identify professional development opportunities focused on culturally responsive teaching, anti-racism, and equity in education.</p> <p>Statements that reflect commitment to building trusting and respectful relationships with students, understanding their individual contexts, and providing emotional and academic support.</p> <p>Statements that identify how the candidate will foster connections between the school and the community, involving families and local leaders in the educational process.</p>
<p><b>SPED 6999</b> <b>Student Teaching</b></p> <p>Differentiation of Instruction in All Lesson Plans</p> <p>Context for Learning Assignment</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Create lesson plans acknowledging the role of students' physical, social, cultural, emotional, linguistic, and economic differences on their learning and providing engaging instruction that will assist all students in achieving the highest expectations</li> </ul> <p>Assessment: Revised Lesson Plan Rubric for Field Experiences.</p> <p>Student teachers will:</p> <ul style="list-style-type: none"> <li>• Complete this task, providing specific information about student demographics, gender, language, cognitive and physical abilities, etc. to assist in their understanding of the range of backgrounds and abilities among the students at their student teaching classroom site.</li> </ul> <p>Assessed on completeness.</p>

<b>Standard d</b>	<b>Students as Co-Creators</b>	
<b>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</b>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>	<p><b>SPED 6101</b>  <b>Survey of Students with Exceptionalities</b>  Observations report assignment</p>	<p>For this assignment, candidates are required to complete 15 hours of field observation.</p> <p>They will observe 3 different types of students with disabilities (e.g., SLD, EBD, ID, deaf, blind). At least 1 of these observations (5 hours) must be of a student who experiences a specific learning disability. All students observed must have a current IEP.</p> <p>Candidates will then turn in a final report where they briefly describe what they have seen and mostly reflect on it and on the learning that took place.</p> <p>Candidates are required to reflect on the overall teaching effectiveness, including culturally responsive practices such as (1) making authentic connections between academic learning and students' prior knowledge, native language, culture, and values; (2) co-creating, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school; (3) creating and embedding student leadership opportunities into the student experience and (4)</p>

		soliciting student feedback, valuing that feedback, and adjusting based on that feedback.
	<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b></p> <p>Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Through assigned course readings, video analysis, and reflective writing assignment, Candidates explore and interrogate ways to collaborate, to establish, communicate, and reinforce school-wide and classroom-specific expectations. Relatedly, Candidates learn about the importance of co-creating norms and making expectations accessible so that all members of a learning community engage in developing commitments for how the classroom environment is structured. Specifically, candidates will write a plan for how they will collaboratively design a culturally responsive classroom management system with their students. The written plan will include:</p> <ul style="list-style-type: none"> <li>a description of one activity designed to develop classroom community early on in the school year</li> <li>a list of at least 3 commitments that reflect a culturally responsive classroom community</li> <li>a description of at least one activity they will use with their students to engage them in the co-development of classroom commitments and what should happen if these commitments are not honored (often called negative consequences). In this description, candidates will keep the discussion focused on repairing and maintaining relationships with and amongst students rather than on primarily using punitive consequences.</li> </ul> <p>Candidates will include a description of how they will work with students to determine ways to best support and honor commitments along with their plans for</p>

	facilitating restorative practices (e.g., modeling, practicing a four-part apology, holding a peace circle).
<p><b>SPED 8114 Action Research</b></p> <p>Key Assessment 6 Action Research Plan and Presentation</p>	Through completing assigned readings and engaging in structured class discussions, candidates will: share a representation of their mindset to convey a firm belief that all students, regardless of their background, are capable of high academic achievement and personal growth that can develop with effort, perseverance, and the right support.
<p><b>SPED 8600 Collaboration for Teachers and Support Personnel</b></p> <p>Key Assessment 6 Research Paper and Observational Reports</p>	Candidates will research collaborative strategies that use culturally responsive, trauma-informed, or antiracist frameworks in order to disrupt traditional and deficit-based approaches to (a) family engagement in the special education process, (b) co-teaching practices that engage and affirm intersectional identities of historically marginalized students, (c) collaborative teaming practices with related service providers and/or paraprofessionals that promote self-determination and consistently solicit student input and feedback to inform changes to specially designed instruction or behavior intervention plans.
<p><b>SPED 8350 Methods for Teaching Learners with Exceptionalities</b></p> <p>Key Assessment 6 Lesson Plan</p> <p>Reflective writing</p>	Candidates will cultivate skills for embedding student leadership opportunities through researching to gain multiple perspectives on the practice of student-led IEPs. Activities that support this outcome include:(a) read Chapters 1 & 2 from Hoover and Patton (2017)'s text on culturally responsive IEP writing, (b) watching The Best I can Be [32:00 to 43:11 on student-led IEPs].



	<p>Analyze the case of Maria's and examine how her IEP is developed to affirm her cultural and linguistic assets. Read and critique research on self-directed IEPs and engage in discussion on challenges and benefits to using this approach across grade levels.</p> <p>Candidates are expected to complete field hours to assess the current assistive technology practices in educational settings and plan for improvement to better support the identified student with disabilities using the assessments (i.e., WATI and SETT) Utilizing the assessment results, candidates will create an appropriate assistive technology plan to better support the unique needs of students with disabilities in educational settings.</p> <p>Candidates are encouraged to include the students as co-creators in their own assistive technology plan to better support their educational progress and increase chances of success in their academic journey.</p>
<p><b>SPED 8200</b>  <b>Learning Characteristics of Learners with Exceptionalities</b></p> <p>Field experience and Observation report assignment</p>	<p>For this assignment, candidates are required to complete 30 hours of field observation. They will observe students with disabilities. Candidates will then turn in a final report where they briefly describe what they have seen and mostly reflect on it and on the learning that took place.</p> <p>Candidates are required to reflect on the overall teaching effectiveness, including culturally responsive practices such as making authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p>

Standard e	Leveraging Student Advocacy	
Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p> <p>6) Research and offer student advocacy content with real world implications.</p> <p>7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.</p>	<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b></p> <p>Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Through reading assigned research-to-practice briefs, watching instructor modeling, and analyzing video content, Candidates will share reflective writing/video content on the use of strategies that promote self-determination and self-management for students with intersectional identities. Relatedly, Candidates will explore tensions between research and practice, between ableist, middle-class norms and values/beliefs held by families whose cultural complexities aren't reinforced in a culture-blind or culture-free community so that they can reflect on their own professional dispositions and commit to an action plan that aligns with culturally responsive practice.</p>
	<p><b>SPED 8350 Methods for Teaching Learners with Exceptionalities</b></p> <p>Key Assessment 3 Methods (Lesson Plans for Learning Segment)</p>	<p>Candidates will explore advocacy resources (e.g., social media platform pages, phone numbers, videos, forms, and websites) purveyed by community organizations (e.g., ARC of IL, LifespanIL.org, LDA of Illinois) in order to evaluate available information and identify strategies for making this information accessible to support individual students in engaging in self-advocacy. Exploration includes the listing of</p>

<p>8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.</p>		<p>resources available through the advocacy link on ISBE at: Parents/Guardians Information (isbe.net)</p> <p>Using an equity lens, candidates will write measurable and observable IEP goals that address self-advocacy skill development develop a system for data collection that incorporates (1) a tool that can be implemented repeatedly to monitor progress toward goal attainment across settings and (2) a method for ensuring that student voice and input is included as a primary driving force for when, where, and how data are collected.</p>
	<p><b>SPED 8805 Special Education Law</b></p> <p>Chapter readings and classroom forum discussions</p>	<p>Discussions will focus on the implications of the law and students' achievement and the need to develop self-advocacy in order to be better equipped in negotiating their needs, especially their academic accommodations</p>
<p><b>Standard f</b></p>	<p><b>Family and Community Collaboration</b></p>	
<p><b>Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:</b></p>		
<p><b>Standards</b></p>	<p><b>Assessment/ Methods</b></p>	<p><b>Strategy</b></p>
<p>1) Regularly interact with students, families, and communities in both English and home language through</p>	<p><b>SPED 8619 Psychological Diagnosis of Exceptional Learners</b></p>	<p>The case study will allow candidates to consider multiple perspectives and contributions from families and think about ways to forge ongoing communication with them.</p>

<p>methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p> <p>6) Develop relationships with families and the community outside of the classroom setting.</p> <p>7) Foster students' cultural understanding and connection to the surrounding community.</p> <p>8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.</p> <p>9) Welcome communication from parents and reply in a timely manner. 10) Communicate and provide appropriate</p>	<p>Case Study</p>	<p>Candidates will be required to develop a presentation about their assessment results and consider how to communicate their findings to parents in a way that actively seeks family's perspective and includes their contributions into the students' IEP plan. Candidate will also consider communicating and providing appropriate techniques and materials to support and enrich student learning at home, based on assessment results.</p>
	<p><b>SPED 8311 Applied Behavior Analysis Basic Principles</b></p> <p>Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Candidates will deliver a presentation on their design of a student-specific behavior intervention plan (BIP) that incorporates a culturally and linguistically sensitive mechanism for gaining formative feedback from the child and child's family so that the effectiveness of BIP implementation can be monitored and upheld by making necessary adjustments.</p>
	<p><b>SPED 8600 Collaboration for Teachers and Support Personnel</b></p> <p>Access the Whiteness page at the National Museum of African American History - and read the content and watch the videos embedded on this page.</p>	<p>Candidates will use equity literacy guiding questions to analyze a case study and share in a discussion on the ways in which whiteness is embedded in the field of special education so that they make progress toward the outcomes of a) recognizing how whiteness is centered in beliefs, assumptions about and interactions with families and b) identifying antiracist and strengths-based practices for working with families.</p>

<p>techniques and materials to support and enrich student learning at home.</p> <p>11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>		
<p><b>Standard g</b></p>	<p><b>Content Selections in All Curricula</b></p>	
<p><b>Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:</b></p>		
<p><b>Standards</b></p>	<p><b>Assessment/ Methods</b></p>	<p><b>Strategy</b></p>
<p>1) Curate the curriculum.  2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.  3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens.  4) Ensure assessments reflect the enriched curriculum that has embedded student identities.  5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward</p>	<p><b>SPED 8351  Assistive Technology</b></p> <p>Assistive Technology Resources assignment</p> <hr/> <p><b>SPED 8350 Methods for Teaching Learners with Exceptionalities</b></p> <p>Key Assessment 3 Methods (Lesson Plans for Learning Segment)</p>	<p>Candidates will search for various assistive technology resources and co-create AT resources throughout the semester.  This assignment provides an opportunity for candidates to identify and articulate purposeful technology in which marginalized communities are represented and employ authentic and modern technology usage inspiring digital literacy through an equity lens.</p> <hr/> <p>Candidates will complete assigned readings from (1) Muhammad. G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. Scholastic and (2) Wehmeyer, M. L., Shogren, K. A., Toste, J. R., &amp; Mahal, S. (2017). Self-determined learning to motivate struggling learners in reading and writing. Intervention in School and</p>

traditionally marginalized populations.  
6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.

7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.

8) Ensure text selections reflect students' classroom, community, and family culture.

9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.

10) Use a resource tool to assess the curriculum and assessments for biases.

11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.

12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.

Clinic, 52, 295–303 in order to Share ideas and receive feedback from course colleagues on ways to embrace student identities and prioritize representation with emphasis on intersectional identities within a given classroom or caseload.

To represent learning (key assessment, outcome), candidates will complete the Lesson Plan project. The Lesson Plan Project offers an opportunity to meld what candidates learn about “big ideas in special education” (e.g., high-leverage practices; Riccomini et al., 2017) with their commitment to equity frameworks (e.g., culturally and historically responsive instruction; Muhammad, 2020) as they plan and implement explicit instruction (Archer & Hughes, 2011) for a K–12 student with an IEP. This project is to be completed in stages that include organizing, planning, implementing, and reflecting.

a. Organize & Plan: Organize your thinking around the who, what, where components of the project. To document your process of brainstorming, use the Lesson Plan Think Sheet. Then, set a clear objective and plan to address the four components of explicit instruction. Use the Lesson Plan Template to document evidence of your planning. Requirements include: (A) using a logical sequence within lessons, (B) providing clear models and explanations of content, (C) providing multiple opportunities to respond and giving appropriate feedback on performance, and (d) providing a range of examples and non-examples to highlight the content being taught).

b. Implement: Teach the lesson.. Document the date, start time/ end time and quick notes to record any adaptations or changes to the plan.

c. Reflect: Within the 48-hour period after teaching the lesson plan (including changes based formative feedback from the instructor), write a commentary in which you critique and reflect on teaching and use of culturally

		<p>responsive practices, including: Mindsets &amp; Moves: Candidates will describe their mindset going into the lesson. What assumptions and attitudes did they hold? Then, tell how they attended to the student and the student's individual level of performance during the lesson. What actions did they take to provide "specially designed" instruction? Finally, share a teaching decision that was made during the lesson and provide a rationale for making that decision. Glows &amp; Grows: Reflect on what worked well during the lesson and propose a change that has the potential to increase student learning, motivation, or engagement. Show thinking beyond surface-level changes and address themes of identity, diversity, and justice. Connection to Course Content: Make a reference to an assigned reading or other course content to show that you have applied course material in thinking about your instruction and/or about yourself as a culturally responsive teacher and leader in the field of special education.</p>
	<p><b>SPED 8114 Action Research</b></p> <p>Key Assessment 6 Action Research Plan and Presentation</p>	<p>Candidates' written lesson plans, behavior intervention/classroom management plans, or transition plans developed within the context of the action research project will be evaluated for their design, with percentage points allocated toward the ways in which the written plans intentionally embrace the intersectional identities of targeted students while also prioritizing representation in the selected/developed materials and in the learning environment.</p>
<p><b>Standard h</b></p>	<p><b>Student Representation in the Learning Environment</b></p>	

**Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:**

Standards	Assessment/ Methods	Strategy
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.</p> <p>2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.</p> <p>3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.</p> <p>4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p><b>SPED 8311</b>  <b>Applied Behavior Analysis Basic Principles</b></p> <p>Key Assessment 6 Functional Behavior Assessment &amp; Behavior Intervention Plan</p>	<p>Candidates learn about involving students in creating routines and practices that promote safe, inclusive, and culturally responsive learning environments by completing assigned readings, video analysis, and interacting with online or in-person group discussions.</p>
	<p><b>SPED 8351</b>  <b>Assistive Technology</b></p> <p>Key Assessment - Assistive Technology Project</p>	<p>Candidates are taught to exercise sensitivity around selecting and using materials so that the backgrounds of all students are represented positively. Examples include critiquing whether classroom management tools and techniques reinforce power differentials, tokenize members of cultural groups, perpetuate ableist practices, or marginalize members of the learning community.</p> <p>Candidates are expected to complete field hours to assess the current assistive technology practices in educational settings and plan for improvement to better support the identified student with disabilities using the assessments (i.e., WATI and SETT) Utilizing the assessment results, candidates will create an appropriate assistive technology plan to better support the unique needs of students with disabilities in educational settings.</p> <p>Candidates are encouraged to develop an assistive technology plan that upholds a system of support in the</p>



		classroom and promotes and sustains an inclusive environment for students with disabilities.
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