

**PERFORMANCE STANDARDS
FOR
INITIAL CERTIFICATION PROGRAMS**

**LANGUAGE, LITERACY & SPECIALIZED
INSTRUCTION**

SPECIAL EDUCATION (LBS1)

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

§ we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;

§ we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and

§ we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

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These commitments permeate the performance standards expected of each student in the School of Education.

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.

PERFORMANCE STANDARDS FOR INITIAL CERTIFICATION PROGRAMS

LLSI - SPECIAL EDUCATION

The Candidate in Special Education:

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.).

Indicators

Knowledge

- Understand one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understand theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understand the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

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.

Indicators

Knowledge

- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions

- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

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

Indicators

Knowledge

- Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- Understand that human development is multiple, complex, and in constant flux.
- Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions

- Appreciates the diversity of identities and lived experiences
- Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences

Performances

- Reflects on one=s own identities as they reflect broader hierarchies of power and privilege
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

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

Indicators

Knowledge

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences
- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions

- Appreciates diverse identities and lived experiences

Performances

- Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

• **MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE**

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- **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.**

Common Core

Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skills:

- Articulates personal philosophy of special education.

Individualized General and Independence Curriculum

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Models and theories of deviance and behavior problems.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
- The legal, judicial, and educational systems to assist individuals with disabilities.
- Continuum of placement and services available for individuals with disabilities.
- Laws and policies related to provision of specialized health care in educational settings.
- Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.
- Principles of normalization and concept of least restrictive environment.
- Theory of reinforcement techniques in serving individuals with disabilities.

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.

Common Core

Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of learning disabilities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without learning disabilities.
- Similarities and differences among individuals with learning disabilities.
- Effects of various medications on individuals with learning disabilities.

Dispositions:

- Demonstrates respect for students as unique human beings.

Individualized General and Independence Curriculum

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Etiologies and medical aspects of conditions affecting individuals with learning disabilities.
- Psychological and social-emotional characteristics of individuals 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.

Common Core**Knowledge:**

- Typical and atypical human growth and development.
- Educational implications of characteristics of cognitive disabilities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without cognitive disabilities.
- Similarities and differences among individuals with cognitive disabilities.
- Effects of various medications on individuals with cognitive disabilities.

Dispositions:

- Demonstrates respect for students as unique human beings.

Individualized General and Independence Curriculum**Knowledge:**

- Etiology and diagnosis related to various theoretical approaches.
- Etiologies and medical aspects of conditions affecting individuals with cognitive disabilities.
- Psychological and social-emotional characteristics of individuals with cognitive disabilities

8. (2) Development and Characteristics of Learners III - Social/Emotional Disorders. 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 Disorders.

Common Core**Knowledge:**

- Typical and atypical human growth and development.
- Educational implications of characteristics of social/emotional disorders.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without social/emotional disorders.
- Similarities and differences among individuals with social/emotional disorders.
- Effects of various medications on individuals with social/emotional disorders.

Dispositions:

- Demonstrates respect for students as unique human beings.

Individualized General and Independence Curriculum**Knowledge:**

- Etiology and diagnosis related to various theoretical approaches.
- Etiologies and medical aspects of conditions affecting individuals with social/emotional disorders.
- Psychological and social-emotional characteristics of individuals with social/emotional disorders.

9. (2) Development and Characteristics of Learners IV--Physical, Health, 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, Health, and Multiple Disabilities.

Common Core

Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of physical, health, and multiple disabilities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without physical, health, and multiple disabilities.
- Similarities and differences among individuals with physical, health, and multiple disabilities.
- Effects of various medications on individuals with physical, health, and multiple disabilities.

Dispositions:

- Demonstrates respect for students as unique human beings.

Individualized General and Independence Curriculum

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with physical, health, and multiple disabilities.
- Psychological and social-emotional characteristics of individuals with physical, health, and multiple disabilities.
- Common etiologies and the impact of sensory disabilities on learning and experience.
- Types and transmission routes of infectious disease.

10. (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.

Common Core

Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.
 - Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
 - Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
 - Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
 - Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
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- Dispositions:
 - Respects diverse cultural perspectives

Individualized General and Independence Curriculum

Knowledge:

- Impact of disabilities on auditory and information processing skills.
- *Effects of visual impairment on the family and the reciprocal impact on the individual's self-esteem.
- *Impact of additional exceptionalities on individuals with visual impairments.
- *Attitudes and actions of teachers that affect the behaviors of individuals with visual impairments.

Skills:

- Relate levels of support to the needs of the individual.

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.

Knowledge

- Understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to analyze mathematical ideas, solve problems, and investigate real-world situations.
- 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.
- Understands concepts of math including numeration, geometry, measurement, statistics/probability, and algebra.

Dispositions

- Believes that all students can learn and achieve in academic areas.

Skills

- Demonstrates proficiency in mathematics.
- Selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.
- Develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
- Evaluates general curricula and determines the scope and sequence of the academic content area of mathematics.
- Utilizes resources and materials that are developmentally and functionally valid.
- Applies principles of instruction for generalized math skills to teaching domestic, community, school, recreational, or vocational skills that require mathematics.
- Plans and implements individualized, systematic instructional programs to teach priority mathematics skills.
- Incorporates the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs.

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.

Knowledge

- Knows theoretical models and philosophies of reading education and their relevance to instruction.
- Knows the scope and sequences for reading instruction at all developmental levels.
- 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.
- Understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
- Knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 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.

Dispositions

- Believes that all students can learn and achieve in academic areas.

Skills

- 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).
- Locates, evaluates, and uses literature for readers of all abilities and ages.
- Uses various tools to estimate the readability of texts.
- Uses technology to support reading and writing instruction.
- Determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- Determines students' reading levels (independent, instructional, frustrational).
- Gathers and interprets information for diagnosis of the reading problems of individual students.
- Develops individual educational plans for students with severe learning problems related to literacy.
- Interprets and explains diagnostic information for classroom teachers, families, and other specialists to use in planning instructional programs.
- Designs, implements, and evaluates appropriate reading programs for small groups and individuals.
- Incorporates the Illinois Learning Standards in areas of reading in the development of instruction and IEPs.

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.

Knowledge

- Understands scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems.
- 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.
- Understands the relationship among the social science disciplines.
- Understands that science is a process involving observation, inference, and experimentation.
- Understands the relationship between the social sciences and other learning areas.

Dispositions

- Believes that all students can learn and achieve in academic areas.

Skills

- Demonstrates and uses appropriate strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning.

- Selects and uses a wide range of instructional resources, modes of inquiry, and technologies to support learning in the natural and social sciences.
- Develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
- Models the rights and responsibilities of citizenship in a democratic society.
- Models and teaches the appropriate use of scientific methods (e.g., gathering, organizing, mapping, interpreting, and analyzing).
- Incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs.

14. 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.

Common Core

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12)
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, selfmanagement, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Individualized General Curriculum

Knowledge:

- Sources of specialized materials, curricula, and resources for individuals with disabilities.
- Strategies to prepare for and take tests.
- Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
- Prevention and intervention strategies for individuals at-risk for a disability.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Methods for increasing accuracy and proficiency in math calculations and applications.
- Methods for guiding individuals in identifying and organizing critical content.

Skills:

- Use research-supported methods for academic and non-academic instruction of individuals with disabilities.
- Use strategies from multiple theoretical approaches for individuals with disabilities.
- Teach learning strategies and study skills to acquire academic content.
- Use reading methods appropriate to individuals with disabilities.
- Use methods to teach mathematics appropriate to the individuals with disabilities.
- Modify pace of instruction and provide organizational cues.
- Use appropriate adaptations and technology for all individuals with disabilities.
- Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.
- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals

with disabilities.

- Identify and teach basic structures and relationships within and across curricula.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.
- Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- Implement systematic instruction in teaching reading comprehension and monitoring strategies.
- Teach strategies for organizing and composing written products.
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

15. 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.

Common Core

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12)
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Individualized Independence Curriculum

Knowledge:

- Specialized materials for individuals with disabilities.
- Sources of specialized materials, curricula, and resources for individuals with disabilities.
- Strategies to prepare for and take tests.
- Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
- Prevention and intervention strategies for individuals at-risk for a disability.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Methods for increasing accuracy and proficiency in math calculations and applications.
- Methods for guiding individuals in identifying and organizing critical content.

Skills:

- Use research-supported methods for academic and non-academic instruction of individuals with disabilities.
- Use strategies from multiple theoretical approaches for individuals with disabilities.
- Teach learning strategies and study skills to acquire academic content.
- Use reading methods appropriate to individuals with disabilities.
- Use methods to teach mathematics appropriate to the individuals with disabilities.
- Modify pace of instruction and provide organizational cues.
- Use appropriate adaptations and technology for all individuals with disabilities.
- Resources, and techniques used to transition individuals with disabilities into and out of school and

post-school environments.

- Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
- Identify and teach basic structures and relationships within and across curricula.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.
- Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- Implement systematic instruction in teaching reading comprehension and monitoring strategies.
- Teach strategies for organizing and composing written products.
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

16. 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.

Common Core

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism

Dispositions

- Is committed to providing a safe, equitable, positive, and supportive learning environment in which diversities are valued

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Individualized General and Independence Curriculum

Knowledge:

- *Specialized health care interventions for individuals with physical and health disabilities I educational settings.
- *Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.
- Barriers to accessibility and acceptance of individuals with disabilities.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.
- Methods for ensuring individual academic success in one-to-one, smallgroup, and large-group settings.

Skills:

- *Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.
- *Design learning environments that are Multisensory and that facilitate active participation self-advocacy, and *independence of individuals with disabilities in a variety of group and individual learning activities.
- *Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.
- *Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- *Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
- *Design and implement sensory stimulation programs.
- Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.
- Provide instruction in community-based settings.
- Use and maintain assistive technologies.
- Plan instruction in a variety of educational settings.
- Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.
- Use skills in problem solving and conflict resolution.
- Establish a consistent classroom routine for individuals with disabilities.

17. 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.

Common Core

Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- 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.

- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Individualized General and Independence Curriculum

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.
- Communication and social interaction alternatives for individuals who are nonspeaking.
- Typical language development and how that may differ for individuals with learning disabilities.

Skills:

- Enhance vocabulary development.
- Teach strategies for spelling accuracy and generalization.
- Teach individuals with disabilities to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

18. 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.

Common Core

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Individualized General Curriculum

Knowledge:

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

Skills:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
- Plan and implement age and ability appropriate instruction for individuals with disabilities.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design and implement curriculum and instructional strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

19. 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.

Common Core

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Individualized Independence Curriculum

Knowledge:

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

Skills:

- Select and plan for integration of related services into the instructional program.
- Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.
- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design and implement curriculum strategies for medical self-management procedures.
- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
- Plan and implement age and ability appropriate instruction for individuals with disabilities.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design and implement curriculum and instructional strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

20. 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.

Common Core

Knowledge:

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, pre-referral, referral, and classification procedures.

- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

Individualized General and Independence Curriculum**Knowledge:**

- Specialized terminology used in the assessment of individuals with disabilities.
- Laws and policies regarding referral and placement procedures for individuals with disabilities.
- Types and importance of information concerning individuals with disabilities available from families and public agencies.
- Procedures for early identification of young children who may be at risk for disabilities.

Skills:

- *Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
- *Develop and use a technology plan based on adaptive technology assessment.
- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.
- Use exceptionality-specific assessment instruments with individuals with disabilities.
- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
- Assess reliable methods(s) of response of individuals who lack typical communication and performance abilities.
- Monitor intragroup behavior changes across subjects and activities.

21. Technology III. Enables students with special needs to learn about and to use assistive technology.**Indicators****Knowledge**

- Knows appropriate assistive technology for use with students with special needs

Skills

- Uses assistive technology terminology accurately in written and oral communications

- Integrates assistive technology into assessment and instructional activities to enhance access to learning opportunities for students with special needs
- Matches assistive technology to the particular learning situation and each learner's needs

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

Indicators

Knowledge

- Understands the value of research to inquiry in education
- Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- Understands the use of technology as one tool to assist with the overall inquiry process in education
- Understands the roles that technology plays in schools and society

Dispositions

- Appreciates the value of reading and conducting research in education
- Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances

- Conducts meaningful inquiry on an independent basis in education
- Makes meaningful evaluative judgments about the quality of existing research in education
- Builds on existing theoretical frameworks through independent inquiry in education
- Demonstrates familiarity with a range of technological resources that support educational inquiry
- Accesses a range of technological resources relevant to educational inquiry

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

23. 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.

Common Core

Knowledge:

- Personal cultural biases and differences that affect one's teaching.
- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.
- Methods to remain current regarding research-validated practice.

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
- Act ethically in advocating for appropriate services.
- Conduct professional activities in compliance with applicable laws and policies.
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with

exceptional learning needs.

- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Conduct self-evaluation of instruction.
- Access information on exceptionalities.
- Reflect on one's practice to improve instruction and guide professional growth.
- Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Individualized General and Independence Curriculum

Knowledge:

- Sources of unique services, networks, and organizations for individuals with disabilities.
- Organizations and publications relevant to individuals with disabilities.

Skills:

- *Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.
- Participate in the activities of professional organizations relevant to individuals with disabilities.
- Ethical responsibility to advocate for appropriate services for individuals with disabilities.

24. 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.

Common Core

Knowledge:

- Models and strategies of consultation and collaboration.
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

Skills:

- Maintain confidential communication about individuals with exceptional learning needs.
- Collaborate with families and others in assessment of individuals with exceptional learning needs.
- Foster respectful and beneficial relationships between families and professionals.
- Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- Plan and conduct collaborative conferences with students with exceptional learning needs and their families.
- Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- Use group problem solving skills to develop, implement and evaluate collaborative activities.
- Model techniques and coach others in the use of instructional methods and accommodations.
- Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

- Communicate effectively with families of student with exceptional learning needs from diverse backgrounds.
- Observe, evaluate and provide feedback to paraeducators.

Individualized General and Independence Curriculum

Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

Skills:

- *Participate in the selection and implementation of augmentative or alternative communication systems.
- *Collaborate with families of and service providers to individuals who are chronically or terminally ill.
- Use local community, and state and provincial resources to assist in programming with individuals with disabilities.
- Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
- Teach parents to use appropriate behavior management and counseling techniques.
- Collaborate with team members to plan transition to adulthood that encourages full community participation