

Overview
Associate in Arts in Teaching Special Education Degree Model

I. The Associate in Arts in Teaching (AAT) Special Education degree program should include the following components:

- **General Education** coursework that addresses the development of written and oral communication skills and general knowledge acquisition.
- **Professional Education and Major Sequence** coursework to **introduce, at a knowledge level**, the following standards as appropriate:
 - Illinois Professional Teaching Standards
 - Illinois Core Language Arts Standards
 - Illinois Core Technology Standards
 - Illinois Common Core Standards for Special Educators
 - Council for Exceptional Children Common Core Standards for Special Educators
- **Required artifacts** as follows:
 - Passing score on the Enhanced Test of Basic Skills
 - Initiation of (electronic) standards-based portfolio
 - Evidence of successful early clinical experience in schools reflected in a completed standards-based checklist or rubric. (See provided example.)
 - Evidence of demonstrated disposition for the profession reflected in a completed checklist or rubric. (See provided example.)
 - Personal philosophy of teaching
- Examples of **additional acceptable artifacts** include, but are not limited to, case studies, technology pieces, writing samples, cultural autobiographies, reflective pieces, directed observation, and interviews.

II. Recommended Curriculum Model for the AAT in Special Education

General Education Component* (40-44 semester credits)

- Communication: 9 semester credits
(two-course writing sequence and one course in oral communications)
- Mathematics: 6-9 semester credits
(mathematics for Elementary Teaching (M1 903) and one other course required)
- Physical and Life Sciences: 7-8 semester credits
(one course from the life sciences and one course from the physical sciences, and at least one laboratory course)
- Humanities and Fine Arts: 9 semester credits**
(at least one course selected from humanities and at least one course from the fine arts)
- Social and Behavioral Sciences: 9 semester credits**
(courses selected from at least two disciplines – Introduction to Psychology and American Government are recommended)

*A college may require a greater number of general education credits than the model suggests, but consideration should be given to the total number of hours in the degree and the possibility that additional hours may not be accepted in transfer.

** A non-Western course should be selected from humanities or social sciences.

Note: Foreign language is a graduation requirement at some institutions. Consult your advisor.

Professional and Special Education Component (18 – 21 credits)

Required:

Introduction to Education (with a clinical component*)

Educational Technology

Students with Disabilities in School

Educational Psychology

Development (*Colleges may use existing courses such as Child Development, Life Span Development, or Child or Adolescent Psychology, so long as the course includes the standards identified in the AAT Super Matrix and the model syllabus.*)

One or two of the following courses may be selected:

Diversity in Schools

Language Development

Introduction to the Foundations of Reading

*The clinical component should include field experiences in a variety of school settings. For students intending to pursue an AAT in Special Education degree, it would be appropriate for half the number of hours to be spent in a special education environment. A variety of assignments and activities should be included, with artifacts and assessments documented. A minimum of 15 contact hours of field experience is required.

The required contact hours of field experience may be embedded in the Introduction to Education course, or may be part of a separate one credit hour field experience course. If the required contact hours of field experience are part of a separate field experience course, the student must be required to take the two courses concurrently and to document the assignments and activities with artifacts and assessments. Students should be aware that a one credit hour field experience course may not be transferable.

Please Note: Additional field experience hours may be incorporated into other professional education coursework.

Total for the degree: 60 – 64 semester credits

III. The final 60 semester credits of a teacher preparation program in Special Education should include:

- Further development and evaluation of the following **knowledge standards**, as well as introduction, development and evaluation of **performance standards**:
 - Illinois Professional Teaching Standards
 - Illinois Core Language Arts Standards
 - Illinois Core Technology Standards
 - Illinois Common Core Standards for Special Educators
 - Council for Exceptional Children Common Core Standards for Special Educators
- Introduction, development and evaluation of the following **knowledge and performance specialty standards**:
 - Learning Behavior Specialist I
 - Council for Exceptional Children Individualized Independence Curriculum
 - Council for Exceptional Children Individualized General Curriculum
 - Early Childhood Special Education
 - Vision
 - Hearing Impairments
 - Council for Exceptional Children Common Core Standards specific to language (differences/alternative models)
- **Required Artifact:** Passing score on Content Area Test

AAT Form 20 ED-SE (Special Education): see the Program Approval Manual for a specimen version of this form. AAT applications must be submitted using the current official AAT Form 20ED-SE; these should be obtained from the course and curriculum contact at each community college.

SAMPLE CLINICAL EXPERIENCE EVALUATION ASSESSING DISPOSITION

Teacher Candidate: _____

School: _____

Cooperating Teacher Signature: _____ **Date:** _____

**Please place a check in the most appropriate column for each competency. Comments are also appreciated!*

Professional Development and Disposition for Teaching

Competency	Always	Usually	Rarely	Comments
Personal and Professional Responsibility <ul style="list-style-type: none"> • Dependable, punctual attendance at site • Appropriate dress and behavior • Demonstrates initiative; recognizes what needs to be done • Displays high regard for own and student learning <hr/> <i>To be completed by University Supervisor:</i> <ul style="list-style-type: none"> • Plans & materials available for observation • Dependable, punctual attendance at seminar • All assignments submitted on time 				
Confidentiality and Ethics <ul style="list-style-type: none"> • Uses appropriate confidentiality • Respects diversity in all aspects • Communicates honestly • Chooses appropriate topics & times for discussions with others 				
Seeks & Applies Knowledge of Content & Resources <ul style="list-style-type: none"> • Seeks information regarding curriculum • Incorporates available or suggested resources and strategies 				
Reflects on Experiences & Teaching to Enhance Growth <ul style="list-style-type: none"> • Seeks input to improve performance • Accurately evaluates own teaching • Formulates ideas to improve • Collaborates to determine possible instructional alternatives considering student's needs 				

<p>Communicates Effectively Throughout the School Community</p> <ul style="list-style-type: none"> • Interacts with respect and rapport in an age-appropriate manner • Participates successfully in collaborative relationships • Displays enthusiasm for students and teaching 				
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Classroom Environment

<u>Competency</u>	<u>Always</u>	<u>Usually</u>	<u>Rarely</u>	<u>Comments</u>
<p>Promotes and Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Facilitates emotionally safe, positive environment • Fosters and models genuine caring, respect and value for all individuals 				
<p>Manages Classroom Procedures Efficiently</p> <ul style="list-style-type: none"> • Respects classroom routines and management techniques • Participates in transitioning students using established classroom procedures 				
<p>Creates a Culture of Learning</p> <ul style="list-style-type: none"> • Displays a positive attitude and high expectations for learning • Responds proactively to students • Consistently interacts with students • Uses language and humor appropriately 				

RECOMMENDED DISPOSITION ASSESSMENT

Adapted from materials created by faculty in the Department of Special Education at
Illinois State University

Summary of Disposition Indicators

Candidates must display the disposition required of the profession in order to successfully complete the Associate's of Arts in Teaching for Special Education. All teacher candidates will be evaluated using the following disposition indicators. The results of this evaluation will be used in determining whether or not each candidate is awarded the A.A. in Teaching.

Collaboration Issues: The ability to work together, especially in a joint intellectual effort.

Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness.

Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others.

Reverence for Learning: Respect and seriousness of intent to acquire knowledge.

Emotional Maturity: The ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings.

Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.

Flexibility: The willingness to accept and adapt to change.

Responsibility: The ability to act independently, demonstrating accountability, reliability and sound judgment.

Candidate's Name (please print)

Social Security Number

Major

Faculty/Staff Signature

Student Signature

Faculty/Staff Name (please print)

Department

Date

Disposition Indicators

Created by faculty in the Department of Special Education
Illinois State University

Collaboration: The ability to work together, especially in a joint intellectual effort

- Cooperates with others
- Makes contribution to group effort
- Shares information and materials with others
- Actively assists peers
- Willingly supports decisions of group, even if different from own
- Volunteers to participate in group effort
- Supports work of others
- Plans and sets goals and priorities with others
- Establishes professional goals that are aligned with those of the organization

Honesty/Integrity: The ability to demonstrate truthfulness and sincerity to oneself and to others; demonstrate moral excellence and trustworthiness

- Maintains confidentiality of students/colleagues
- Provides credit for work produced by others
- Communicates honestly
- Demonstrates ethical behavior
- Makes decisions based on honesty and integrity
- Gives credit to others when using their work

Respect: The ability to demonstrate consideration, honor, worth, and regard for oneself and others

- Considers opinions of others with an open mind
- Demonstrates consideration for others
- Demonstrates general warmth, caring, and respect for others
- Takes care of property of others
- Interacts in a generally friendly, polite and respectful manner
- Uses appropriate language
- Listens attentively to others in a variety of contexts
- Demonstrates empathy for others
- Responds courteously to others
- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Demonstrates concern for others
- Appreciates and embraces individual differences
- Demonstrates positive attitudes toward diverse cultures and learners

Reverence for Learning: Feeling for, profound awe, respect for learning

- Values knowledge, content, and experiences presented in preservice academic programs
- Takes initiative to expand knowledge base
- Values instructional time
- Seeks opportunities to learn new skills
- Uses credible and data-based sources
- Demonstrates enthusiasm for the subject being taught

- Demonstrates positive attitude toward learning
- Demonstrates intellectual and academic curiosity

Emotional Maturity: The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings

- Uses appropriate strategies to respond to emotional and emergency situations
- Uses appropriate tone of voice
- Initiates communication to resolve conflict
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds to situations professionally
- Responds appropriately to actions and reactions of others
- Acts from a positive frame of reference most of the time
- Accepts feedback from others
- Identifies personal responsibility in conflict/problem situations

Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future

- Accepts and incorporates suggestions in subsequent practice
- Identifies own biases and prejudices
- Demonstrates accurate self-analysis regarding one's own strengths and weaknesses
- Recognizes situations that call for a problem-solving approach

Flexibility: The willingness to accept and adapt to change

- Adapts to unexpected or new situations
- Generalizes knowledge and skills in a variety of situations (skill?)
- Demonstrates willingness to apply a problem-solving approach
- Accepts less than ideal situations when necessary
- Maintains positive attitude when necessary changes occur
- Implements ideas suggested by others

Responsibility: The ability to act without guidance or superior authority and to demonstrate accountability and reliability

- Accepts consequences for personal actions or decisions
 - Submits assignments on time or follows procedures for extensions
 - Uses sound judgment in decision making
 - Takes action to solve problems
 - Prepares for classes, meetings, and group work
 - Manages time effectively
 - Completes assigned tasks from group activities within an acceptable time frame
 - Seeks clarification and/or assistance as needed
 - Prioritizes work based upon established goals
 - Returns borrowed materials in a timely manner
 - Takes initiative to get materials and notes when absent from meetings or classes
 - Seeks/locates needed resources
- Ensures accuracy of information for which he/she is responsible*

AAT Sample Course Syllabus – January 2005

Course Title: Development (EDU 902)

Course Description: Study of human development from conception through adolescence(or beyond). Includes research methods and developmental theories. Addresses all the major areas of development (physical, social, emotional and cognitive) and the interaction among these areas.

Semester Credit Hours: 3

Prerequisites: None

Course Objectives/Standards:

Standards and indicators listed below are addressed at an introductory knowledge level.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives

- Understand how children/adolescents construct knowledge, acquire skills, and develop habits of mind (IPTS: 2A)
- Understand that children's physical, social, emotional, ethical, cognitive and language
- development influences learning (IPTS: 2B)
- Understand human development, learning theory, neural science, and the ranges of individual variation within each domain (IPTS: 2C)
- Understand that differences in approaches to learning and performance interact with development (IPTS: 2D)
- Know the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes (IPTS: 2F)
- Understand the areas of exceptionality in learning as defined in the Individual with Disabilities Act (IDEA) (IPTS: 3A)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B)
- Understand the benefits, barriers, and techniques involved in parent/family relationships (IPTS: 9B)

B. Illinois Common Core (CC) Standards for Special Educators

Knowledge - The competent special education teacher understands:

- the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed. (CC2A)
- the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities. (CC2B)
- communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities. (CC2)
- typical and atypical motor development. (CC2E)
- differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning. (CC2J)
- effects of the cultural and environmental milieu of the child and the family on behavior and learning. (CC2L)
- ethical practices for confidential communication to others about individuals with disabilities. (CC7C)
- the effects of family and community on development, behavior and learning. (CC7E)

C. Council for Exceptional Children (CEC) Common Core Standards for Special Educators

Knowledge:

- Typical and atypical human growth and development. (CEC2K1)
- Family systems and the role of families in supporting development. (CEC2K4)
- Similarities and differences of individuals with and without exceptional learning needs. (CEC2K5)
- Effects of cultural and linguistic differences on growth and development. (CEC6K1)

Course Content/Topics

Course topics should minimally include:

- I. Approaches to the Study of Development
 - A. History
 - B. Theories
 - C. Research

- II. Prenatal Development and Birth
- III. Physical Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - A. Physical Growth
 - B. Sexual Maturation
 - C. Sensory Functioning
- IV. Cognitive Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - A. Information Processing Theories
 - B. Cognitive-Developmental Theories
 - C. Intelligence and Assessment
 - D. Social-Emotional Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - 1. Temperament
 - 2. Attachment
 - 3. Identity Formation
 - 4. Self Esteem
 - 5. Moral Reasoning
 - 6. Parent and Family Relationships
- VI. Influence of Peers, School and Culture on the Developing Child

Examples of Acceptable Assignments/Assessments and Artifacts:

- Multiple choice, short answer, and essay examinations
- Individual and group writing assignments requiring the analysis and application of developmental principles
- Analysis of case studies and/or classroom observation experiences
- Creation of developmentally appropriate games/activities for a target age group

AAT Sample Course Syllabus – January 2005

Course Title:	Diversity of Schools and Society
Course Descriptions:	Diversity of Schools and Society: Social and Global Perspectives. How schooling is shaped by the social contexts in which it occurs, particularly in multicultural and global contexts.
Semester Credit Hours:	3
Prerequisites:	None

Course Objectives/Standards:

Standards and indicators listed below are addressed at an introductory knowledge level.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives

- Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. (IPTS: 3C)
- Understands personal cultural perspectives and biases and their effects on one's teaching. (IPTS: 3F)
- Understands how cultural and gender differences can affect communication in the classroom. (IPTS: 7B)

Performance

- Demonstrates positive regard for the culture, religion, gender, sexual orientation, varying abilities of individual students and their families. (IPTS: 3N)
- Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families. (IPTS: 11P)

B. Illinois Common Core (CC) Standards for All Special Educators

Knowledge: The competent special education teacher understands:

- variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling. (CC1C)
- effects of the cultural and environmental milieu of the child and the family on behavior and learning. (CC2L)
- strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world. (CC5A)
- how cultural and gender differences affect communication. (CC6B)

- factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program. (CC7A)
- personal and cultural biases and differences that affect one's teaching and interactions with others. (CC8A)
- demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families. (CC8G)

C. Council for Exceptional Children (CEC) Common Core Knowledge and Skills

Knowledge:

- Historical points of view and contribution of culturally diverse groups. (CEC1K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (CEC1K9)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (CEC1K10)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (CEC3K3)
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (CEC3K4)
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (CEC5K7)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. (CEC5K8)
- Ways specific cultures are negatively stereotyped. (CEC5K9)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (CEC5K10)
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (CEC6K2)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CEC6K3)
- Personal cultural biases and differences that affect one's teaching. (CEC9K1)

Skill:

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (CEC7S14)
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. (CEC9S6)

Course Outline/Topics:

Course topics should minimally include:

- I. Diversity in the Classroom
 - A. Culture
 - 1. Characteristics of Culture
 - 2. Manifestations of Culture
 - 3. Ethnocentrism
 - 4. Cultural Relativism
 - B. Pluralism in Society
 - 1. The Dominant Culture
 - 2. Cultural Pluralism
 - 3. Cultural Borders
 - 4. Biculturalism and Multiculturalism
 - 5. Microcultural Groups

- II. Socio-economic Diversity
 - A. Socio-economic Status
 - 1. Income
 - 2. Occupation
 - 3. Education
 - 4. Geographic Location
 - B. Interaction of Socio-economic Status with Race and Ethnicity, Gender, and Age
 - 1. Race and Ethnic Inequality
 - 2. Gender Inequality
 - 3. Age Inequality
 - C. Educational Implications
 - 1. Teacher Expectations and Tracking
 - 2. Curriculum for Equality
 - 3. Financial Support for Schools

- III. Ethnicity and Race
 - A. Ethnic and Racial Diversity
 - B. Ethnic and Racial Groups
 - 1. Ethnic Groups
 - 2. Racial Groups
 - C. Intergroup Relations
 - 1. Prejudice and Discrimination
 - 2. Racism
 - D. Educational Implications
 - 1. Ethnic Differences
 - 2. Curriculum Approaches
 - 3. Student Achievement and Assessment

- IV. Gender
 - A. Gender and Society/Culture
 - B. Gender Identity
 - 1. Impact of Perceived Differences
 - 2. Stereotyping of Gender Roles
 - C. Sexism and Gender Discrimination
 - 1. Jobs and Wages
 - 2. Sexual Orientation
 - 3. Sexual Harassment
 - D. Interaction of Gender with Ethnicity, Class, and Religion
 - E. Educational Implications
 - 1. Learning Styles and Gender
 - 2. Participation in Science, Mathematics, and Technology
 - 3. Nondiscrimination and Title IX

- V. Religion
 - A. Religion and Culture
 - B. Religious Pluralism in the United States
 - C. Educational Implications
 - 1. Censorship
 - 2. Classroom Implications

- VI. Language
 - A. Language and Culture
 - B. Language Differences
 - 1. Sign Language
 - 2. Bilingualism
 - C. Dialect Differences
 - 1. Dialects
 - 2. Bi-dialecticism
 - 3. Standard English
 - 4. Perspectives on Black English
 - 5. Dialects and Education
 - D. Second Language Acquisition
 - 1. Role of First Language in Second Language
 - 2. Acquisition
 - 3. Language Proficiency
 - E. Educational Implications
 - 1. Language and Educational Assessment
 - 2. Bilingual Education
 - 3. English as a Second Language
 - 4. Nonverbal Communications in the Classroom

- VII. Age
 - A. Age and Culture
 - B. Educational Implications
 - 1. Critical Issues in Childhood
 - 2. Critical Issues in Adolescence
 - 3. Adulthood

- VIII. Exceptionality
 - A. Exceptionality and Society
 - B. Educational Implications
 - 1. Disproportionate Placements in Special Education
 - 2. Normalization
 - 3. Achievement and Assessment

- IX. Characteristics of Culturally Responsive Teaching
 - A. High Teacher Expectations
 - B. Reflecting Culture in Academic Subjects
 - C. Student and Teacher Interactions and Communications
 - D. Parent and Teacher Interactions and Communications

- X. Education in a Changing World: Current Issues and the Future
 - A. Current Issues
 - B. Looking to the Future

Examples of Assignments/Assessments/Artifacts:

Cultural Biography/Discussion: Each candidate will write a 3-5 page cultural biography that includes family values/language patterns/behaviors of his/her own culture. The biography must also include the candidate's perceptions as to how his/her cultural values and behaviors can impact student learning and the provision of instruction (include biases).

Multicultural Project: Candidates will be required to construct a project that demonstrates initiative and creativity in incorporating multiculturalism in teaching. For example, may prepare the assignment with a group of peers (2-3 people): a demonstration of multicultural cooperative lesson; a demonstration of a multicultural learning center, or a demonstration of instruction or assessment that is flexible to different learning styles. The demonstration should involve the teachers' attempt and practice enlightening the mind of learners regarding cultural issues. A carefully planned and teacher directed discussion at the end of the demonstration is necessary.

Adopt-A-Nation:

Candidates will study another nation in terms of how its educational systems have handled or are handling diversity. Candidates will write a paper which includes:

- A profile of the nation in terms of the diversity of its peoples.
- A description of what its educational system does about the diversity both implicitly and explicitly.
- A comparison or contrast of the adopted nation and the USA in terms of diversity and the educational approaches to diversity.
- What it would be like to be a teacher in this country.
- What it would be like to be a student in this country.
- A discussion of what the USA could learn from that nation and why.

AAT Sample Course Syllabus – January 2005

Course Title: Educational Psychology (EDU 903)

Course Description: This course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity.

Semester Credit Hours: 3

Prerequisites: Introduction to Psychology and/or *Students With Disabilities in Schools*

Course Objectives/Standards:

Standards and indicators listed below are addressed at an introductory knowledge level, unless otherwise indicated.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives:

- Understand how students construct knowledge, acquire skills, and develop habits of mind (IPTS: 2A)
- Understand that students' physical, social, emotional, ethical, and cognitive development influences learning (IPTS: 2B)
- Understand human development, learning theory neural science, and the ranges of individual variation within each domain (IPTS: 2C)
- Understand that differences in approaches to learning and performance interact with development (IPTS: 2D)
- Understand how to include student development factors when making instructional decisions (IPTS: 2E)
- Understand the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code (IPTS: 3A)
- Understand the process of second language acquisition and strategies to support the learning of students whose first language is not English (IPTS: 3B)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.(IPTS: 3C)
- Understand and identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes (IPTS: 3D)
- Understand cultural and community diversity through a well-grounded framework and understand how to learn about and incorporate students' experiences, cultures, and community resources into instruction (IPTS: 3E)

- Understand personal cultural perspectives and biases and their effects on one's teaching (IPTS: 3F)
- Understand principles of and strategies for effective classroom management (IPTS: 5A)
- Understand how individuals influence groups and how groups function in society (IPTS: 5B)
- Understand how to help students work cooperatively and productively in groups (IPTS: 5C)
- Understand factors that influence motivation and engagement and how to help students become self-motivated (IPTS: 5D)
- Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated (IPTS: 6A)
- Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies (IPTS: 6B)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B)
- Understand the purposes, characteristics and limitations of different kinds of assessments (IPTS: 8B)
- Understand measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring (IPTS: 8C)
- Understand how to use the results of assessment to reflect on and modify teaching (IPTS: 8D)
- Understand how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction (IPTS: 8E)
- Understand the benefits, barriers and techniques involved in parent/family relationships (IPTS: 9B)
- Understand the collaborative process (IPTS: 9D – Partially Introduced)
- Understand collaborative skills, which are necessary to carry out the collaborative process (IPTS: 9E)
- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS: 10A)
- Understand methods of inquiry that provide for a variety of self-assessment and problem solving strategies for reflecting on practice (IPTS: 10B)
- Understand major areas of research on the learning process and resources that are available for professional development (IPTS: 10C)
- Understand teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities (IPTS: 10D).
- Know and understand the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts (Core Language Arts: 2A)
- Understand how to communicate ideas in writing to accomplish a variety of purposes (Core Language Arts: 2B)

Performance Objectives

- Read, understand, and clearly convey ideas from texts or other supplementary materials (Core Language Arts: 2D)

B. Illinois Common Core (CC) Standards for All Special Educators

Knowledge – The competent special education understands:

- the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.(CC2A)
- the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities. (CC2B)
- communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities. (CC2C)
- typical and atypical motor development (CC2E)
- differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning. (CC2J)
- effects of the cultural and environmental milieu of the child and the family on behavior and learning. (CC2L)
- effects of family and community on development, behavior and learning. (CC7E)

C. Council for Exceptional Children (CEC) Common Core Standards for Special Educators

Knowledge:

- Understand the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC1K4)
- Understand family systems and the role of families in the educational process. (CEC1K7)
- Understand historical points of view and contribution of culturally diverse groups. (CEC1K8)
- Understand the impact of the dominant culture on shaping schools and the individuals who study and work in them. (CEC1K9)
- Understand typical and atypical human growth and development. (CEC2K1)
- Understand family systems and the role of families in supporting development. (CEC2K4)
- Understand similarities and differences of individuals with and without exceptional learning needs. (CEC2K5)
- Effects of cultural and linguistic differences on growth and development. (CEC6K1)
- Understand characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (CEC6K2)
- Understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CEC6K3)

Educational Psychology Suggested Course Content/Topics:

Course topics should minimally include:

- I. Role of Educational Research
- II. Cognitive Development
- III. Learner Differences
- IV. Assessment

- V. Ecology of the Classroom
- VI. Complex Cognitive Process
- VII. Behavioral Views of Learning
- VIII. Social Cognitive Views on Learning
- IX. Theories of Motivation
- X. Instructional Strategies
- XI. Personal/Social/Emotional Development
- XII. Diversity

Examples of Acceptable Course Assignments/Assessments/Artifacts:

- Class presentations
- Class projects
- Exams/quizzes
- Case studies
- Lesson plans
- Observational analysis
- Reflective writing assignments
- Micro-teaching
- Frame/matrices
- Concept maps
- Videotaped or analysis of role playing
- Research paper/project
- Article reviews
- Analysis of lesson plans on web
- Webquest, or other web activities
- Interview teacher and written analysis

AAT Sample Course Syllabus – January 2005

Course Title: Introduction to Education (EDU 901)

Course Description: Provides an introduction to teaching as a profession in the American education system. Offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Includes organizational structure and school governance. A clinical component is required.

Semester Credit Hour 3

Prerequisites: None

Course Objectives/Standards:

Standards and indicators listed below are addressed at an introductory knowledge level, unless otherwise specified.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives:

- Understand how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values (IPTS: 3C)
- Understand personal cultural perspectives and biases and their effects on one's teaching (IPTS: 3F)
- Understand how to use various technological tools to access and manage information (IPTS:4G)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B)
- Understand the social, intellectual, and political implications of language use and how they influence meaning (IPTS: 7C)
- Understand schools as organizations within the larger community context (IPTS:9A)
- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS: 10A)
- Understand methods of inquiry that provide for a variety of self assessment and problem solving strategies for reflecting on practice (IPTS: 10B)
- Understand the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code (IPTS: 11A – Met)
- Understand how school systems are organized and operate (IPTS: 11B)
- Understand school policies and procedures (IPTS: 11C)
- Understand legal issues in education (IPTS: 11D)
- Understand the importance of active participation and leadership in professional education organizations (IPTS: 11E)
- Be familiar with the rights of students with disabilities (IPTS: 11F)

B. Illinois Common Core (CC) Standards for all Special Educators

Knowledge - The competent special education teacher understands:

- the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs. (CC1F)
- effects of the cultural and environmental milieu of the child and the family on behavior and learning. (CC2L)
- schools as organizations within the larger community context. (CC8C)
- central concepts and methods of inquiry for reflecting on practice and problem-solving. (CC9C)

C. Council for Exceptional (CEC) Common Core Standards for Special Educators

Knowledge:

- Relationship of special education to the organization and function of educational agencies. (CEC1K3)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC1K4)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. (CC2K3)
- Personal cultural biases and differences that affect one's teaching. (CC9K1)

Course Content/Topics:

Course topics should minimally include:

- I. Social Context
- II. Diversity
- III. Communication in the Classroom
- IV. Organization and Operation Procedures
- V. Legal Issues
- VI. School Policies and Governance
- VII. Professionalism
- VIII. School Programs and Practices
- IX. Historical Foundations
- X. Ethical Issues
- XI. Standards, Basic Skills, Portfolios

Examples of Acceptable Course Assignments/Assessments/Artifacts:

- Exams
- Quizzes
- Group presentations
- Panel discussions
- Class discussions
- Personal educational autobiography
- Pre- and post-philosophy paper
- Case studies
- Article analysis
- Current events
- Observation and reflection papers
- Interviews
- Pre- and post-attitudinal surveys

Course Title:	Language Development
Course Description:	A study of normal language development from birth through school age and an understanding of how children may progress through language development stages at differing rates. This course will also develop an understanding of the effects of diversity, including cultural and linguistic diversity on language development.
Semester Credit Hours:	3
Prerequisites:	Development

Course Objectives/Standards

Standards and indicators are addressed at an introductory knowledge level.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives:

- Know the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes. (IPTS 2F)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. (IPTS 3C)
- Understand communication theory, language development, and the role of language in learning. (IPTS 7A)
- Understand how cultural and gender differences can affect communication in the classroom. (IPTS 7B)
- Understand the social, intellectual, and political implications of language use and how they influence meaning. (IPTS 7C)

B. Illinois Common Core (CC) Standards for All Special Educators

Knowledge: The competent special education teacher understands:

- communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities. (CC2C)
- the social, intellectual, and political influences on language. (CC2D)
- the effects of second language acquisition on communication patterns. (CC2M)
- how cultural and gender differences affect communication. (CC6B)

C. Council for Exceptional Children (CEC) Common Core Standards for Special Educators

Knowledge:

- Effects of cultural and linguistic differences on growth and development. (CEC6K1)

Course Content/Topics

Course topics should minimally include:

I. Definitions & Theories

- A. Language-related terms and definitions
- B. Communication, language, and speech
- C. Expressive language
- D. Receptive language

II. Brain Development and the Relationships to Language Development

- A. Parts of the brain related to language development
- B. Theories of language development

III. Language Development: Birth through Age Two

- A. Related areas of development: cognitive, motor, social, and emotional
- B. Infant speech production
- C. Stages of language development, birth through age two
- D. Early language
- E. First language
- F. Relationship of hearing and speech production to language development
- G. Delayed language development

IV. Language Development: Preschool, Ages 3-5

- A. Stages of language development, ages 3-5
- B. Pre-reading and phonological awareness skills

V. Language Development of School Age Learners

- A. Language development across the school age years
- B. Written language development – receptive and expressive
 1. Reading
 2. Writing
- C. Relationship of language development to school success

VI. Diversity and Language Development

- A. Cultural and linguistic diversity and the effects on language development
- B. Socio-economic diversity and parental influences on language development
- C. Disabilities and the effects on language development
- D. Introduction to language disorders and related terminology

Suggested Assessment Activity:

Language Observation: Each candidate would be required to do a simplistic language assessment. This would require that each candidate observe a minimum of three learners in each of the age ranges noted above and then the candidate would evaluate the language skills exhibited by the child and compare the child's language development to expected normal language development for the given age range.

AAT Sample Course Syllabus – January 2005

Course Title: Introduction to the Foundations of Reading

Course Description: Introduction to theory and practice in teaching reading and related language arts areas. Includes information on basic components of reading instruction and language arts instruction, and the importance of literacy learning. Includes an introduction to Illinois Learning Standards in the areas of reading and language arts.

Semester Credit Hours: 3

Prerequisites: Development and Introduction to Education

Course Objectives/Standards:

Standards and indicators are addressed at an introductory knowledge level as they relate to Reading/Language Arts.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives:

- Understand major concepts, assumptions, debates, principles, and theories that are central to the discipline. (IPTS:1A)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. (IPTS:3C)
- Understand assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development. (IPTS:8A)

Illinois Core Language Arts Standards (CLAS) for All Teachers

Knowledge Objectives:

- Understand and articulate the needs for literacy development in general and in specific disciplines or at specific grade levels. (CLAS:1A)
- Know and understand the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts. (CLAS:2A)
- Understand how to communicate ideas in writing to accomplish a variety of purposes. (CLAS:2B)

Performance Objectives:

- Model the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts. (CLAS:2C)
- Read, understand, and clearly convey ideas from texts or other supplementary materials. (CLAS:2D)
- Write and speak in a well-organized and coherent manner that adapts to the individual needs of readers/listeners. (CLAS:2E)
- Express ideas orally with explanations, examples, and support in a clear, succinct style. (CLAS:2F)
- Listen well. (CLAS:2H)

C. Council for Exceptional Children (CEC) Common Core Standards for Special Educators

Knowledge:

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (CEC6K2)
- National, state or provincial, and local curricula standards. (CEC7K3)

General Curricular Standards for Special Education Teachers - Reading

The competent special education teacher has a general understanding of reading and reading instruction and knows how to assess, teach, and support the education of students with disabilities.

Knowledge Indicators – The competent special education teacher:

- knows theoretical models and philosophies of reading education and their relevance to instruction.
- understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- understands the differences between reading skills and strategies and the role each plays in reading development.
- knows a wide range of high-quality literature for students.
- is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
- plans and models the use of comprehension strategies across content areas.

Course Content/Topics

Course topics should minimally include:

A. Research About Reading Competency: Who Reads and Who Doesn't?

- What is reading?
- What is literacy?
- What is reading competency?
- Purposes of reading
- Influence of diversity: cultural, linguistic, and ethnic

- Family structure
- Poverty

B. Examining Our Own Literacy Experiences, Knowledge and Beliefs

C. Reading Instruction

- Theoretical Models and Philosophies
- What works for whom?

D. Assessment of Literacy

- Illinois Learning Standards: scope and sequence
- Reading skills: word recognition, vocabulary, fluency, comprehension, self-monitoring, motivation
- Models of reading assessment: formal and informal

E. Basic Components of Reading Instruction

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Individual and Group Instruction Models

F. General Strategies

- Vocabulary Development
- Word Identification
- Fluency
- Comprehension

G. A Literacy Framework: Reading & Writing To, With, and By Learners

- Quality literature for all learners
- Reading and writing aloud with learners
- Reading and writing with learners
- Independent reading and writing

H. Basic Components of Language Arts Instruction

- Vocabulary Development
- Oral Language
- Written Expression
 - Spelling
 - Grammar
 - Writing Processes

I. Importance of Encouraging Literacy

J. Encouraging Literacy Across the Curriculum

Examples of Acceptable Assignments/Assessments and Artifacts:

- Oral and written grammar assessments
- Assessment of phonemic knowledge
- Abstracts and cooperative learning study of pertinent research
- Individual and group writing assignments requiring the analysis and application of developmental principles
- Analysis of case studies and/or classroom observation experiences
- Case record reviews and interviews with teachers
- Analysis of instructional materials and assessments
- Analysis of student oral reading, written expression and other work samples
- Creation of developmentally appropriate learning activities for a target individual or age group, based on Illinois Learning Standards
- Analysis of running records maintained by the student

AAT Sample Course Syllabus – January 2005

Course Title: Students with Disabilities in School (EDU 905)

Course Description: A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Education Act, and the diversity of the populations of individuals with disabilities.

Semester Credit Hours: 3

Prerequisite/Co-requisite: Development

Course Objectives/Standards

Standards and indicators are addressed at an introductory knowledge level unless otherwise specified.

A. Illinois Professional Teaching Standards (IPTS)

Knowledge Objectives

- Understand how a student's disability affects processes of inquiry and influences patterns of learning (IPTS 1E)
- Know the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes (IPTS 2F)
- Understand the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the State Board's rules for Special Education (23III. Adm. Code 226) (IPTS 3A)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (IPTS 3C)
- Understand personal cultural perspectives and biases and their effects on one's teaching (IPTS 3F)
- Understand concerns of parents of individuals with disabilities and know appropriate strategies to collaborate with parents in addressing these concerns (IPTS 9F)
- Understand roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities (IPTS 9G)
- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS 10A)
- Understand teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities (IPTS 10D)

- Understand legal issues in education (IPTS 11D)
- Be familiar with the rights of students with disabilities (IPTS 11F – Met)
- Know the roles and responsibilities of teachers, parents, students, and other professionals related to special education (IPTS 11G)
- Know identification and referral procedures for students with disabilities (IPTS 11H)

Performance Objectives

- Demonstrate positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities (IPTS 3N)
- Assess his or her own needs for knowledge and skills related to teaching students with disabilities and seek assistance and resources (IPTS 10I)

B. Illinois Common Core (CC) Standards for All Special Educators

Knowledge - The competent special education teacher understands:

- current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range. (CC1B)
- variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling. (CC1C)
- issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds. (CC1E)
- the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs. (CC1F)
- the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities. (CC2B)
- differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning. (CC2J)
- effects of the cultural and environmental milieu of the child and the family on behavior and learning. (CC2L)
- the impact of sensory disabilities on development, learning and behavior. (CC2N)
- roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program. (CC7B)
- personal and cultural biases and differences that affect one's teaching and interactions with others. (CC8A)

Performance - The competent special education teacher:

- demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families. (CC8G)

C. Council for Exceptional Children (CEC) Common Standards for Special Educators

Knowledge:

- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC1K4)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CEC1K5)
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.(CEC1K6)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (CEC1K10)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. (CEC2K3)
- Similarities and differences among individuals with exceptional learning needs. (CEC2K6)
- Personal cultural biases and differences that affect one's teaching. (CEC9K1)
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CEC10K2)

Course Content/Topics:

Course topics should minimally include:

- I. What is a Disability?
 - A. Classification and Labeling

- II. Perspectives
 - A. History
 - B. Philosophy
 - C. Families
 - D. Cultural Diversity

- III. Litigation and Legislation
 - A. IDEA
 - B. Legal Terms

IV. Characteristics and Impact of Disabilities in Learning, Communication, and Behavior within the Following Categories:

- Learning Disability
- Autism
- Traumatic Brain Injury
- Speech Communication
- Deaf/Blind
- Physical Disability
- Mental Retardation
- Blind and Visually Impaired
- Deaf and Hard of Hearing
- Emotional Disturbance
- Other Health Impaired
- Multiple Disability
- Severe Disability

V. Students with Disabilities in a General Education Class

VI. Eligibility, Referral and Continuum of Services

VII. Roles and Responsibilities

Examples of Acceptable Course Assignments/Assessments/Artifacts:

*Required** (one or both required)*

- Early observation/experience with students with disabilities (30-50 hours)
- Service learning project(s) with individuals with disabilities.
Examples: Assisting students with disabilities on campus; developing a circle of friends program for individuals with disabilities (participating in “Best Buddies”); raising money for assistive technology for an individual with a disability

**Assess performance by evaluation of professional behavior such as: promptness, timeliness, communication, interaction, etc.

Suggested:

- Case studies
- Use of videos to exemplify course content and have students evaluate
- Role plays in class
- Survey/self-assessment of attitudes
- Panel of parents, school personnel, consumers, community members