

General Curricular Standards for Special Education Teachers

[27.350]

STANDARD 1 – Mathematics The competent special education teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, probability and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations.

Knowledge - The competent special education teacher:

a1A) understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic

a1B) understands approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to interpret and communicate mathematical information, reasoning, concepts, applications, and procedures

a1C) understands concepts of math including numeration, geometry, measurement, statistics/probability, and algebra

Performance - The competent special education teacher:

a2A) demonstrates proficiency in mathematics

a2B) selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics

a2C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks

a2D) evaluates general curricula and determines the scope and sequence of the academic content area of mathematics.

a2E) utilizes resources and materials that are developmentally and functionally valid.

a2F) applies principles of instruction for generalized math skills to teaching domestic, community, school, recreational, or vocational skills that require mathematics

a2G) plans and implements individualized, systematic instructional programs to teach priority mathematic skills

a2H) incorporates the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs.

STANDARD 2 – 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 - The competent special education teacher understands:

b1A) knows theoretical models and philosophies of reading education and their relevance to instruction

b1B) knows the scope and sequences for reading instruction at all developmental levels.

b1C) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.

b1D) understands the differences between reading skills and strategies and the role each plays in reading development.

b1E) knows a wide range of high-quality literature for students

b1F) understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation

b1G) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.

b1H) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

b1I) plans and models the use of comprehension strategies across content areas

Performance - The competent special education teacher:

b2A) adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, those for whom English is a second language, those with disabilities, and those who speak non-standard dialects).

b2B) locates, evaluates, and uses literature for readers of all abilities and ages

b2C) uses various tools to estimate the readability of texts.

b2D) uses technology to support reading and writing instruction.

b2E) determines strengths and needs of individual students in the areas of reading, writing, and spelling
b2F) determines students' reading levels (independent, instructional, frustrational).
b2G) gathers and interprets information for diagnosis of the reading problems of individual students.
b2H) develops individual educational plans for students with severe learning problems related to literacy
b2I) interprets and explains diagnostic information for classroom teachers, families, and other specialists to use in planning instructional programs
b2J) designs, implements, and evaluates appropriate reading programs for small groups and individuals
b2K) incorporates the Illinois Learning Standards in areas of reading in the development of instruction and IEPs
STANDARD 3 – Natural and Social Science The competent special education teacher understands the fundamental concepts and principles related to the natural and social sciences
<i>Knowledge - The competent special education teacher understands:</i>
c1A) understands scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems
c1B) understands principles and procedures, including safety practices, related to the design and implementation of scientific investigations and the application of inquiry skills and processes to develop explanations of natural phenomena
c1C) understands the relationship among the social science disciplines.
c1D) understands that science is a process involving observation, inference, and experimentation
c1E) understands the relationship between the social sciences and other learning areas.
<i>Performance - The competent special education teacher:</i>
c2A) demonstrates and uses appropriate strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning
c2B) selects and uses a wide range of instructional resources, modes of inquiry, and technologies to support learning in the natural and social sciences
c2C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks
c2D) models the rights and responsibilities of citizenship in a democratic society.
c2E) models and teaches the appropriate use of scientific methods (e.g., gathering, organizing, mapping, interpreting, and analyzing).
c2F) incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs.