Special Education (Non-Categorical)

Institutions and Organizations seeking State Approval for programs which prepare and result in the recommendation of candidates for licensure as teachers of Special Education shall be required to demonstrate that they meet the following program standards. The Standards below are an adapted version of the 2003 standards of Council of Exception Children, for the Preparation of Special Education Teachers.

Standard 1. Foundations			
Description	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.	 Candidates: understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. 		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning	Candidates: • know and demonstrate respect for their students first as unique human beings. understand the similarities and differences in human development and the characteristics between and		
<u>needs (ELN)¹. Moreover,</u> special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.	 among individuals with and without exceptional learning needs (ELN). understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and 		

members of the community.		
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Standard 3: Individual Learning Differences			
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.	 Candidates : understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. be able to individualize instruction to provide meaningful and challenging learning for individuals with ELN. 		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self- awareness, self-management, self- control, self-reliance, and self- esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	 Candidates: posses a repertoire of evidence- based instructional strategies to individualize instruction for individuals with ELN select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self- awareness, self-management, self-control, self-reliance, and self-esteem. emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan. 		

Standard 5: Learning Environme Social Interactions	nts and		
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies

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Special educators actively create	Candidates:		
learning environments for			
individuals with ELN that foster	 actively create learning 		
cultural understanding, safety	environments for individuals		
and emotional well being,	with ELN that foster cultural		
positive social interactions, and	understanding, safety and		
active engagement of individuals	emotional well being, positive		
with ELN. In addition, special	social interactions, and active		
educators foster environments in	engagement of individuals with		
which diversity is valued and	ELN.		
individuals are taught to live	 foster environments in which 		
harmoniously and productively in	diversity is valued and		
a culturally diverse world. Special	individuals are taught to live		
educators shape environments to	harmoniously and productively		
encourage the independence,	in a culturally diverse world.		
self-motivation, self-direction,	 shape environments to 		
personal empowerment, and self-	encourage the independence,		
advocacy of individuals with ELN.	self-motivation, self-direction,		
Special educators help their	personal empowerment, and		
general education colleagues	self-advocacy of individuals		
integrate individuals with ELN in	with ELN.		
regular environments and	 help their general education 		
engage them in meaningful	colleagues integrate		
learning activities and	individuals with ELN in regular		
interactions. Special educators	environments and engage		
use direct motivational and	them in meaningful learning		
instructional interventions with	activities and interactions.		
individuals with ELN to teach	 use direct motivational and 		
them to respond effectively to	instructional interventions with		
current expectations. When	individuals with ELN to teach		
necessary, special educators can	them to respond effectively to		
safely intervene with individuals	current expectations.		
with ELN in crisis. Special	 safely intervene with 		
educators coordinate all these	individuals with ELN in crisis.		
efforts and provide guidance and	Special educators coordinate		
direction to para-educators and	all these efforts and provide		

others, such as classroom volunteers and tutors.	guidance and direction to para-educators and others, such as classroom • volunteers and tutors.	

Standard 6: Language			
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies

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Special educators understand	Candidates:		
typical and atypical language			
development and the ways in	 understand typical and atypical 		
which exceptional conditions can	language development and the		
interact with an individual's	ways in which exceptional		
experience with and use of	conditions can interact with an		
language. Special educators use	individual's experience with		
individualized strategies to	and use of language.		
enhance language development	 use individualized strategies to 		
and teach communication skills	enhance language		
to individuals with ELN. Special	development and teach		
educators are familiar with	communication skills to		
augmentative, alternative, and	individuals with ELN.		
assistive technologies to support	 are familiar with augmentative, 		
and enhance communication of	alternative, and assistive		
individuals with exceptional	technologies to support and		
needs. Special educators match	enhance communication of		
their communication methods to	individuals with exceptional		
an individual's language	needs.		
proficiency and cultural and	 match their communication 		
linguistic differences. Special	methods to an individual's		
educators provide effective	language proficiency and		
language models, and they use	cultural and linguistic		
communication strategies and	differences.		
resources to facilitate	 provide effective language 		
understanding of subject matter	models, and they use		
for individuals with ELN whose	communication strategies and		
primary language is not English.	resources to facilitate		
	understanding of subject		
	matter for individuals with ELN		
	whose primary language is not		
	English.		

Standard 7: Instructional Planni	ng		
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies

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Individualized decision-making	Candidates:	
and instruction is at the center of		
special education practice.	 recognize that Individualized 	
Special educators develop long-	decision-making and	
range individualized instructional	instruction is at the center of	
plans anchored in both general	special education practice.	
and special curricula. In addition,	 develop long-range 	
special educators systematically	individualized instructional	
translate these individualized	plans anchored in both general	
plans into carefully selected	and special curricula.	
shorter-range goals and	 systematically translate these 	
objectives taking into	individualized plans into	
consideration an individual's	carefully selected shorter-	
abilities and needs, the learning	range goals and objectives	
environment, and a myriad of	taking into consideration an	
cultural and linguistic factors.	individual's abilities and needs,	
Individualized instructional plans	the learning environment, and	
emphasize explicit modeling and	a myriad of cultural and	
efficient guided practice to	linguistic factors.	
assure acquisition and fluency	 create Individualized 	
through maintenance and	instructional plans which	
generalization. Understanding of	emphasize explicit modeling	
these factors as well as the	and efficient guided practice to	
implications of an individual's	assure acquisition and fluency	
exceptional condition, guides the	through maintenance and	
special educator's selection,	generalization.	
adaptation, and creation of	 understand that these factors 	
materials, and the use of	as well as the implications of	
powerful instructional variables.	an individual's exceptional	
Instructional plans are modified	condition, guides the special	
based on ongoing analysis of the	educator's selection,	
individual's learning progress.	adaptation, and creation of	
Moreover, special educators	materials, and the use of	
facilitate this instructional	powerful instructional	
planning in a collaborative	variables.	
context including the individuals	 modify Instructional plans 	

with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	 based on ongoing analysis of the individual's learning progress. facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. are comfortable using appropriate technologies to support instructional planning and individualized instruction. 	
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Standard 8: Assessment			
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies

Assessment is integral to the	Candidates:	
decision-making and teaching of	Califidates.	
special educators and special	 use multiple types of 	
• •	assessment information for a	
educators use multiple types of assessment information for a		
	variety of educational	
variety of educational decisions.	decisions.	
Special educators use the results	• use the results of assessments	
of assessments to help identify	to help identify exceptional	
exceptional learning needs and	learning needs and to develop	
to develop and implement	and implement individualized	
individualized instructional	instructional programs, as well	
programs, as well as to adjust	as to adjust instruction in	
instruction in response to	response to ongoing learning	
ongoing learning progress.	progress.	
Special educators understand	 understand the legal policies 	
the legal policies and ethical	and ethical principles of	
principles of measurement and	measurement and assessment	
assessment related to referral,	related to referral, eligibility,	
eligibility, program planning,	program planning, instruction,	
instruction, and placement for	and placement for individuals	
individuals with ELN, including	with ELN, including those from	
those from culturally and	culturally and linguistically	
linguistically diverse	diverse backgrounds.	
backgrounds. Special educators	 understand measurement 	
understand measurement theory	theory and practices for	
and practices for addressing	addressing issues of validity,	
issues of validity, reliability,	reliability, norms, bias, and	
norms, bias, and interpretation of	interpretation of assessment	
assessment results. In addition,	results.	
special educators understand the	 special educators understand 	
appropriate use and limitations of	the appropriate use and	
various types of assessments.	limitations of various types of	
Special educators collaborate	assessments.	
with families and other	 collaborate with families and 	
colleagues to assure non-biased,	other colleagues to assure	
meaningful assessments and	non-biased, meaningful	

decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.	 assessments and decision-making. conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. regularly monitor the progress of individuals with ELN in general and special curricula. use appropriate technologies to support their assessments. 		
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Standard 9: Professional and Et Practice	hical		
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies

Special advactors are guided by	Candidates:	
Special educators are guided by	Candidates.	
the profession's ethical and	are suided by the profession's	
professional practice standards.	 are guided by the profession's 	
Special educators practice in	ethical and professional	
multiple roles and complex	practice standards.	
situations across wide age and	 practice in multiple roles and 	
developmental ranges. Their	complex situations across	
practice requires ongoing	wide age and developmental	
attention to legal matters along	ranges.	
with serious professional and	 give ongoing attention to legal 	
ethical considerations. Special	matters along with serious	
educators engage in professional	professional and ethical	
activities and participate in	considerations.	
learning communities that benefit	 engage in professional 	
individuals with ELN, their	activities and participate in	
families, colleagues, and their	learning communities that	
own professional growth. Special	benefit individuals with ELN,	
educators view themselves as	their families, colleagues, and	
lifelong learners and regularly	their own professional growth.	
reflect on and adjust their	 view themselves as lifelong 	
practice. Special educators are	learners and regularly reflect	
aware of how their own and	on and adjust their practice.	
others attitudes, behaviors, and	 are aware of how their own 	
ways of communicating can	and others attitudes,	
influence their practice. Special	behaviors, and ways of	
educators understand that	communicating can influence	
culture and language can interact	their practice.	
with exceptionalities, and are	 understand that culture and 	
sensitive to the many aspects of	language can interact with	
diversity of individuals with ELN	exceptionalities, and are	
and their families. Special	sensitive to the many aspects	
educators actively plan and	of diversity of individuals with	
engage in activities that foster	ELN and their families.	
their professional growth and	 actively plan and engage in 	
keep them current with evidence-	activities that foster their	
based best practices.	professional growth and keep	

Special educators know their own limits of practice and practice within them.	them current with evidence- based best practices.know their own limits of practice and practice within them.		
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Standard 10: Collaboration			
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special	Candidates: • routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.		
educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to	 assure that the needs of individuals with ELN are addressed throughout schooling. embrace their special role as advocate for individuals with ELN. promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. are a resource to their 		

facilitate the successful transitions of individuals with ELN across settings and services.	 colleagues in understanding the laws and policies relevant to Individuals with ELN. use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. 		
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