

# LANGUAGE, LITERACY & SPECIALIZED INSTRUCTION

## SPECIAL EDUCATION (LBS1)

### STANDARDS

The Candidate:

#### DIVERSITY & POSITIVE TRANSFORMATION

**1. Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

**2. Transformation.** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

**3. Identity Development.** Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

**4. Understanding Difference.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

#### MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

**5. (1) Special Education Foundations .** Understands the philosophies, theories, laws, diverse and historical points of view, and human issues related to special education and how they influence assessment, planning, implementation, and program evaluation, as well as families, cultures, schools, special education services, school systems, and agencies.

**6. (CEC 2) Development and Characteristics of Learners I --Learning Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with learning disabilities.

**7. (CEC 2) Development and Characteristics of Learners II --Cognitive Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with cognitive disabilities.

**8. (CEC 2) Development and Characteristics of Learners III -- Social/Emotional Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with social/emotional disabilities.

**9. (CEC 2) Development and Characteristics of Learners IV—Physical and Multiple Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with physical and multiple disabilities.

**10. CEC (3) Individual Learning Differences.** Understands the effects of exceptional conditions on learning; understands the interrelationships of beliefs, traditions, language, and cultures with students, families, schools and the student's exceptional condition and applies these understandings when providing meaningful and challenging learning experiences.

**11. General Education: Mathematics.** Demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics; and promotes students' mathematical thinking skills.

**12. General Education: Reading.** Has a general understanding of reading and reading instruction and knows how to assess, teach, and support the literacy education of students with disabilities.

**13. General Education: Natural and Social Sciences.** Understands the fundamental concepts and principles related to the natural and social sciences and knows how to assess, teach, and support the science and social science education of students with disabilities.

**14. (CEC 4) Instructional Strategies I – General Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing the general curriculum; can promote students' learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

**15. (CEC 4) Instructional Strategies II – Independence Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing an independence curriculum; can promote students' learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

**16. (CEC 5) Learning Environments and Social Interaction.** Creates learning environments that foster active engagement in learning, cultural understanding, safety, positive social interactions, independence, self-motivation, -direction, -advocacy, and personal empowerment; intervenes and teaches students to respond to current expectations; helps regular educators, paraprofessionals, and volunteers sustain positive learning environments.

**17. (CEC 6) Communication.** Understands language development and uses strategies and assistive technologies to teach and support students' communication skills; is an effective language model and matches communication methods and resources to students' proficiency, primary language, and culture.

**18. (CEC 7) Instructional Planning I – General Curriculum.** In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing a general curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.

**19. (CEC 7) Instructional Planning II -- Independence Curriculum.** In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing an independence curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.

**20. (CEC 8) Assessment.** Uses assessment results to identify needs, make wise educational decisions, and to plan, implement, and adjust instruction; understands legal, technical, and technological aspects of assessment; collaborates with educators, families and professionals to conduct appropriate, multifaceted assessments and monitor progress.

**21. Technology III.** Enables students with disabilities to learn about and to use assistive technology.

**22. Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

## **PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING**

**23. (CEC 9) Professional and Ethical Practice.** Is aware of the multiple roles of special educators, the need for sensitivity to the many aspects of diversity and exceptionality, and the serious, complex, legal and ethical issues involved in special education; engages in on-going reflection and professional development and adjusts practice appropriately.

**24. (CEC 10) Collaboration.** Effectively collaborates with families, educators, and other professionals in culturally responsive ways to address student educational needs, advocate for students, plan effective transitions, and serve as a resource to colleagues and community.