Mayville State University

Special Education Major

Handbook

Special Education Program Handbook

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Welcome to Mayville State University and the Division of Education. In joining us, you have become part of a long history of excellent educators. We are excited that you have chosen to double major in both general and special education. The goal of the special education program is to prepare teacher candidates for entry into special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multi-categorical population of students with special needs. The program consists of a double major in professional education (early childhood, elementary or secondary) and special education as candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. The skills of general educator and special educator complement each other, and as such, dual certification is a goal of this program. The special education program seeks to prepare candidates to:

- Apply specialized pedagogical knowledge and skills.
- Master appropriate core academic subject matter content.
- Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
- Observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.
- Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings.
- Demonstrate professional dispositions and ethical practice through collaborative interactions

The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP/NCATE), the Higher Learning Commission and the State of North Dakota, a process that assures quality and supports continuous improvement. MSU was approved to offer the first bachelor's degree for licensure in special education in the state of North Dakota by the State Board of Higher Education in May 2013 and first began offering the degree in August of 2014. Candidate competencies are based on teacher knowledge, skills and dispositions as defined by InTASC and the Council for Exceptional Children (CEC). Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training as they reflect on both. This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with the correct curriculum and experiences needed to prepare them for the realities of diverse classrooms.

This handbook has been developed to serve as a narrative depiction of the special education program; it complements the MSU Teacher Education Handbook and its administrative procedures and policies. The handbook is a resource for selection of coursework, tracking of requirements for graduation, and application of teacher certification. It provides the information and forms needed to prepare for and complete the teaching experience. However, it continues to be the responsibility of teacher education candidates to remain current in their knowledge of Teacher Education and teacher licensure requirements.

The faculty and staff at Mayville State University are committed to providing the highest quality professional preparation programs. It is our goal to meet the needs of every teacher education candidate and personalize the higher education experience.

Special Education Program Standards:
What a Special Educators Must Know and Be Able To Do

Special educators understand the field as an evolving discipline based on theories, evidence-based principles, legal policies, diverse and historical points of view, and social issues that influence the education of individuals with exceptional needs. Special educators demonstrate respect for their students first as unique human beings. Moreover, special educators understand how exceptional conditions[28] can interact with human development and they use this knowledge to respond to the needs of individuals with exceptional learning needs.

Special educators are active and resourceful in seeking to understand how language, culture, and familial backgrounds interact with exceptional conditions to impact an individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these differences and their interactions provide the foundation upon which special educators individualize instruction. Special educators possess a repertoire of evidence-based instructional strategies to personalize instruction for individuals and promote positive learning results. They enhance the critical-thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness and self-reliance.

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal and ethical principles of assessment. Special educators understand measurement theory and practices addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments. Special educators use appropriate technologies to support their assessments.

Special educators create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in which diversity is valued and individuals are taught to live harmoniously and productively. Special educators help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts in their case management and provide guidance and direction to paraeducators and others.

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language. Special educators use individualized

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[28]"Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

strategies to enhance language development and match their communication to an individual's language proficiency and cultural and linguistic differences. Special educators are familiar with assistive technologies to enhance the communication of individuals with exceptional needs.

Individualized instruction is central to special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula, and they systematically translate these plans into shorter-range goals. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Moreover, special educators embrace their professional role as advocate for individuals with exceptional learning needs. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration as a resource in understanding laws, policies, and effective practice.

Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Special educators are guided by the profession's ethical and professional practice standards. Special educators engage in professional activities. Special educators view themselves as lifelong learners and regularly adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

For the full text of the Special Education Program Standards of the Council for Exceptional Children, please visit *www.ncate.org* **and click on** *Standards,* **then** *Program Standards,* **or visit** *www.cec.sped.org.*

Special Education Changes for Better Mobility of Educators

On February 9, 2012, the Education Standards and Practices Board voted to provide changes in how local school districts are able to place special educators. This decision was based on House Bill 1270 passed during the 62nd Legislative Session to provide for better mobility for educators moving into North Dakota. HB 1270 allows for out of state applicants with a valid regular educator license from any other state to be granted a North Dakota Professional Educator license.

The Other State Educator License (OSEL) is based upon verification of a minimum of a bachelor's degree with a major that meets the issuing state's requirements for early childhood education, elementary education, middle level education, or a content area taught at a public high school. The license is based upon the completion of a professional education sequence from a state-approved teacher education program and includes supervised student teaching. The applicant for the OSEL also submits to a criminal history record check. The applicants receiving an OSEL will not be required to take any additional coursework or tests to meet North Dakota standards. They will be required to take re-education credits to keep the license current and valid.

The issue concerning the special education licenses is North Dakota has been a categorical state since 1976, when IDEA was authorized. In special education, categorical means the teacher has been prepared to work with children with disabilities in a specific area such as intellectual disabilities. Non-categorical means the teacher has been prepared in special education without any specific categorical background. Most states are non-categorical.

The recommendation accepted by the Board on February 9 will provide a license to all applicants from other states holding a minimum of a bachelor's degree in special education. This license will allow the applicant to work with all children with disabilities. To provide ND teachers with the same opportunities, an "exceptional children" code has been developed and will appear on the second page of all special education licenses whether the holder is a graduate from a North Dakota university and college, or from an out of state institution.

For graduates from North Dakota institutions, North Dakota will no longer require a double major in a content area as well as a special education major. ND will no longer require special education teachers to be prepared in a specific category to be authorized to work with

children with those specific disabilities. This means a teacher with a bachelor's degree in special education will be able to work with children in any category without specific coursework in that category being required.

ESPB is still in discussions with ND institutions as to how this ruling will affect special education programs within ND universities. The Council for Exceptional Children Standards are categorical standards by disability. These standards are the basis for national accreditation and state approval. The exit examination that all North Dakota applicants must complete is prepared categorically. These will have to be considerations As institutions move forward developing new programs to meet the new law.

Previous opportunities that North Dakota districts have had to be able to grow their own special educators include special education endorsements changes from 2009. In 2009, the special education committee asked ESPB to change the requirements of the special education endorsements to allow a regular classroom teacher with a minimum of three (3) semester hours in special education to be placed on a Special Education Plan on File and allowed to work with children with a specific disability. The teacher would be given three years to complete all of the coursework as allowed by federal law, enroll in two courses of the specific disability, and have a special education mentor.

Mayville State University

Special Education
Bachelor of Science in Education

(Double Major with Early Childhood Education, Elementary Education, or Secondary Education)

Personal Service

We pride ourselves on being just the right size to give students the time they need to be successful. Our average class size is 15, so you will have small, personalized class settings to receive the education that you deserve. Your professors will introduce you to new ways of thinking, explore issues creatively, and evaluate ideas as you engage in the world. Special education classes are available entirely online.

Opportunity

Whether it's music, athletics, or politics, students at MSU have the chance to participate in a variety of activities and clubs. These organizations are a great way to make new friends with similar interests, and the involvement outside the classroom looks great on a resumé.

Some clubs and activities include:
• Theater
• Band & choir
• DECA
• Science Club
• Comet Radio
• Student government
• Intramural sports

Success

Our students have a high rate of employment. We have internship opportunities to give you real, hands-on learning experiences and make your resumé stand out.

Value

The combination of MSU's affordability and its unique offerings make it a Best in the Midwest College, as designated by the Princeton Review. This selection process is based on meeting criteria for academic excellence as well as results of surveys done by current MSU students.

The Program

The goal of the special education program is to prepare teacher candidates for entry to special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multicategorical population of students with special needs. The program consists of a double major in professional education (early childhood, elementary or secondary) and special education as candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. The skills of general educator and special educator complement each other, and as such, dual certification is a goal of this program. The special education program seeks to prepare students to:

• Apply specialized pedagogical knowledge and skills.

• Master appropriate core academic subject matter content.

• Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.

• Observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.

• Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings.

• Demonstrate professional dispositions and ethical practice through collaborative interactions.

Conceptual Framework

Our conceptual framework at Mayville State is The Reflective Experiential Teacher. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.
The theme is based upon established learning concepts that students develop and demonstrate in their coursework, field experiences, and student teaching.

Special Education
B.S. Ed.

Required credits to graduate with this dual certification/double major degree:

Early Childhood Special Education	169
Elementary Special Education	151-153
Secondary Special Education	152-180

Students desiring certification as an entry level special educator (strategist) must complete the general education requirements for the baccalaureate degree and double major in both professional education (early childhood, elementary or secondary) and special education. Professional education core requirements are established for early childhood education, elementary education and secondary education degrees. Secondary education requires additional study in the content area of choice. Special education majors must complete at least 5 semester hours of student teaching in special education in addition to the 10 semester hour core requirement.

The special education major is offered both entirely online and through a hybrid of online and on campus courses; the program can also be added to existing baccalaureate degrees with a minimum of 30 unduplicated additional credits earned.

Essential Studies Courses

Special Education majors must complete 36 hours of essential studies with a minimum "C" grade: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111 and follow all prerequisites for their respective certification level and the Teacher Education program.

Secondary majors may include additional essential studies prerequisites. See appropriate major.

*A cumulative GPA of 2.75 is required for admission into the teacher education program.

Secondary Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
EDUC 401S	Pre-Student Teaching Seminar	0 SH
MATH 307	Math Strategies in Elem./Middle School	3 SH
SPED 318	Reading in the Elementary School	3 SH
SPED 330	Behavior Modification & Management	3 SH
SPED 350	Remedial Reading	3 SH
SPED 351	Remedial Reading Practicum	1 SH
SPED 382	Intellectual Disabilities	3 SH
SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance	3 SH
SPED 385	Emotional Disturbance Practicum	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum	2 SH
SPED 389	Foundation of Special Education	3 SH
SPED 395	Transition	2 SH
SPED 396	Special Education Law	3 SH
SPED 397	Assessment of Students with Disabilities	3 SH
SPED 400B	Student Teaching Special Education	5 SH
Sub-total		**45 SH**

Elementary Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
EDUC 401S	Pre-Student Teaching Seminar	0 SH
SPED 330	Behavior Modification & Management	3 SH
SPED 338	Home, School, Community Relations	3 SH
SPED 350	Remedial Reading	3 SH
SPED 351	Remedial Reading Practicum	1 SH
SPED 382	Intellectual Disabilities	3 SH
SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance	3 SH
SPED 385	Emotional Disturbance Practicum	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum	2 SH
SPED 389	Foundations of Special Education	3 SH
SPED 396	Special Education Law	3 SH
SPED 397	Assessment of Students w/ Disabilities	3 SH
	1 Elective from approved courses	1-3 SH
SPED 400B	Student Teaching Special Education	5 SH
Sub-total		**41- 44 SH**

Elective Requirements:
Choose one of the courses listed below.

EC 211	Observing, Assessing, & Interpreting Tech	3 SH
EC 341	Learning Environment for Infants/Toddlers	3 SH
EC 412	Diversity/Professionalism in ECE	3 SH
EDUC 203	Sign Language	4 SH
HPER 333	Phy Ed for Exceptional Children	3 SH
PSYC 360	Intro to Personality Theory	3 SH
PSYC 370	Psychology of Abnormal Behavior	3 SH
SPED 336	Social & Emotional Guidance in ECE	3 SH
SPED 337	Special Needs in ECE	3 SH
SPED 343	Classroom Modifications	3 SH
SPED 344	Augmented & Alternative Comm	3 SH
SPED 388	Autism Spectrum Disorders	3 SH
SPED 395	Transition	2 SH
SPED 497	Special Needs Internship	1-4 SH

Early Childhood Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
EDUC 401S	Pre-Student Teaching Seminar	0 SH
SPED 330	Behavior Modification & Management	3 SH
SPED 336	Social/Emotional Development/Guide	3 SH
SPED 337	Special Needs in ECE	3 SH
SPED 338	Home, School and Community Relations	3 SH
SPED 340	Assessment and Document in Infant/Toddler	3 SH
SPED 343	Classroom Modifications	3 SH
SPED 344	Augmented & Alternative Comm	3 SH
SPED 389	Foundation of Special Education	3 SH
SPED 396	Special Education Law	3 SH
SPED 400B	Student Teach Special Education	5 SH
SPED 497	Internship: Special Needs ECE	2 SH
Sub-total		**35 SH**

YES.U

If you have any questions regarding this program, please contact Connie Kaldor:
701.788.4721
or connie.kaldor@mayvillestate.edu.
To apply, go to www.MayvilleState.edu

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Mayville State University

Special Education
Bachelor of Science in Education

(Online Program for Early Childhood Education, Elementary Education, or Secondary Education)

Personal Service

We pride ourselves on being just the right size to give students the time they need to be successful. Our average class size is 15, so you will have small, online class settings for you to receive the education that you deserve. Your professors will introduce you to new ways of thinking, explore issues creatively, and evaluate ideas as you engage in the world from the convenience of your home or workplace.

Is This Program For You?

The Special Education online program is available completely online for currently licensed early childhood, elementary, or secondary teachers.

• Classes are scheduled for summer, fall, or spring terms.

• You may take classes at a pace that suits you, such as one class a semester or two or three.

• Mayville State University online courses are $280 per credit for tuition and fees regardless of your state of residency (subject to change).

• This program is available to students from Minnesota and many other states.

• Students with a bachelor's degree in education, but without a current teaching license, may be admitted based on individual review. Students without a current teaching license may need to complete additional coursework requirements.

• This unique program is the ONLY online program in North Dakota for licensed teachers to pursue Special Education licensure at the bachelor's degree level.

Value

The combination of MSU's affordability and its unique offerings make it a Best in the Midwest College, as designated by the Princeton Review. This selection process is based on meeting criteria for academic excellence as well as results of surveys done by current MSU students.

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1.800.437.4104
www.MayvilleState.edu

How Do I Apply For This Program?

1. Complete the MSU Application for Admission at www.mayvillestate.edu.

2. If you have never attended MSU, a one-time $35 application fee is required.

3. Submit official transcripts from all colleges and universities you have attended.

4. Submit a copy of your current teaching license to: Office of Admissions, Mayville State University, 330 Third Street NE, Mayville, ND 58257.

If you have any questions regarding this program, please contact Connie Kaldor at 701-788-4271 or connie.kaldor@mayvillestate.edu.

Essential Studies Courses

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SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance	3 SH
SPED 385	Emotional Disturbance Practicum	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum	2 SH
SPED 389	Foundation of Special Education	3 SH
SPED 395	Transition	2 SH
SPED 396	Special Education Law	3 SH
SPED 397	Assessment of Students with Disabilities	3 SH
SPED 400B	Student Teaching Special Education	5 SH
Sub-total		**45 SH**

Elementary Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
EDUC 401S	Pre-Student Teaching Seminar	0 SH
SPED 330	Behavior Modification & Management	3 SH
SPED 338	Home, School, Community Relations	3 SH
SPED 350	Remedial Reading	3 SH
SPED 351	Remedial Reading Practicum	1 SH
SPED 382	Intellectual Disabilities	3 SH
SPED 383	Intellectual Disabilities Practicum	2 SH
SPED 384	Emotional Disturbance	3 SH
SPED 385	Emotional Disturbance Practicum	2 SH
SPED 386	Learning Disabilities	3 SH
SPED 387	Learning Disabilities Practicum	2 SH
SPED 389	Foundations of Special Education	3 SH
SPED 396	Special Education Law	3 SH
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Early Childhood Special Education

Core Requirements:

HPER 210	First Aid and CPR	1 SH
EDUC 401S	Pre-Student Teaching Seminar	0 SH
SPED 330	Behavior Modification & Management	3 SH
SPED 336	Social/Emotional Development/Guide	3 SH
SPED 337	Special Needs in ECE	3 SH
SPED 338	Home, School and Community Relations	3 SH
SPED 340	Assessment and Document in Infant/Toddler	3 SH
SPED 343	Classroom Modifications	3 SH
SPED 344	Augmented & Alternative Comm	3 SH
SPED 389	Foundation of Special Education	3 SH
SPED 396	Special Education Law	3 SH
SPED 400B	Student Teach Special Education	5 SH
SPED 497	Internship: Special Needs ECE	2 SH
Sub-total		**35 SH**

Online Classes $280/credit

YES. U

Mayville State University
Division of Education & Psychology
DEGREE PLAN - ECE – With SPECIAL EDUCATION Certification (EC-age 8)

	Freshman Year	Summer	Sophomore Year	Summer-admitted to Teacher Education	Junior Year	Summer	Senior Year
Fall	CIS 119 (3) ENGL 110 (3) MATH 103 (3) SCNC 101 (3) SCNC 101L (1) UNIV 100 (1) 14 credits	EC 333 (3) EC 376 (1)* HUM Elect. (3) PSYC 111 (3) 10 credits	EC 313 (3)* SPED 389 (3) HPER 210 (1) HUM elect. (3) MATH 277 (3) SPED 330 (3) 16 credits	SPED 337 (3) EDUC 317 (3) EDUC 350 (3) EDUC 381 (3) 12 credits	EC 320 (3)* EC 322 (3) HIST 103 (3) HPER 100 (2) HPER 315 (2) MATH 307 (3) EDUC 290 (2) 16 credits	EC 310 (3)* EC 311 (3)* EC 316 (3)* SCNC 320 (3) 12 credits	EDUC 390 (3) EDUC 392 (1) EDUC 436 (2) EDUC 497 (2)* SPED 396 (3) SPED 400b (5)* EDUC 40S (0) 16 credits
Spring	CIS 175 (1) COMM 110 (3) EC 210 (3) EC 211 (3)* ENGL 120 (3) SCNC 102 (3) SCNC 102L (1) 17 credits		SPED 340 (3) SPED 344 (3) EDUC 250 (2) EDUC 272 (1) EDUC 298 (1)* GEOG 103 (3) PSYC 255 (3) 16 credits		EC 315 (3)* EC 335 (3) SPED 336 (3) SPED 338 (3) SPED 343 (3) EDUC 422 (2) 18 credits		EDUC 400 Student Teaching (10)* EDUU 400A (5)* EDUC 401(2) 17 credits
SH 164 IR 5 T = 169	31 credits	10 credits	32 credits	12 credits	34 credits	12 credits	33 credits

*Courses indicated are designated clinical experience

- UNIV 100 is a 1 credit course only required for incoming freshman

Note: Example plan-courses may not be offered as indicated in this example

Mayville State University
Division of Education & Psychology
DEGREE PLAN - Elementary – With SPECIAL EDUCATION Certification (1-6)

	Freshman Year	Summer	Sophomore Year	Summer	Junior Year	Summer	Senior Year

Fall	COMM 110 (3)
	ENGL 110 (3)
	GEOG 103 (3)
	HIST 103 (3)
	PSYC 111 (3)
	UNIV 100 (1)
	
	16 credits
		CIS 119 (3)
		CIS 175 (1)
		HUM Elect. (3)
		
		7 credits
			EDUC 250 (2)
			EDUC 298 (1)*
			EDUC 272 (1)
			SPED 389 (3)
			HPER 100 (2)
			MATH 277 (3)
			SCI 102 & L (4)
			
			16 credits
				EDUC 317 (3)
				EDUC 426 (2)
				Spec. Educ. Elective (1)
				
				6 credits
					Block 1
					   EDUC 301 (3)*
					   EDUC 318 (3)*
					   EDUC 324 (1)
					   MATH 307 (3)
					   SCNC 321 (3)
					   EDUC 390 (3)
					
					16 credits
						SPED 350 (3)
						EDUC 381 (3)
						
						6 credits
							SPED 351 (1)*
							SPED 384 (3)
							SPED 385 (2)*
							SPED 396 (3)
							SPED 397 (3)
							EDUC 380 (1)
							EDUC 422 (2)
							
							15 credits

Spring	ENGL 120 (3)
	HPER 210 (1)
	HUM Elect. (3)
	MATH 103 (3)
	PSYC 255 (3)
	SCNC 101 & L (4)
	
	17 credits
			SPED 330 (3)
			SPED 382 (3)
			SPED 383 (2)*
			GEOG 300 (3)
			SCNC 320 (3)
			EDUC 290 (2)
			
			16 credits
					Block 2
					   EDUC 302 (3)*
					   EDUC 319 (3)*
					   EDUC 325 (3)
					   HPER 319 (2)
					
					SPED 338 (3)
					SPED 386 (3)
					SPED 387 (2)*
					
					17 credits
							EDUC 400 Student Teaching (10)*
							EDUC 400b Special Ed (5)*
							EDUC 401(2)
							
							17 credits

	33 credits	7 credits	32 credits	6 credits	33 credits	6 credits	32 credits

*Courses indicated are designated clinical experience

- Does not include the Kindergarten endorsement

- UNIV 100 is a 1 credit course only required for incoming freshman

Note: Example plan-courses may not be offered as indicated in this example

Mayville State University
Division of Education & Psychology
CURRICULUM EXHIBIT & DEGREE PLAN - Secondary – With SPECIAL EDUCATION Certification (7-12)

	Freshman Year	Summer	Sophomore Year	Summer	Junior Year	Summer	Senior Year
Fall	COMM 110 (3) ENGL 110 (3) PSYC 111 (3) GEOG 103 (3) HIST 103 (3) UNIV 100 (1) CIS 175 (1) 17 credits	CIS 119 (3) SPED 389 (3) Content Area (3) 9 credits	EDUC 250 (2) EDUC 298 (1)* HPER 100 (2) SPED 330 (3) SCI 102 & L (4) Content Area (6) 18 credits	SPED 395 (2) EDUC 390 (3) Content Area (3) 8 credits	EDUC 426 (2) MATH 307 (3) EDUC 318 (3) EDUC 290 (2) Content Area (6) 16 credits	EDUC 381 (3) SPED 386 (3) SPED 387 (2)* Content Area (1) 9 credits	EDUC 481,2,3,4,5 (2) EDUC 380 (1) EDUC 398 (1)* EDUC 422 (2) SPED 396 (3) SPED 397 (3) SPED 351 (1)* Content Area (3) 15 credits
Spring	ENGL 120 (3) PSYC 255 (3) HPER 210 (1) SCNC 101 & L (4) MATH 103 (3) HUM Elect. (3) 17 credits		EDUC 272 (1) SPED 384 (3) SPED 385 (2)* HUM Elect. (3) Content Area (9) 17 credits		EDUC 480 (4) EDUC 480L (1) SPED 382 (3) SPED 383 (2)* SPED 350 (3) Content Area (6) 19 credits		EDUC 401(2) EDUC 400 Student Teaching (10)* SPED 400b Special Ed (5)* 17 credits
	34 credits	9 credits	35 credits	8 credits	35 credits	9 credits	32 credits

*Courses indicated are designated clinical experience

- UNIV 100 is a 1 credit course only required for incoming freshman

- 37SH for Content area coursework included in plan-will vary according to each Secondary Education Major, consult the course catalogue for requirements of each major

- Composite in Biology Education: 57 credits   - Geography Education: 32 credits
- Composite in Chemistry Education: 53 credits   - Health Education: 32 credits
- Composite in Social Science Education: 43 credits   - History Education: 34 credits
- English Education: 34 credits   - Mathematics Education: 29 credits
- Physical Education: 38 credits

Note: Example plan-courses may not be offered as indicated in this example

Major: SPECIAL EDUCATION- EARLY CHILDHOOD	(35 Hours)

Mayville State University: **College:**

NOTE: This program consists of a double major in Early Childhood Education and Special Education- Early Childhood.

Pre-requisites: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111
Must earn a minimum of "C" grade in all pre-requisite courses.

CORE REQUIREMENTS: (35 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
HPER 210	First Aid and CPR	1						
EDUC 492	Pre-Student Teach Seminar	0						
SPED 330	Behavior Modification & Mgmt	3						
SPED 336	Social/Emot Dev and Guid	3						
SPED 337	Special Needs in ECE	3						
SPED 338	Home, School and Com Rels	3						
SPED 340	Assess & Doc in Inf/Toddler	3						
SPED 343	Classroom Modifications	3						
SPED 344	Augmented & Alt Comm	3						
SPED 389	Found of Special Education	3						
SPED 396	Special Education Law	3						
SPED 400B	Student Teach Special Educ	5						
SPED 497	Internship: Special Needs ECE	2						

Total CR _____
AVE CR _____
HPTS _____
GPA _____ (2.75 min GPA)

PRAXIS I: Reading Score = _____ Writing Score = _____ Math Score = _____

PRAXIS II: Content = _____ Principles of Learning and Teaching = _____ Special Education = _____

4/1/2015

Major: SPECIAL EDUCATION- ELEMENTARY	(41-44 Hours)

Mayville State University: **College:**

NOTE: This program consists of a double major in Elementary Education and Special Education- Elementary.

Pre-requisites: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, and PSYC 111
Must earn a minimum of "C" grade in all pre-requisite courses

CORE REQUIREMENTS: (40 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
HPER 210	First Aid and CPR	1						
EDUC 492	Pre-Student Teach Seminar	0						
SPED 330	Behavior Modification & Mgmt	3						
SPED 338	Home, School, Comm Relations	3						
SPED 350	Remedial Reading	3						
SPED 351	Remedial Reading Practicum	1						
SPED 382	Intellectual Disabilities	3						
SPED 383	Intellectual Disabilities Practicum	2						
SPED 384	Emotional Disturbance	3						
SPED 385	Emotional Disturbance Practicum	2						
SPED 386	Learning Disabilities	3						
SPED 387	Learning Disabilities Practicum	2						
SPED 389	Foundations of Special Education	3						
SPED 396	Special Education Law	3						
SPED 397	Assess of Stdnts with Disabilities	3						
SPED 400B	Student Teach Special Educ	5						

ELECTIVE REQUIREMENTS: (1-4 Hours)
Choose one of the courses listed below

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
EC 211	Observ, Assess, & Interp Tech	3						
EC 341	Learning Env for Infants & Toddler	3						
EC 412	Diversity/Professionalism in ECE	3						
EDUC 203	Sign Language	4						
HPER 333	Phy Ed for Exceptional Child	3						
PSYC 360	Intro Pers Theory	3						
PSYC 370	Psych of Abnormal Behavior	3						
SOC 130	Intro to Human Services	3						
SPED 336	Soc & Emot Guidance in ECE	3						
SPED 337	Special Needs in ECE	3						
SPED 343	Classroom Modifications	3						
SPED 344	Augmented & Alternative Comm	3						
SPED 388	Autism Spectrum Disorders	3						
SPED 395	Transition	2						
SPED 497	Special Needs Internship	1-4						

Total CR   _____
AVE CR   _____
HPTS   _____
GPA   _____   (2.75 min GPA)

PRAXIS I: Reading Score = _____ Writing Score = _____ Math Score = _____

PRAXIS II: Content = _____ Principles of Learning and Teaching = _____ Special Education = _____

4/1/2015

Name: _____   Date: _____   **2015-2016 Catalog**

Major: SPECIAL EDUCATION- SECONDARY	(45 Hours)

Mayville State University: **College:**

NOTE: This program consists of a double major in a Secondary Education content area and Special Education- Secondary.

Pre-requisites: COMM 110, ENGL 110, ENGL 120 or ENGL 125, MATH 103, GEOG 103, PSYC 111
Must earn a minimum of "C" grade in all pre-requisite courses

<u>**CORE REQUIREMENTS: (45 Hours)**</u>

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
HPER 210	First Aid and CPR	1						
EDUC 492	Pre-Student Teach Seminar	0						
MATH 307	Math Strategies in Elem/Mid Sch	3						
SPED 318	Reading in the Elem School	3						
SPED 330	Behavior Modification & Mgmt	3						
SPED 350	Remedial Reading	3						
SPED 351	Remedial Reading Practicum	1						
SPED 382	Intellectual Disabilities	3						
SPED 383	Intellectual Disabilities Practicum	2						
SPED 384	Emotional Disturbance	3						
SPED 385	Emotional Disturbance Practicum	2						
SPED 386	Learning Disabilities	3						
SPED 387	Learning Disabilities Practicum	2						
SPED 389	Foundations of Special Education	3						
SPED 395	Transition	2						
SPED 396	Special Education Law	3						
SPED 397	Assess of Stdnts with Disabilities	3						
SPED 400B	Student Teach Special Educ	5						

Total CR   _____
AVE CR   _____
HPTS   _____
GPA   _____   (2.75 min GPA)

PRAXIS I: Reading Score = _____ Writing Score = _____ Math Score = _____

PRAXIS II: Content = _____ Principles of Learning and Teaching = _____ Special Education = _____

4/1/2015

Name: _____   Date: _____   **2015-2016 Catalog**

SPECIAL NEEDS MINOR	(20 Hours)

Mayville State University: **College:**

NOTE: This minor will **NOT** lead to certification for Special Education.

CORE REQUIREMENTS: (11 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
EDUC 390	Special Needs in Inclus Env	3						
SPED 338	Home, School, Comm Collab	3						
SPED 389	Found of Special Educ	3						
SPED 497	Special Needs Intern (60 clock hrs)	2						

ELECTIVES: (9 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
EC 211	Observ, Asses, & Interp Tech	3						
EC 341	Learning Env for Infants & Toddler	3						
EC 412	Diversity/Professional in ECE	3						
EDUC 203	Sign Language	4						
HPER 333	Phy Ed for Exceptional Child	3						
PSYC 360	Intro Pers Theory	3						
PSYC 370	Psych of Abnormal Behavior	3						
SOC 130	Intro to Human Services	3						
SPED 330	Behavior Modification & Mgmt	3						
SPED 336	Soc & Emot Guidance in ECE	3						
SPED 337	Special Needs in ECE	3						
SPED 343	Classroom Modifications	3						
SPED 344	Augmented & Alt Comm	3						
SPED 350	Remedial Reading	3						
SPED 351	Remedial Reading Practicum	1-2						
SPED 382	Intellectual Disabilities	3						
SPED 383	Intellectual Disabilities Pract	2						
SPED 384	Emotional Disturbance	3						
SPED 385	Emotional Disturbance Pract	2						
SPED 386	Learning Disabilities	3						
SPED 387	Learning Disabilities Practicum	2						
SPED 388	Autism Spectrum Disorders	3						
SPED 395	Transition	2						
SPED 396	Special Education Law	3						
SPED 397	Assess Students with Disabilities	3						
SPED 497	Special Needs Internship	1-4						

TOTAL CR _____
AVE CR _____
HPTS _____
GPA _____

3/30/2015

SPED LESSON PLAN

CONTEXT	
Date: **Lesson Topic**: **Grade Level**: **Duration**:	**Description of class:** **Student Profile(s):**

DESIRED RESULTS
Purpose: **Standards**: **Objectives**:

ASSESSMENT EVIDENCE (InTASC 6)
Evidence of meeting desired results:

LEARNING PLAN (InTASC 4, 5, 7, 8)
Instructional Strategies (check all that apply) Direct_____   Indirect_____   Independent_____   Experiential_____   Interactive_____ **Technology** (check all that apply) Students Interact_____   Aligned Goal_____   Differentiated Instruction_____ Communication_____ Enhance Lesson_____   Collect Data_____   Modify_____ Accommodate_____   NA _____   **Materials:**   **Hook and Hold**:   **Procedures**:   **Summary Strategy/Activity**:

SPED LESSON PLANNING GUIDE

For lesson planning in the MSU teacher training program, you will reference two main documents for you: the Teacher Ed. handbook and this SPED Lesson Planning Guide. The MSU SPED Lesson Plan Template is designed to scaffold the thinking, skills and attitudes of teacher candidates with the goal of automaticity of the planning process. We recognize that planning will be simplified, with less detail, when you become a licensed teacher! However, your thought process remains. This type of preparation will give you the skills to engage in a similar, yet abbreviated, process.

CONTEXT	
Date: of the week **Lesson Topic**: specific topic within the 10 given topics **Grade Level**: of the student in description **Duration**: length of instructional time/lesson	**Description of class:** In the description you can describe students in the class including: demographics, class size, diversity (cultural, socio-economic, special needs, etc.). Ages? Grade levels? Diagnoses? Resource room? General education? One-on-one? **Student Profile(s):** Summarize key needs and accommodations of student(s). Think of a quick IEP summary here. Age, grade, Strengths and needs. Consider: Pre-teaching, foreshadowing, adjust pacing, sequence, repetition of key points or directions, periodically check performance, reduce or increase complexity, functional applications, physical guidance, pair verbal instruction with other modes of input, adjust behavior management. Will you need/is there a 'crisis' plan in place? Make sure in your lesson to review your behavioral expectations.

DESIRED RESULTS
Purpose: The purpose statement answers for the student, "Why do I need to know/do this?-related to the IEP goal.   **Standards**: Locate the state standards and connect the student work to a standard(s). Write out the entire standard with the identifying numbers. What you need to do is go to your state's content standards (in ND https://www.nd.gov/dpi/SchoolStaff/Standards/) and choose a standard that aligns to the objectives in the lesson. Often these will be in the Language Arts, Math or Health Standards. You will copy and paste this standard/benchmark into the lesson plan.   **Objectives**: Also known as learning goals or I can statements. Well written objectives are SMART: specific, measurable, attainable, relevant and time-based. They also link to the standard, the, IEP goals/objectives and use an action verb (think Bloom's taxonomy; level of cognitive work should be appropriate for the student). Will adult support or prompting be used? If so, add it to the objective.

ASSESSMENT EVIDENCE (InTASC 6)
Evidence of meeting desired results: What assessment(s) will you use to know if the students have met the lesson objectives? Evidence is used to support, verify and document learning. This could be summative or formative that teachers design, adapt or select. Formative assessment measures if the students are meeting the objectives during the lesson. These are often called checks for understanding. Summative assessment measures if the students have met the intended objectives at the end of the lesson. This might be the progress monitoring method or running record.

LEARNING PLAN (InTASC 4, 5, 7, 8)
Instructional Strategies (check all that apply)   Direct_____   Indirect_____   Independent_____   Experiential_____   Interactive_____

Technology (check all that apply)

Students Interact_____   Aligned Goal_____   Differentiated Instruction_____ Communication_____
Enhance Lesson_____   Collect Data_____   Modify_____ Accommodate_____   NA _____

Materials: What materials will be needed to support the lesson plan? Describe and list the multi-sensory materials that will be used during your lesson.

Hook and Hold: Also known as anticipatory set, previewing, launch or introduction. It is the first item to occur in your Procedures. How will you grab the student's attention? How will you put them in a receptive frame of mind for learning?

Procedures: What specifically will you do during your lesson? This is the core of the lesson. In this section number list the sequence of steps to follow to implement the lesson. List activities and strategies you will use to accomplish the objectives in sequential order. If you are using a remedial program or scripted intervention, explain the process and what you will be using.

Summary Strategy/Activity: This is done at the end of the lesson. The purpose is to help students organize their learning, to reinforce major points to clarify any confusion. How will you bring the lesson to a conclusion? How will you help students to make sense of what they just learned? Students should summarize what they have learned to "tie the entire lesson together" and "completed process". Often this step can serve as a formative or summative assessment method to check for understanding. What will the student do to summarize what they have learned? This requires metacognitive thinking, which by definition, is often a struggle for individuals with disabilities. This might be a yes or no response based on the lesson objectives.

MSU Special Education Course Offerings

Class	Instructor	SH	Fall	Spring	Summer
HPER 210 First Aid *Collaborative with NDSCS Fall	HPER	1	MWF 10-10:50 MWF 12-12:50 TTh 12-1:15	MWF 10-10:50 MWF 1-1:50 TTh 10-11:15	-
SPED 330 Behavior Mod	Bennett	3	Online 2017 MWF 1-1:50 2016 & 2018	Online	Online
SPED 336 Social/Emotional Guide	Odden	3	-	MWF 8-8:50 & Online	-
SPED 337 Special Needs in ECE	Westby/Odden	3	MWF 10-10:50-Westby	-	Online-Odden
SPED 338 Home, School Com. Relat	Odden	3	Online	MWF 1-1:50	-
SPED 340 Assessment & Doc Inft/Tod	Enger	3	-	Online only (Odd years)	-
SPED 343 Classroom Modifications	Johnson	3	-	Online only	-
SPED 344 Augment & Alter Comm	Johnson	3	Online only	-	-
SPED 350 Remedial Reading	Dulski-Bucholz	3	TH 9-10:15	M 6-8:50 Adjunct	Online
SPED 351 Remedial Reading Pract	Dulski-Bucholz	1	Arranged	Arranged Westby	Online
SPED 382 Intellectual Disabilities	Westby	3	Online	-	-
SPED 383 ID Practicum	Westby	2	Online	-	-
SPED 384 Emotional Disturbance	Westby	3	-	Online only	-
SPED 385 ED Practicum	Westby	2	-	Online only	-
SPED 386 Learning Disabilities	Anderson/Westby	3	TTh 12-1:15-Anderson	Online-Westby	-
SPED 387 LD Practicum	Anderson/Westby	2	Arranged-Anderson	Online-Westby	-
SPED 388 Autism Disorders	Westby	3	-	-	Online-Westby
SPED 389 Foundations of Special Ed	Anderson/Staff	3	Wed. 4-6:50-Anderson	Online-Pitzer	Online-Pitzer
SPED 395 Transition	Anderson	2	Offered on Demand	Offered on Demand	Offered on Demand
SPED 396 Special Ed Law	Westby	3	-	-	Online
SPED 397 Assessment of Std. w/Disa	Westby	3	Hybrid 2016 only	Online S17	Online M18
SPED 400b Student Teaching	Dulski-Bucholz	5	Arranged	Arranged	Arranged
SPED 497 Internship: Special Needs	Anderson/Staff	1-4	Arranged-Anderson	Arranged-Anderson	Arranged-Staff
EDUC 318 Reading in the Elem. Sch	Willeson	3	TTh 9:30-10:45	TTh 1:30-2:45	Online
MATH 307 Math in Elem/Middle	Townsend	3	MWF 10:00-10:50	MWF 1:00-1:50 & Online	-

Updated 1-11-17

Advising Tips for Special Education Double Majors

- When scheduling courses during academic advising meetings, consult with a special education faculty member or invite them to attend the meeting.

- SPED 389 is the pre-requisite course for all other special education classes, therefore it is advantageous for a student to complete it early in their program of study. It is offered all 3 academic semesters and does not require admission to the teaching program: Fall-on campus and Spring & Summer online.

- SPED 396: Special Education Law, should also be taken early in the program of study if possible.

- SPED 386: Learning Disabilities and SPED 387: Learning Disabilities Practicum should be taken later in the program of study-preferably after completion of Block 1 to establish prior knowledge for teaching reading, writing and math.

- It is always preferred for on campus students to enroll in on campus course options.

- For student athletes, completing the required 60 hours of clinical experience for SPED 383, 385 and 387 is very difficult when the athlete is "in season". Consider registering for clinical experiences during the "off season".

- Practicums for the minor in Special Needs is a variable 1-2 credits. Minors starting with the 2014-2015 catalogue require 1 credit as practicums are co-requisite with courses. For Special Educations Majors, 2 credits are required for each practicum. All minors with catalogues prior to 2014-2015 do not require co-requisite practicums. Non-teaching majors with a minor in Special Needs are not able to enroll in practicum courses.

- Secondary special education majors may take EDUC 307 without the prerequisite MATH 277 if they can demonstrate sufficient elementary math skills to the course instructor. MATH 277 is offered online Summer and Fall and face-to-face Spring.

- For students who have declared a minor in Special Needs but are considering to change to a double major, make sure that elective courses selected translate to required courses for the major. This ensures the best use of student time and effort each semester.

- If a graduate with a special education minor wishes to return to upgrade the minor to a major, they can start where they left off and take the remaining classes needed for the major. Once those specific requirements have been met, MSU can add the major to their C-ND transcript. There are no other "requirements" such a 36 new credits and the 300-400 level that must be met. The student is changing his or her minor to a major, not adding a new degree.

Mayville State Special Education Clinical Experiences

Course: __SPED 383: Intellectual Disabilities Practicum__ **Hours:** 60 **Compensation:** $50

MSU Student Tasks:
-60 hours of student contact time
-Teach 1 task analysis lesson
-Reflective journaling

Teacher Requirements:
-evaluate the candidate on the InTASC/CEC skills report (electronic)
-evaluate the candidate's disposition using the dispositions report
-orient teacher candidate to the school setting & policies
-serve as a model and information source
-help candidate improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities

Approval Needs: Building Principal & Cooperating Teacher (or Special Education Director of a Special Education Unit)

Course: __SPED 385: Emotional Disturbance Practicum__ **Hours:** 60 **Compensation:** $50

MSU Student Tasks:
-60 hours of student contact time
-complete the EBDSR student, teacher & parent forms
-interpret the EBDSR results
-Reflective journaling

Teacher Requirements:
-evaluate the candidate on the InTASC/CEC skills report (electronic)
-evaluate the candidate's disposition using the dispositions report
-orient teacher candidate to the school setting & policies
-serve as a model and information source
-help candidate improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities

Approval Needs: Building Principal & Cooperating Teacher (or Special Education Director of a Special Education Unit)

Course: **SPED 387: Learning Disabilities Practicum** **Hours:** 60   **Compensation:** $50

MSU Student Tasks: -60 hours of student contact time
                               -student interview
                               -create, administer & score a CBM
                               -create a Learning Plan for services & interventions
                               -Reflective journaling

Teacher Requirements: -evaluate the candidate on the InTASC/CEC skills report (electronic)
                               -evaluate the candidate's disposition using the dispositions report
                               -orient teacher candidate to the school setting & policies
                               -serve as a model and information source
                               -help candidate improve professional skills, strategies, interpersonal
                               rapport, and understanding of both cognitive and affective aspects of
                               teaching and other professional responsibilities

Approval Needs: Building Principal & Cooperating Teacher (or Special Education Director of a Special Education Unit)

Course: SPED 389: Foundations of Special Education (on campus only) **Hours:**2   **Compensation:** None

MSU Student Tasks: -2 hours of student contact time
                               -1 page reflection paper

Teacher Requirements: -orient teacher candidate to the school setting & policies
                               -serve as a model and information source

Approval Needs: GST Independent Living Center Teacher and GST Special Education Director

Course: <u>SPED 497: Internship in EC Special Education</u>   Hours: 30 or 60 **Compensation:** $50

MSU Student Tasks: -60 hours of student contact time
                           -Reflective journaling

Teacher Requirements: -evaluate the candidate's disposition using the dispositions report
                           -orient teacher candidate to the school setting & policies
                           -serve as a model and information source

Approval Needs: Building Principal & Cooperating Teacher (or Special Education Director of a Special Education Unit)

Course: <u>SPED 400b: Special Education Student Teaching</u>   5 weeks   Compensation: $150

MSU Student Tasks: -5 weeks of student teaching
                           -all expectations listed in the MSU Teacher Education Handbook
                           -Attend At Least One Building Meeting
                           -Attend At Least One IEP/IFSP/Service Plan Meeting
                           -Write Goals/Objectives For A Student
                           -Final Project

Teacher Requirements: -All expectations listed in the MSU Cooperating Teacher Handbook

Approval Needs: Building Principal & Cooperating Teacher (or Mary Stammen if in GST Special Education Unit)

Mayville State University
Division of Teacher Education and Psychology

ECE Special Education CEC Standards EVALUATION

For use in all ECE Special Education clinical experiences

Student: _____

(Print Name)

Evaluator: _____

(Print Name)

1 **Unsatisfactory**: limited, lacking, ineffective, does not meet expectations

2 **Basic**: developing, improving, continuing, progressing

3 **Proficient**: sufficiently, appropriately, satisfactorily, consistently

4 **Distinguished**: Surpasses, superior, excels, exemplary, high level

N/A **Not Applicable/Not Observed**

	Mark the Appropriate Box					

1. Learner Development & Individual Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities

						Provide Sources of Evidence
Knowledge						
K1.1 Theories of typical and atypical early childhood development	1	2	3	4	N/A	
K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning	1	2	3	4	N/A	
K1.3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life	1	2	3	4	N/A	
K1.4 Impact of medical conditions and related care on development and learning	1	2	3	4	N/A	
K1.5 Impact of medical conditions on family concerns, resources, and priorities	1	2	3	4	N/A	
K1.6 Factors that affect the mental health and social-emotional development of infants and young children	1	2	3	4	N/A	
K1.7 Infants and young children develop and learn at varying rates	1	2	3	4	N/A	
K1.8 Impact of child's abilities, needs, and characteristics on development and learning	1	2	3	4	N/A	
K1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development	1	2	3	4	N/A	
K1.10 Impact of language delays on behavior	1	2	3	4	N/A	
Skills						
S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families	1	2	3	4	N/A	
S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children	1	2	3	4	N/A	
S1.3 Support and facilitate family and child interactions as primary contexts for development and learning	1	2	3	4	N/A	
S1.4 Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations	1	2	3	4	N/A	
S1.5 Establish communication systems for young children that support self-advocacy	1	2	3	4	N/A	

2. Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

						Provide Sources of Evidence
Knowledge						
K2.1 Impact of social and physical environments on development and learning	1	2	3	4	N/A	
Skills						
S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments	1	2	3	4	N/A	
S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments	1	2	3	4	N/A	

S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places	1	2	3	4	N/A
S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers	1	2	3	4	N/A
S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences	1	2	3	4	N/A
S2.6 Implement basic health, nutrition and safety management procedures for infants and young children	1	2	3	4	N/A
S2.7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services	1	2	3	4	N/A

3. Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

					Provide Sources of Evidence
Knowledge					
K3.1 Concept of universal design for learning	1	2	3	4	N/A
K3.2 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children	1	2	3	4	N/A
K3.3 Developmental and academic content	1	2	3	4	N/A
Skills					
S3.1 Apply current research to the five developmental domains, play and temperament in learning situations	1	2	3	4	N/A
S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community	1	2	3	4	N/A
S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors	1	2	3	4	N/A
S3.4 Plan and implement developmentally and individually appropriate curriculum	1	2	3	4	N/A

4. Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

					Provide Sources of Evidence
Knowledge					
K4.1 Role of the family in the assessment process	1	2	3	4	N/A
K4.2 Legal requirements that distinguish among at-risk, developmental delay and disability	1	2	3	4	N/A
K4.3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations	1	2	3	4	N/A
K4.4 Connection of curriculum to assessment and progress monitoring activities	1	2	3	4	N/A
Skills					
S4.1 Assist families in identifying their concerns, resources, and priorities	1	2	3	4	N/A
S4.2 Integrate family priorities and concerns in the assessment process	1	2	3	4	N/A
S4.3 Assess progress in the five developmental domains, play, and temperament	1	2	3	4	N/A
S4.4 Select and administer assessment instruments in compliance with established criteria	1	2	3	4	N/A
S4.5 Use informal and formal assessment to make decisions about infants and young children's development and learning	1	2	3	4	N/A
S4.6 Gather information from multiple sources and environments	1	2	3	4	N/A
S4.7 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process	1	2	3	4	N/A
S4.8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans	1	2	3	4	N/A
S4.9 Emphasize child's strengths and needs in assessment reports	1	2	3	4	N/A
S4.10 Produce reports that focus on developmental domains and functional concerns	1	2	3	4	N/A
S4.11 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness	1	2	3	4	N/A

5. Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.

					Provide Sources of Evidence
Knowledge					
None in addition to the Initial Common Core	1	2	3	4	N/A

Skills					
S5.1 Facilitate child-initiated development and learning	1	2	3	4	N/A
S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning	1	2	3	4	N/A
S5.3 Link development, learning experiences, and instruction to promote educational transitions	1	2	3	4	N/A
S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children	1	2	3	4	N/A
S5.5 Use strategies to teach social skills and conflict resolution	1	2	3	4	N/A
S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines	1	2	3	4	N/A
S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team	1	2	3	4	N/A
S5.8 Design intervention strategies incorporating information from multiple disciplines	1	2	3	4	N/A
S5.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction	1	2	3	4	N/A
S5.10 Align individualized goals with developmental and academic content	1	2	3	4	N/A
S5.11 Develop individualized plans that support development and learning as well as caregiver responsiveness	1	2	3	4	N/A
S5.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments	1	2	3	4	N/A
S5.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds	1	2	3	4	N/A

6. Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

					Provide Sources of Evidence
Knowledge					
K6.1 Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs	1	2	3	4	N/A
K6.2 Trends and issues in early childhood education, early childhood special education, and early intervention	1	2	3	4	N/A
K6.3 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families	1	2	3	4	N/A
K6.4 Advocacy for professional status and working conditions for those who serve infants and young children, and their families	1	2	3	4	N/A
Skills					
S6.1 Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures	1	2	3	4	N/A
S6.2 Integrate family systems theories and principles into professional practice	1	2	3	4	N/A
S6.3 Respect family choices and goals	1	2	3	4	N/A
S6.4 Participate in activities of professional organizations relevant to early childhood special education and early intervention	1	2	3	4	N/A
S6.5 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds	1	2	3	4	N/A
S6.6 Advocate on behalf of infants and young children and their families	1	2	3	4	N/A
S6.7 Implement family services consistent with due process safeguards	1	2	3	4	N/A

7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

					Provide Sources of Evidence
Knowledge					
K7.1 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation	1	2	3	4	N/A
Skills					
S7.1 Apply models of team process in early childhood	1	2	3	4	N/A
S7.2 Collaborate with caregivers, professionals, and agencies to support children's development and learning	1	2	3	4	N/A
S7.3 Support families' choices and priorities in the development of goals and intervention strategies	1	2	3	4	N/A
S7.4 Implement family-oriented services based on the family's identified resources, priorities, and concerns	1	2	3	4	N/A

S7.5 Provide consultation in settings serving infants and young children	1	2	3	4	N/A
S7.6 Involve families in evaluation of services	1	2	3	4	N/A
S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving	1	2	3	4	N/A
S7.8 Employ adult learning principles in consulting and training family members and service providers	1	2	3	4	N/A
S7.9 Assist the family in planning for transition	1	2	3	4	N/A
S7.10 Implement processes and strategies that support transitions among settings for infants and young children	1	2	3	4	N/A

_____   _____

Evaluator's Signature   Date of Evaluation

_____   _____

Student's Signature   Date of Evaluation

Mayville State University
Division of Teacher Education

Special Education CEC Standards EVALUATION
For use in all Special Education clinical experiences

Student: _____

(Print Name)

Evaluator: _____

(Print Name)

1 **Unsatisfactory**: limited, lacking, ineffective, does not meet expectations
2 **Basic**: developing, improving, continuing, progressing
3 **Proficient**: sufficiently, appropriately, satisfactorily, consistently
4 **Distinguished**: Surpasses, superior, excels, exemplary, high level
N/A **Not Applicable/Not Observed**

	Mark the Appropriate Box					
1. <u>Learner Development & Individual Differences</u>						
THE TEACHER:						Provide Sources of Evidence
A. Understands how exceptionalities may interact with development and learning	1	2	3	4	N/A	
B. Uses knowledge of differences in learner development to provide meaningful and challenging learning experiences for individuals with exceptionalities	1	2	3	4	N/A	
C. Understands how language, culture, and family background influence the learning of individuals with exceptionalities	1	2	3	4	N/A	
2. <u>Learning Environments:</u>						
THE TEACHER:						Provide Sources of Evidence
D. Creates safe, inclusive, culturally responsive learning environments	1	2	3	4	N/A	
E. Creates a learning environment in which individuals with exceptionalities become active and effective learners	1	2	3	4	N/A	
F. Creates a learning environment in which individuals with exceptionalities develop emotional well-being, positive social interactions, and self-determination	1	2	3	4	N/A	
G. Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	1	2	3	4	N/A	
H. Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis	1	2	3	4	N/A	
3. <u>Curricular Content Knowledge:</u>						
THE TEACHER:						Provide Sources of Evidence
I. Uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	1	2	3	4	N/A	
J. Understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach	1	2	3	4	N/A	
K. Organizes knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions for individuals with exceptionalities	1	2	3	4	N/A	
L. Modifies general and specialized curricula to make them accessible to individuals with exceptionalities	1	2	3	4	N/A	
4. <u>Assessment:</u>						
THE TEACHER:						Provide Sources of Evidence
M. Use multiple methods of assessment and data sources in making educational decisions	1	2	3	4	N/A	
N. Selects and uses technically sound formal and informal assessments that minimize bias	1	2	3	4	N/A	

O. Uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	1	2	3	4	N/A	
P. Use multiple types of assessment information, in collaboration with colleagues and families, in making decisions about individuals with exceptionalities	1	2	3	4	N/A	
Q. Engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	1	2	3	4	N/A	

5. Instructional Planning and Strategies:

THE TEACHER:						Provide Sources of Evidence
R. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities	1	2	3	4	N/A	
S. Uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities	1	2	3	4	N/A	
T. Familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	1	2	3	4	N/A	
U. Uses strategies to enhance language development and communication skills of individuals with exceptionalities	1	2	3	4	N/A	
V. Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	1	2	3	4	N/A	
W. Teaches to mastery and promotes generalization of learning	1	2	3	4	N/A	
X. Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities	1	2	3	4	N/A	

6. Professional Learning and Ethical Practice:

THE TEACHER:						Provide Sources of Evidence
Y. Use foundational knowledge of the field to inform special education practice, to engage in lifelong learning, and to advance the profession	1	2	3	4	N/A	
Z. Use their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession	1	2	3	4	N/A	

7. Collaboration:

THE TEACHER:						Provide Sources of Evidence
AA. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways	1	2	3	4	N/A	
BB. Uses the theory and elements of effective collaboration	1	2	3	4	N/A	
CC. Serve as a collaborative resource to colleagues	1	2	3	4	N/A	
DD. Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators	1	2	3	4	N/A	

_____   _____   _____   _____

Evaluator's Signature   Date of Evaluation   Student's Signature   Date of Evaluation

COUNCIL FOR EXCEPTIONAL CHILDREN
Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2010

Mayville State University

Special Education Professional Ethical Principles Evaluation

Teacher Candidate Name:			Observer:	
School:			**Grade/Subject:**	

This rubric is to be completed by the classroom teacher and/or supervisor of a special education field placement as an overall assessment of the candidate upholding and advancing the Special Education Professional Ethical Principles of the Council for Exceptional Children. Feedback is to be provided upon completion of the rubric through conference between the observer and candidate. The signed, printed evaluation is to be given to the candidate.

Directions: Considering the teacher candidate's observed performance, please select the appropriate statement.

      4 Distinguished: surpasses, superior, excels, exemplary, high level
      3 Proficient: sufficiently, appropriately, satisfactorily, consistently
      2 Basic: developing, improving, continuing, partially meets
      1 Unsatisfactory: limited, lacking, ineffective, unsatisfactorily

1. Maintains challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background. (INTASC 2, 4, 5 & 6)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

2. Maintains a high level of professional competence and integrity and exercises professional judgment to benefit individuals with exceptionalities and their families. (INTASC 4 & 9)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

3. Promotes meaningful and inclusive participation of individuals with exceptionalities in their schools and communities. (INTASC 3)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

4. Practices collegially with others who are providing services to individuals with exceptionalities. (INTASC 10)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

5. Develops relationships with families based on mutual respect and actively involves families and individuals with exceptionalities in educational decision making. (INTASC 10)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

6. Using evidence, instructional data, research and professional knowledge to inform practice. (INTASC 6, 7 & 8)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities. (INTASC 3 & 9)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

8. Neither engages in nor tolerates any practice that harms individuals with exceptionalities. (INTASC 1 & 9)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

9. Practices within the professional ethics, standards and policies of CEC; upholds laws, regulations, and policies that influence professional practice; and advocates improvements in the laws, regulations, and policies. (INTASC 9)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

10. Advocates for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities. (INTASC 10)

☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A

Comments:

11. Engages in improvement of the profession through active participation in professional organizations. (INTASC 9 & 10)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

12. Participates in the growth and dissemination of professional knowledge and skills. (INTASC 9 & 10)				
☐ Distinguished	☐ Proficient	☐ Basic	☐ Unsatisfactory	☐ N/A
Comments:				

RATING OF PERFORMANCE
☐ **Acceptable:** If the candidate receives a score of "Distinguished", "Proficient" or "Basic" in all elements (except those checked N/A).
☐ **Unacceptable:** If the candidate receives an "Unsatisfactory" in more than one category.

Candidate Signature:		**Date:**	
Observer Signature:		**Date:**	

*Your typed name serves as your signature.

Special Education Teacher Licensing

North Dakota

MSU Special Education Degree Codes:

- BS Ed. Early Childhood & EC Special Education (double major) = 19037 Early Childhood Special Education
- BS Ed. Elementary Education & Special Education = 19055 Special Education Strategist
- BS Ed. Secondary education & Special Education (double major) = 19055 Special Education Strategist

(Note: subject to change at any time)

First-time teacher licensure applicants will need to *apply and pay* online at

https://secure.apps.nd.gov/dpi/ndteach/Login.aspx

Two Praxis Tests Required: Note that to obtain the Special Education teaching license, you must first complete the Core Academic Skills for Educators tests in the areas of reading (test code 5712 with a qualifying score of 156), writing (test code 5722 with a qualifying score of 160), and mathematics (test code 5732 with a qualifying score of 150). Applicants must meet individual qualifying scores in math, reading or writing, or meet qualifying scores on 2 of the tests and have a composite score of 466. This is required for entrance to the teacher education program.

Early Childhood Special Education majors must complete the Praxis II Special Education: Early Childhood test (5691) with a cut-off score of 159.

Elementary and Secondary Special Education majors must choose 1 disability-specific test to complete. Teacher candidates can choose:

1. Praxis II Special Education: Teaching Students with Intellectual Disabilities (5322) with a qualifying score of 156.

<div align="center">Or</div>

2. Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372) with a qualifying score of 154.

<div align="center">Or</div>

3. Praxis II Special Education: Teaching Students with Learning Disabilities (5383) with a qualifying score of 151.

Note you will also take the Principles of Teaching and Learning test that corresponds to your level of preparation: Early Childhood, Elementary or Secondary. For information on the North Dakota required tests go to the ETS website at: http://www.ets.org/praxis/nd/requirements/

Minnesota

(Note: subject to change at any time)

First-time teacher licensure applicants will need to *apply and pay* online at
www.education.state.mn.us Click on "Licensing" on quick links.

Please read all the *Application Instructions* before you *LOGIN* to the online licensing system.

Please Note: Minnesota operates on a **single packet** submission basis. **A partial or incomplete submission** (pages, signatures, transcripts, fees or other relevant information missing) **will be returned to the applicant for completion and resubmission.** It is the applicant's responsibility to submit the required items in one envelope to Educator Licensing. Original transcripts must be submitted in a college/university-sealed envelope. Do not request that items (transcripts, test score reports, etc.) be sent directly to Educator Licensing. To ensure the submission of a complete packet, review and follow the checklist items.

Once you start the online application you have a total of sixty (60) days from the date your online application is submitted to mail all required materials to the Minnesota Department of Education. If supporting documents (i.e., tests, fingerprint cards, transcripts, etc.) are not received at MDE within the 60 days, your application may be deleted from the online system, and you will need to reapply and pay the fee again. Remember that the MDE wants all material sent together in one package.

Helpful Links

Certification in all 50 States: http://www.uky.edu/Education/TEP/usacert.html

North Dakota Education Standards and Practices Board: www.state.nd.us/espb

Minnesota Teacher Licensing: http://education.state.mn.us Updated November 14, 2014

https://w1.education.state.mn.us/MIDMSWEB/MDELogin.html

Minnesota
Board of Teaching

Frequently Asked Questions about the
Academic and Behavioral Strategist (ABS) License

In January 2012 the Minnesota Board of Teaching approved a new Special Education license: the **Academic and Behavioral Strategist (ABS) license.**

The purpose of the ABS license is to prepare Special Education teachers to work across multiple disability areas. ABS trained teachers are prepared to provide services to students with mild to moderate needs across a variety of disability categories.

A teacher holding the Academic and Behavioral Strategist license is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academic, behavior, social/emotional, communication, and functional performance. These students may be eligible for special education services in the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD).

The ABS license is an additional benefit to Minnesota school districts because teachers with this license will be prepared to provide services for students with mild to moderate needs in these disability categories. This allows districts more flexibility in terms of staffing and providing services for students. Districts may serve a broader range of students utilizing staff with this ABS license, thus avoiding the previous need to seek personnel variances for some of their teachers from the Board of Teaching (BOT).

Who is required to have an ABS license?
No one is required to hold an ABS license. Rather the ABS license is an option that allows a teacher to serve students with mild to moderate needs across multiple disability areas.

What else is required for a teacher who has an ABS license?
To renew the initial ABS license, an ABS-licensed teacher must also have a disability-specific license in one of the four licensure fields represented within the ABS license: Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavior Disorders (EBD), Learning Disabilities (LD). The teacher may have the disability-specific license prior to earning the ABS license or may earn the disability-specific license within the first five-year renewal period after receiving the ABS license.

The disability-specific license allow teachers holding the ABS license to teach the full range of student needs in the age/scope of the license area that they choose (ASD, DD,

June 2013

EBD, or LD). This ensures that an ABS licensed teacher has both the benefit of broad preparation across multiple disability areas and a depth of expertise and understanding in at least one specific disability area.

Will a teacher lose the ABS license after 5 years?

An ABS license will remain valid for a teacher who:

1. Already held full licensure in Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavioral Disorders (EBD), Learning Disabilities (LD) prior to earning the ABS license and continues to meet the standard license renewal requirements.

    OR

2. Earns a full, disability-specific license in ASD, DD, EBD, or LD within the first 5-year license renewal period after being issued the ABS license.

What are the options for acquiring an ABS license through a Minnesota Institution of Higher Education?

Several Minnesota Institutions of Higher Education (IHE) are approved by the Board of Teaching to offer an ABS licensure program.

The approved ABS licensure IHE programs may be contacted to ascertain what requirements are necessary to obtain the ABS license. For teachers holding current special education licensure, the IHEs will conduct a transcript review to determine what requirements have been met by previous course work and plan a course of action for the courses required for the ABS license. If your district allows, some institutions will allow you to complete a clinical practicum on the job.

For teachers seeking licensure in special education, see the document titled "State Approved Special Education Teacher Licensure Programs" for a listing of currently approved programs.
(http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html)

What does this mean for teachers coming to Minnesota with a special education license from another state?

Beginning January 1, 2013, the Minnesota Department of Education's Licensing Division began issuing ABS licenses to out-of-state teacher applicants who hold similar mild-to-moderate cross-categorical or multi-categorical licenses from other states and whose preparation is essentially equivalent to the Minnesota preparation for the ABS license.

Can a teacher be grandfathered into the ABS license if s/he holds one or more of the four disability-specific licenses and experience teaching in one or more of the disability areas?

No. Teachers with one or more of the four disability-specific licenses (Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional or Behavioral Disorders (EBD), Learning Disabilities (LD), should contact one of the institutions with an approved ABS licensure program. These institutions are prepared to conduct an analysis of prior coursework and credentials to determine what requirements remain.

See the document titled "State Approved Special Education Teacher Licensure Programs" for a listing of currently approved programs. (http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html)

CEC Initial Level Special Educator Preparation Standards

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005). Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation Standards in a three-step pyramid. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition.

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood, mild/moderate, developmental disabilities, and learning disabilities). Programs align their program assessments to the seven preparation standards with the key elements to and program reviewers review for alignment.

CEC Initial Preparation Standard 1:   **Learner Development and Individual Learning Differences**

1.0 ***Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.***
Key Elements
1.1   Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

> 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Supporting Explanation

From its roots, special educators have placed the learning needs of the individual at the center of special education instruction. Historically, pedagogy or teaching skill has been at the heart of special education. Whether helping individuals with exceptionalities master addition, cooking, independent living, or philosophy, special educators have altered instructional variables to optimize learning for individuals with exceptionalities. The raison d'être for special education lies in the specialized professional knowledge and skills to individualize[1] access to learning in both specialized and general curricula for individuals with exceptionalities. Development of expertise begins with a thorough understanding of and respect for similarities and differences in human growth and development. Like all educators, beginning special educators first respect individuals with exceptionalities within the context of human development and Individual learning differences.

Additionally, beginning special educators understand the characteristics between and among individuals with and without exceptionalities. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life.

Moreover, beginning special educators understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, the experiences of individuals with exceptionalities can influence families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

However, beginning special educators' knowledge of human development goes beyond listing and ordering developmental milestones, and reciting legal definitions of exceptionalities. Beginning special educators understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities. Beginning special educators are active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning special educators individualize instruction to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

CEC Initial Preparation Standard 2   Learning Environments

> *2.0   Beginning special education professionals create safe, inclusive,*

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[1] As used herein the term "individualize" is used as synonymous with terms such as "personalize", "customize", "adaptive", and "differentiated."

culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements

2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Supporting Explanation

Like all educators, beginning special educators develop safe, inclusive, culturally responsive learning environments for all students. Beginning special educators also collaborate with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

Beginning special educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality, guides the special educator in modifying learning environments, and providing for the maintenance and generalization of acquired skills across environments and subjects.

Beginning special educators structure environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

Frequently, special educators safely intervene with individuals with exceptionalities in crisis. Special educations are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

CEC Initial Preparation Standard 3   Curricular Content Knowledge

3.0 *Beginning special education professionals use knowledge of general[2] and specialized curricula[3] to individualize learning for individuals with exceptionalities.*

Key Elements
3.1   Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2   Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3   Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Supporting Explanation

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline, and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to special educators.

Within the general curricula, beginning special educators demonstrate in their planning and teaching, a solid base of understanding of the central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with general educators in:

- Teaching[4] or co-teaching the content of the general curriculum to Individuals with exceptionalities across a wide range of performance levels.

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[2] As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

[3] As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

[4] Because of the significant role that content specific subject matter knowledge plays at the secondary school level, special education teachers routinely teach secondary level academic subject matter content classes in consultation or collaboration with one or more general education teachers appropriately licensed in the respective content area. However, whenever special education teachers assume sole responsibility for teaching a general curriculum academic subject matter course at the secondary level, the special educators possess a solid subject matter content knowledge base sufficient to assure the students can meet state curriculum standards.

- Designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

Additionally, beginning special educators use a variety of specialized curricula, e.g. academic, strategic, social, emotional, and independence curricula, to individualize meaningful and challenging learning for individuals with exceptionalities.

CEC Initial Preparation Standard 4   Assessment

4.0 ***Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.***
Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Supporting Explanation

Like all educators, beginning special educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Like their general education colleagues, beginning special educators regularly monitor the learning progress of individuals with exceptionalities in both general and specialized content and make instructional adjustments based on these data.

Beginning special educators also use assessment information to support a wide variety of decisions within special education. Beginning special educators understand the legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, program planning, individualized instruction, learning, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Beginning special educators understand the appropriate use and limitations of various types of assessments, and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

Beginning special educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias.

Beginning special educators use assessment information to identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

Beginning special educators integrate the results of assessments to develop long-range individualized instructional plans anchored in both general and special education curricula, and translate these individualized plans into carefully selected shorter-range goals and objectives. They also have a central role integrating the results of assessments in developing a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

Beginning special educators use available technologies routinely to support their assessments. With the rapid advance and use of technology, special educators use technologies to support and manage assessment of individuals with exceptionalities. The appropriate and efficient use of technology to support assessment tasks is rapidly becoming an essential tool for special education professionals.

CEC Initial Preparation Standard 5　　　　**Instructional Planning and Strategies**

5.0　**Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies[5] to advance learning of individuals with exceptionalities.**
Key Elements
5.1　Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2　Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3　Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4　Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
5. 5　Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range

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[5] Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.

	of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Supporting Explanation

Whether in individualizing access to general and specialized content, individualized decision-making and individualized instruction are at the center of special education practice. In the selection, development, and adaptation of learning experiences for individual with exceptionalities, beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors. The interactions of these factors with the implications of an individual's exceptionality guides the special educator's selection, adaptation, and use of a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

Beginning special educators teach personalized literacy and numeracy to individuals with exceptionalities who are often non-responsive individuals in tiered intervention models. In their planning and teaching with these individuals, beginning special educators emphasize explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span through approaches such as cross curricular lesson planning. Moreover, they enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increase their self-awareness and reliance, self-management and control, and self-efficacy and advocacy.

Beginning special educators provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not English. Beginning special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Beginning special educators are familiar with augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities, and use individualized strategies to enhance their language development and teach communication skills to individuals with exceptionalities.

 Beginning special educators t implement a variety of individualized learning plans across a wide range of settings and a range of different learning experiences, including individualized family service plans, individualized transition plans, individualized behavior change plans.

Transitions are specific points of potential difficulty for individuals with exceptionalities. Beginning special educators 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.

For individuals with exceptionalities in early childhood, special educators focus the individualized instruction plan within the context of family services taking into account the needs, priorities, and concerns of families, as the primary providers of instruction.

Beginning special educators facilitate all personalized instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Beginning special educators use technologies routinely to support all phases of instruction planning. With the rapid advance and use of technology, special educators use technologies to support and manage all phases of planning, implementing, and evaluating instruction.

CEC Initial Preparation Standard 6   **Professional Learning and Ethical Practice**

6.0   ***Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.***
Key Elements
6.1   Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2   Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3   Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4   Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5   Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6   Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Supporting Explanation

Beginning special educators practice in multiple roles and complex situations across wide age and developmental ranges that requires ongoing attention to legal matters and

serious consideration of serious professional and ethical issues. The Ethical Principles and Professional Practice Standards of the Council for Exceptional Children guide beginning special education professionals. These principles and standards provide benchmarks by which special educators practice and evaluate each other professionally.

Beginning special educators understand special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, historical points of view that continue to influence the field of special education and the education of and services for individuals with exceptionalities and their families in both school and society. Beginning special educators understand how these factors influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

Beginning special educators are sensitive to the aspects of diversity with individuals with exceptionalities and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of special education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective special education services for ELL with exceptionalities and their families.

Beginning special educators understand the relationships of the organization of special education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. Beginning special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning special educators engage in professional activities and participate actively in professional learning communities that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth. Beginning special educators view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. Beginning special educators plan and engage in activities that foster their professional growth and keep them current with evidence-based practices. Beginning special educators also know how to recognize their own skill limits and practice within them.

There has been substantial growth in the use of special education paraeducators over the past few years, and beginning special educators frequently provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

CEC Initial Preparation Standard 7   **Collaboration**

> *7.0*   *Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

Key Elements
7.1   Beginning special education professionals use the theory and elements of effective collaboration.
7.2   Beginning special education professionals serve as a collaborative resource to colleagues.
7.3   Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Supporting Explanation

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Special educators view general educators as possessing knowledge and expertise in curriculum, and general educators often reciprocally view special educators as having knowledge and expertise in the education of individuals with exceptionalities. Beginning special educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

Beginning special educators collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement. Additionally, special educators use collaboration to facilitate personalized instruction planning and transitions of individuals with exceptionalities in promoting the learning and well-being of individuals with exceptionalities across a wide range of settings and different learning experiences.

Beginning special educators routinely collaborate with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

Special educators have long recognized the positive significance of the active involvement of individuals with exceptionalities and their families in the education process, and special educators involve individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Glossary

Individuals with Exceptionalities   Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Special Education Services   Special education services are personalized, i.e. individualized, services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.

CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set

CEC Initial Preparation Standard 1   **Learner Development and Individual Learning Differences**

CEC Initial Preparation Standards
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
CEC Special Education Early Childhood Specialist Set
Knowledge
K1.1 Theories of typical and atypical early childhood development
K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
K1.3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
K1.4 Impact of medical conditions and related care on development and learning
K1.5 Impact of medical conditions on family concerns, resources, and priorities
K1.6 Factors that affect the mental health and social-emotional development of infants and young children
K1.7 Infants and young children develop and learn at varying rates
K1.8 Impact of child's abilities, needs, and characteristics on development and learning
K1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development
K1.10 Impact of language delays on behavior
Skills
S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children

S1.3 Support and facilitate family and child interactions as primary contexts for development and learning

S1.4 Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations

S1.5 Establish communication systems for young children that support self-advocacy

CEC Initial Preparation Standard 2   **Learning Environments**

CEC Initial Preparation Standards
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Key Elements
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
CEC Special Education Early Childhood Specialist Set
Knowledge
K2.1 Impact of social and physical environments on development and learning
Skills
S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments
S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places
S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences
S2.6 Implement basic health, nutrition and safety management procedures for infants and young children

S2.7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

CEC Initial Preparation Standard 3   **Curricular Content Knowledge**

CEC Initial Preparation Standards
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities
CEC Special Education Early Childhood Specialist Set
Knowledge
K3.1 Concept of universal design for learning
K3.2 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children
K3.3 Developmental and academic content
Skills
S3.1 Apply current research to the five developmental domains, play and temperament in learning situations
S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors
S3.4 Plan and implement developmentally and individually appropriate curriculum

CEC Initial Preparation Standard 4   **Assessment**

CEC Initial Preparation Standards
4.0 Beginning special education professionals use multiple methods of

assessment and data-sources in making educational decisions.

Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them

CEC Special Education Early Childhood Specialist Set

Knowledge
K4.1 Role of the family in the assessment process
K4.2 Legal requirements that distinguish among at-risk, developmental delay and disability
K4.3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
K4.4 Connection of curriculum to assessment and progress monitoring activities

Skills
S4.1 Assist families in identifying their concerns, resources, and priorities
S4.2 Integrate family priorities and concerns in the assessment process
S4.3 Assess progress in the five developmental domains, play, and temperament
S4.4 Select and administer assessment instruments in compliance with established criteria
S4.5 Use informal and formal assessment to make decisions about infants and young children's development and learning
S4.6 Gather information from multiple sources and environments
S4.7 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
S4.8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans
S4.9 Emphasize child's strengths and needs in assessment reports
S4.10 Produce reports that focus on developmental domains and functional concerns
S4.11 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

CEC Initial Preparation Standards
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.
Key Elements
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams
5.6 Beginning special education professionals teach to mastery and promote generalization of learning
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities
CEC Special Education Early Childhood Specialist Set
Knowledge
None in addition to the Initial Common Core
Skills
S5.1 Facilitate child-initiated development and learning
S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning
S5.3 Link development, learning experiences, and instruction to promote educational transitions
S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
S5.5 Use strategies to teach social skills and conflict resolution
S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines

S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
S5.8 Design intervention strategies incorporating information from multiple disciplines
S5.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction
S5.10 Align individualized goals with developmental and academic content
S5.11 Develop individualized plans that support development and learning as well as caregiver responsiveness
S5.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments
S5.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

CEC Initial Preparation Standard 6   **Professional Learning and Ethical Practice**

CEC Initial Preparation Standards
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers
CEC Special Education Early Childhood Specialist Set
Knowledge
K6.1 Historical, philosophical foundations and legal basis of services for infants and young

children both with and without exceptional needs
K6.2 Trends and issues in early childhood education, early childhood special education, and early intervention
K6.3 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
K6.4 Advocacy for professional status and working conditions for those who serve infants and young children, and their families
Skills
S6.1 Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
S6.2 Integrate family systems theories and principles into professional practice
S6.3 Respect family choices and goals
S6.4 Participate in activities of professional organizations relevant to early childhood special education and early intervention
S6.5 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds
S6.6 Advocate on behalf of infants and young children and their families
S6.7 Implement family services consistent with due process safeguards

CEC Initial Preparation Standard 7   Collaboration

CEC Initial Preparation Standards
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Key Elements
7.1 Beginning special education professionals use the theory and elements of effective collaboration
7.2 Beginning special education professionals serve as a collaborative resource to colleagues
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators
CEC Special Education Childhood Specialist Set

Knowledge
K7.1 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation
Skills
S7.1 Apply models of team process in early childhood
S7.2 Collaborate with caregivers, professionals, and agencies to support children's development and learning
S7.3 Support families' choices and priorities in the development of goals and intervention strategies
S7.4 Implement family-oriented services based on the family's identified resources, priorities, and concerns
S7.5 Provide consultation in settings serving infants and young children
S7.6 Involve families in evaluation of services
S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving
S7.8 Employ adult learning principles in consulting and training family members and service providers
S7.9 Assist the family in planning for transition
S7.10 Implement processes and strategies that support transitions among settings for infants and young children

Preparation Standard 1   Learner Development and Individual Learning Differences[1]

Revised	IGC Previous	IIC Previous	

Knowledge

ISCI 1 K1	ICC 2 K1	ICC 2 K1	Typical and atypical human growth and development
ISCI 1 K2	ICC 2 K6	ICC 2 K6	Similarities and differences among individuals with exceptionalities
ISCI 1 K3	ICC 2 K2	ICC 2 K2	Educational implications of characteristics of various exceptionalities
ISCI 1 K4	ICC 2 K4	ICC 2 K4	Family systems and the role of families in supporting development
ISCI 1 K5	ICC 3 K4	ICC 3 K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ISCI 1 K6	ICC 3 K3	ICC 3 K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling
ISCI 1 K7	ICC 2 K3	ICC 2 K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family
ISCI 1 K8	ICC 2 K5	ICC 2 K5	Similarities and differences of individuals with and without exceptionalities
ISCI 1 K9	ICC 2 K7	ICC 2 K7	Effects of various medications on individuals with exceptionalities
ISCI 1 K10	ICC 3 K1	ICC 3 K1	Effects an exceptional condition(s) can have across an individual's life
ISCI 1 K11	ICC 3 K2	ICC 3 K2	Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development
ISCI 1 K12	ICC 3 K5	ICC 3 K5	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences
ISCI 1 K13	ICC 6 K1	ICC 6 K1	Effects of cultural and linguistic differences on growth and development
ISCI 1 K14	ICC 6 K2	ICC 6 K2	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

[1] The knowledge described in this Standard is applied to skills in other Standards.

ISCI 1 K15	ICC 6 K3	ICC 6 K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
IGC1 K1 IIC1 K1	IGC2 K1	IIC2 K1	Etiology and diagnosis related to various theoretical approaches
IGC1 K2 IIC1 K2	IGC2 K2	IIC2 K2	Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society
IGC1 K3 IIC1 K3	IGC2 K3	IIC2 K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities
IGC1 K4 IIC1 K4	IGC2 K4	IIC2 K4	Psychological and social-emotional characteristics of individuals with exceptionalities
IGC1 K5	IGC2 K5		Common etiologies and the impact of sensory exceptionalities on learning and experience
IGC1 K6 IIC1 K5	IGC2 K6	IIC2 K5	Types and transmission routes of infectious disease
IGC1 K7 IIC1 K6	IGC3 K1	IIC3 K1	Complications and implications of medical support services
IGC1 K8 IIC1 K7	IGC3 K2	IIC3 K2	Impact disabilities may have on auditory and information processing skills
IGC1 K9 IIC1 K8	IGC3 K3	IIC3 K3	Impact of multiple disabilities on behavior
IGC1 K9	IGC3 K1		Impact of exceptionalities on auditory and information processing skills
IGC1 K10 IIC1 K9	IGC6 K1	IIC6 K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
IGC1 K11 IIC1 K10	IGC6 K2	IIC6 K2	Communication and social interaction alternatives for individuals who are nonspeaking
IGC1 K12	IGC6 K3		Typical language development and how that may differ for individuals with learning exceptionalities

Skills

IGC1 S1 IIC3 S1	IGC3 S1	IIC3 S1	Relate levels of support to the needs of the individual

Preparation Standard 2   Learning Environments

Knowledge			
ISCI 2 K1	ICC 5 K1	ICC 5 K1	Demands of learning environments
ISCI 2 K2	ICC 5 K2	ICC 5 K2	Basic classroom management theories and strategies for individuals with exceptionalities
ISCI 2 K3	ICC 5 K3	ICC 5 K3	Effective management of teaching and learning
ISCI 2 K4	ICC 5 K4	ICC 5 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISCI 2 K5	ICC 5 K5	ICC 5 K5	Social skills needed for educational and other environments
ISCI 2 K6	ICC 5 K6	ICC 5 K6	Strategies for crisis prevention and intervention
ISCI 2 K7	ICC 5 K7	ICC 5 K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ISCI 2 K8	ICC 5 K8	ICC 5 K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ISCI 2 K9	ICC 5 K9	ICC 5 K9	Ways cultures are negatively stereotyped
ISCI 2 K10	ICC 5 K10	ICC 5 K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
IGC2 K1 IIC2 K1	IGC5 K1	IIC5 K2	Barriers to accessibility and acceptance of individuals with exceptionalities
IGC2 K2 IIC2 K2	IGC5 K2	IIC5 K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IGC2 K3 IIC2 K3	IGC5 K3	IIC5 K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
IIC2 K4		IIC5 K1	Specialized health care interventions for individuals with physical and health exceptionalities in educational settings
IIC2 K5		IIC5 K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities

Skills			

ISCI 2 S1	ICC 5 S1	ICC 5 S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ISCI 2 S2	ICC 5 S2	ICC 5 S2	Identify realistic expectations for personal and social behavior in various settings
ISCI 2 S3	ICC 5 S3	ICC 5 S3	Identify supports needed for integration into various program placements
ISCI 2 S4	ICC 5 S4	ICC 5 S4	Design learning environments that encourage active participation in individual and group activities
ISCI 2 S5	ICC 5 S5	ICC 5 S5	Modify the learning environment to manage behaviors
ISCI 2 S6	ICC 5 S6	ICC 5 S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ISCI 2 S7	ICC 5 S7	ICC 5 S7	Establish and maintain rapport with individuals with and without exceptionalities
ISCI 2 S8	ICC 5 S8	ICC 5 S8	Teach self-advocacy
ISCI 2 S9	ICC 5 S9	ICC 5 S9	Create an environment that encourages self-advocacy and increased independence
ISCI 2 S10	ICC 5 S10	ICC 5 S10	Use effective and varied behavior management strategies
ISCI 2 S11	ICC 5 S11	ICC 5 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
ISCI 2 S12	ICC 5 S12	ICC 5 S12	Design and manage daily routines
ISCI 2 S13	ICC 5 S13	ICC 5 S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences
ISCI 2 S14	ICC 5 S14	ICC 5 S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person
ISCI 2 S15	ICC 5 S15	ICC 5 S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ISCI 2 S16	ICC 5 S16	ICC 5 S16	Use universal precautions
IGC2 S1 IIC2 S1	IGC5 S1	IIC5 S1	Provide instruction in community-based settings
IGC2 S2 IIC2 S2	IGC5 S2	IIC5 S2	Use and maintain assistive technologies
IGC2 S3 IIC2 S3	IGC5 S3	IIC5 S4	Plan instruction in a variety of educational settings
IGC2 S4 IIC2 S4	IGC5 S4	IIC5 S5	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults

IGC2 S5 IIC2 S5	IGC5 S5	IIC5 S10	Use skills in problem-solving and conflict resolution
IGC2 S6	IGC5 S6		Establish a consistent classroom routine for individuals with exceptionalities
IIC2 S6		IIC5 S3	Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities
IIC2 S7		IIC5 S6	Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities
IIC2 S8		IIC5 S7	Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments
IIC2 S9		IIC5 S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
IIC2 S10		IIC5 S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation
IIC2 S11		IIC5 S11	Design and implement sensory stimulation programs
IIC2 S12		IIC5 S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Preparation Standard 3   Curricular Content Knowledge

Knowledge

ISCI 3 K1	ICC 7 K1	ICC 7 K1	Theories and research that form the basis of curriculum development and instructional practice
ISCI 3 K2	ICC 7 K2	ICC 7 K2	Scope and sequences of general and special curricula
ISCI 3 K3	ICC 7 K3	ICC 7 K3	National, state or provincial, and local curricula standards
ISCI 3 K4	ICC 7 K4	ICC 7 K4	Technology for planning and managing the teaching and learning environment

Skills

ISCI 3 S1	ICC 7 S1	ICC 7 S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities

ISCI 3 S2	ICC 7 S7	ICC 7 S7	Integrate affective, social, and life skills with academic curricula

Preparation Standard 4   Assessment

Knowledge

ISCI 4 K1	ICC 8 K1	ICC 8 K1	Basic terminology used in assessment
ISCI 4 K2	ICC 8 K2	ICC 8 K2	Legal provisions and ethical principles regarding assessment of individuals
ISCI 4 K3	ICC 8 K3	ICC 8 K3	Screening, prereferral, referral, and classification procedures
ISCI 4 K4	ICC 8 K4	ICC 8 K4	Use and limitations of assessment instruments
ISCI 4 K5	ICC 8 K5	ICC 8 K5	National, state or provincial, and local accommodations and modifications
IGC4 K1 IIC4 K1	IGC8 K1	IIC8 K1	Specialized terminology used in the assessment of individuals with exceptionalities
IGC4 K2 IIC4 K2	IGC8 K2	IIC8 K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IGC4 K3 IIC4 K3	IGC8 K3	IIC8 K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies
IGC4 K4	IGC8 K4		Procedures for early identification of young individuals who may be at risk for exceptionalities

Skills

ISCI 4 S1	ICC 8 S1	ICC 8 S1	Gather relevant background information
ISCI 4 S2	ICC 8 S2	ICC 8 S2	Administer nonbiased formal and informal assessments
ISCI 4 S3	ICC 8 S3	ICC 8 S3	Use technology to conduct assessments
ISCI 4 S4	ICC 8 S4	ICC 8 S4	Develop or modify individualized assessment strategies
ISCI 4 S5	ICC 8 S5	ICC 8 S5	Interpret information from formal and informal assessments
ISCI 4 S6	ICC 8 S6	ICC 8 S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds

ISCI 4 S7	ICC 8 S7	ICC 8 S7	Report assessment results to all stakeholders using effective communication skills
ISCI 4 S8	ICC 8 S8	ICC 8 S8	Evaluate instruction and monitor progress of individuals with exceptionalities
ISCI 4 S9	ICC 8 S9	ICC 8 S9	Create and maintain records
IGC4 S1 IIC4 S1	IGC8 S1	IIC8 S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities
IGC4 S2 IIC4 S2	IGC8 S2	IIC8 S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities
IGC4 S3 IIC4 S3	IGC8 S3	IIC8 S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IGC4 S4 IIC4 S4	IGC8 S4	IIC8 S6	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
IGC4 S5 IIC4 S5	IGC8 S5	IIC8 S7	Monitor intragroup behavior changes across subjects and activities
IIC4 S6		IIC8 S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IIC4 S7		IIC8 S5	Develop and use a technology plan based on adaptive technology assessment

Preparation Standard 5 Instructional Planning & Strategies

Knowledge			

ISCI 5 K1	ICC 7 K5	ICC 7 K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
ISCI 5 K2	ICC 4 K1	ICC 4 K1	Evidence-based practices validated for specific characteristics of learners and settings
ISCI 5 K3	ICC 6 K4	ICC 6 K4	Augmentative and assistive communication strategies
IGC5 K1 IIC5 K1	IGC4 K1	IIC4 K1	Sources of specialized materials, curricula, and resources for individuals with exceptionalities
IGC5 K2	IGC4 K2		Strategies to prepare for and take tests
IGC5 K3	IGC4 K3		Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
IGC5 K4 IIC5 K2	IGC4 K4	IIC4 K2	Prevention and intervention strategies for individuals at-risk for a disability

IGC5 K5 IIC5 K3	IGC4 K5	IIC4 K3	Strategies for integrating student initiated learning experiences into ongoing instruction
IGC5 K6	IGC4 K6		Methods for increasing accuracy and proficiency in math calculations and applications
IGC5 K7	IGC4 K7		Methods for guiding individuals in identifying and organizing critical content
IGC5 K8	IGC7 K1		Integrate academic instruction and behavior management for individuals and groups with exceptionalities
IGC5 K9 IIC5 K4	IGC7 K2	IIC7 K1	Model career, vocational, and transition programs for individuals with exceptionalities
IGC5 K10	IGC7 K3		Interventions and services for individuals who may be at risk for exceptionalities
IGC5 K11	IGC7 K4		Relationships among exceptionalities and reading instruction
IIC5 K5		IIC4 K4	Resources, and techniques used to transition individuals with exceptionalities into and out of school and post-school environments

Skills

ISCI 5 S1	ICC 7 S2	ICC 7 S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ISCI 5 S2	ICC 7 S3	ICC 7 S3	Involve the individual and family in setting instructional goals and monitoring progress
ISCI 5 S3	ICC 7 S4	ICC 7 S4	Use functional assessments to develop intervention plans
ISCI 5 S4	ICC 7 S5	ICC 7 S5	Use task analysis
ISCI 5 S5	ICC 7 S6	ICC 7 S6	Sequence, implement, and evaluate individualized learning objectives
ISCI 5 S76	ICC 7 S8	ICC 7 S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ISCI 5 S7	ICC 7 S9	ICC 7 S9	Incorporate and implement instructional and assistive technology into the educational program
ISCI 5 S8	ICC 7 S10	ICC 7 S10	Prepare lesson plans
ISCI 5 S9	ICC 7 S11	ICC 7 S11	Prepare and organize materials to implement daily lesson plans
ISCI 5 S10	ICC 7 S12	ICC 7 S12	Use instructional time effectively
ISCI 5 S11	ICC 7 S13	ICC 7 S13	Make responsive adjustments to instruction based on continual observations
ISCI 5 S12	ICC 7 S14	ICC 7 S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

ISCI 5 S13	ICC 4 S1	ICC 4 S1	Use strategies to facilitate integration into various settings
ISCI 5 S14	ICC 4 S2	ICC 4 S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ISCI 5 S15	ICC 4 S3	ICC 4 S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities
ISCI 5 S16	ICC 4 S4	ICC 4 S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ISCI 5 S17	ICC 4 S5	ICC 4 S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ISCI 5 S18	ICC 4 S6	ICC 4 S6	Use strategies that promote successful transitions for individuals with exceptionalities
ISCI 5 S19	ICC 6 S1	ICC 6 S1	Use strategies to support and enhance communication skills of individuals with exceptionalities
ISCI 5 S20	ICC 6 S2	ICC 6 S2	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language
ISCI 5 S21	ICC 7 S15	ICC 7 S15	Modify instructional practices in response to ongoing assessment data
IGC5 S1 IIC5 S1	IGC4 S1	IIC4 S1	Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities
IGC5 S2	IGC4 S2		Use strategies from multiple theoretical approaches for individuals with exceptionalities
IGC5 S3	IGC4 S3		Teach learning strategies and study skills to acquire academic content
IGC5 S4	IGC4 S4		Use reading methods appropriate to individuals with exceptionalities
IGC5 S5	IGC4 S5		Use methods to teach mathematics appropriate to the individuals with exceptionalities
IGC5 S6	IGC4 S6		Modify pace of instruction and provide organizational cues
IGC5 S7 IIC5 S2	IGC4 S7	IIC4 S2	Use appropriate adaptations and technology for all individuals with exceptionalities
IGC5 S8	IGC4 S8		Resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments
IGC5 S9 IIC5 S3	IGC4 S9	IIC4 S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities
IGC5 S10 IIC5 S4	IGC4 S10	IIC4 S4	Identify and teach basic structures and relationships within and across curricula

IGC5	S11	IGC4	S11	IIC4	S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
IIC5	S5					
IGC5	S12	IGC4	S12	IIC4	S6	Use responses and errors to guide instructional decisions and provide feedback to learners
IIC5	S6					
IGC5	S13	IGC4	S13			Identify and teach essential concepts, vocabulary, and content across general and specialized curriculum
IIC5	S3					
IGC5	S14	IGC4	S14			Implement systematic instruction in teaching reading comprehension and monitoring strategies
IGC5	S15	IGC4	S15			Teach strategies for organizing and composing written products
IGC5	S16	IGC4	S16			Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
IGC5	S17	IGC6	S1			Enhance vocabulary development
IGC5	S18	IGC6	S2			Teach strategies for spelling accuracy and generalization
IGC5	S19	IGC6	S3	IIC6	S1	Teach individuals with exceptionalities to monitor for errors in oral and written language
IIC5	S7					
IGC5	S20	IGC6	S4	IIC6	S2	Teach methods and strategies for producing legible documents
IIC5	S8					
IGC5	S21	IGC6	S5	IIC6	S3	Plan instruction on the use of alternative and augmentative communication systems
IIC5	S9					
IGC5	S22	IGC7	S1	IIC7	S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
IIC5	S10					
IGC5	S23	IGC7	S2			Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
IGC5	S24	IGC7	S3	IIC7	S2	Plan and implement age and ability appropriate instruction for individuals with exceptionalities
IIC5	S11					
IGC5	S25	IGC7	S4	IIC7	S4	Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication
IIC5	S12					
IGC5	S26	IGC7	S5	IIC7	S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
IIC5	S13					
IGC5	S27	IGC7	S6	IIC7	S6	Design and implement instructional programs that address independent living and career education for individuals
IIC5	S14					
IGC5	S28	IGC7	S7	IIC7	S7	Design and implement curriculum and instructional strategies for medical self-management procedures
IIC5	S15					

IGC5 S29 IIC5 S16	IGC7 S8	IIC7 S8	Design, implement, and evaluate instructional programs that enhance social participation across environments
IIC5 S17		IIC7 S3	Select and plan for integration of related services into the instructional program

Preparation Standard 6 Professional Learning & Ethical Practice

Knowledge			

ISCI 6 K1	ICC 1 K1	ICC 1 K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ISCI 6 K2	ICC 1 K2	ICC 1 K2	Laws, policies, and ethical principles regarding behavior management planning and implementation
ISCI 6 K3	ICC 1 K3	ICC 1 K3	Relationship of special education to the organization and function of educational agencies
ISCI 6 K4	ICC 1 K4	ICC 1 K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
ISCI 6 K5	ICC 1 K5	ICC 1 K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ISCI 6 K6	ICC 1 K6	ICC 1 K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ISCI 6 K7	ICC 1 K7	ICC 1 K7	Family systems and the role of families in the educational process
ISCI 6 K8	ICC 1 K8	ICC 1 K8	Historical points of view and contribution of culturally diverse groups
ISCI 6 K9	ICC 1 K9	ICC 1 K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ISCI 6 K10	ICC 1 K10	ICC 1 K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ISCI 6 K11	ICC 9 K1	ICC 9 K1	Personal cultural biases and differences that affect one's teaching
ISCI 6 K12	ICC 9 K2	ICC 9 K2	Importance of the teacher serving as a model for individuals with exceptionalities
ISCI 6 K13	ICC 9 K3	ICC 9 K3	Continuum of lifelong professional development
ISCI 6 K14	ICC 9 K4	ICC 9 K4	Methods to remain current regarding research-validated practice
IGC6 K1 IIC6 K1	IGC1 K1	IIC1 K1	Definitions and issues related to the identification of individuals with exceptionalities

IGC6 K2 IIC6 K2	IGC1 K2	IIC1 K8	Models and theories of deviance and behavior problems
IGC6 K3 IIC6 K3	IGC1 K3	IIC1 K2	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
IGC6 K4 IIC6 K4	IGC1 K4	IIC1 K3	The legal, judicial, and educational systems to assist individuals with exceptionalities
IGC6 K5 IIC6 K5	IGC1 K5	IIC1 K4	Continuum of placement and services available for individuals with exceptionalities
IGC6 K6 IIC6 K6	IGC1 K6	IIC1 K5	Laws and policies related to provision of specialized health care in educational settings.
IGC6 K7	IGC1 K7		Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
IGC6 K8 IIC6 K7	IGC1 K8	IIC1 K6	Principles of normalization and concept of least restrictive environment
IGC6 K9 IIC6 K8	IGC1 K9	IIC1 K7	Theory of reinforcement techniques in serving individuals with exceptionalities
IGC6 K10 IIC6 K9	IGC9 K1	IIC9 K1	Sources of unique services, networks, and organizations for individuals with exceptionalities
IGC6 K11 IIC6 K10	IGC9 K2	IIC9 K2	Organizations and publications relevant to individuals with exceptionalities

Skills

ISCI 6 S1	ICC 9 S1	ICC 9 S1	Practice within the CEC Code of Ethics and other standards of the profession
ISCI 6 S2	ICC 9 S2	ICC 9 S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
ISCI 6 S3	ICC 9 S3	ICC 9 S3	Act ethically in advocating for appropriate services
ISCI 6 S4	ICC 9 S4	ICC 9 S4	Conduct professional activities in compliance with applicable laws and policies
ISCI 6 S5	ICC 9 S5	ICC 9 S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities
ISCI 6 S6	ICC 9 S6	ICC 9 S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ISCI 6 S7	ICC 9 S7	ICC 9 S7	Practice within one's skill limits and obtain assistance as needed
ISCI 6 S8	ICC 9 S8	ICC 9 S8	Use verbal, nonverbal, and written language effectively

ISCI 6 S9	ICC 9 S9	ICC 9 S9	Conduct self-evaluation of instruction
ISCI 6 S10	ICC 9 S10	ICC 9 S10	Access information on exceptionalities
ISCI 6 S11	ICC 9 S11	ICC 9 S11	Reflect on one's practice to improve instruction and guide professional growth
ISCI 6 S12	ICC 9 S12	ICC 9 S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues
ISCI 6 S13	ICC 9 S13	ICC 9 S13	Demonstrate commitment to engage in evidence-based practices
ISCI 6 S14	ICC 1 S1	ICC 1 S1	Articulate personal philosophy of special education
IGC6 S1 IIC6 S1	IGC9 S1	IIC9 S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities
IGC6 S2 IIC6 S2	IGC9 S2	IIC9 S2	Advocate for appropriate services for individuals with exceptionalities
IIC6 S3		IIC9 S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school and community-based activities

Preparation Standard 7 Collaboration

Knowledge			

ISCI 7 K1	ICC 10 K1	ICC 10 K1	Models and strategies of consultation and collaboration
ISCI 7 K2	ICC 10 K2	ICC 10 K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ISCI 7 K3	ICC 10 K3	ICC 10 K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ISCI 7 K4	ICC 10 K4	ICC 10 K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
IGC7 K1 IIC7 K1	IGC10 K1	IIC10 K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities
IGC7 K2 IIC7 K2	IGC10 K2	IIC10 K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptionalities

IGC7 K3 IIC7 K3	IGC10 K3	IIC10 K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities
IGC7 K4	IGC10 K4		Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities

Skills

ISCI 7 S1	ICC 10 S1	ICC 10 S1	Maintain confidential communication about individuals with exceptionalities
ISCI 7 S2	ICC 10 S2	ICC 10 S2	Collaborate with families and others in assessment of individuals with exceptionalities
ISCI 7 S3	ICC 10 S3	ICC 10 S3	Foster respectful and beneficial relationships between families and professionals
ISCI 7 S4	ICC 10 S4	ICC 10 S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ISCI 7 S5	ICC 10 S5	ICC 10 S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families
ISCI 7 S6	ICC 10 S6	ICC 10 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ISCI 7 S7	ICC 10 S7	ICC 10 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI 7 S8	ICC 10 S8	ICC 10 S8	Model techniques and coach others in the use of instructional methods and accommodations
ISCI 7 S9	ICC 10 S9	ICC 10 S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
ISCI 7 S10	ICC 10 S10	ICC 10 S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds
ISCI 7 S11	ICC 10 S11	ICC 10 S11	Observe, evaluate, and provide feedback to paraeducators
IGC7 S1 IIC7 S1	IGC10 S1	IIC10 S2	Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities
IGC7 S2 IIC7 S2	IGC10 S2	IIC10 S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities
IGC7 S3	IGC10 S3		Teach parents to use appropriate behavior management and counseling techniques
IGC7 S4 IIC7 S3	IGC10 S4	IIC10 S4	Collaborate with team members to plan transition to adulthood that encourages full community participation

IIC7	S4		IIC10 S1	Participate in the selection and implementation of augmentative or alternative communication systems
IIC7	S5		IIC10 S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill

Performance Assessments & Data Aligned to CEC Preparation Standards

	Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
1	**[Licensure assessment, or other content-based assessment]**	State Licensure Tests: Praxis II-PLT, Praxis II-Content, & Praxis II Special Ed Core Content (or Special Ed ECE)	Completion of the program
2	**[Assessment of content knowledge in special education]**	Capstone Portfolio	Required course: EDUC 401
3	**[Assessment of candidate ability to plan instruction]**	ECE: Social Studies Unit Elem & Sec.: Intellectual Disabilities Program Plan Project	ECE: Required Course: EDUC 302 Elem & Sec.: Required course: SPED 382 (online fall; on campus spring)
4	**[Assessment of student teaching]**	InTASC Evaluations-Cooperating Teacher, University Supervisor & Self	Required Course: EDUC 400 & SPED 400b
5	**[Assessment of candidate effect on student learning]**	In progress	In progress
6	**Additional assessment that addresses CEC standards** *(required)* **]**	ECE: Key Assessment for SPED Assessment Elem. & Sec.: Assessment Project	ECE: Required Course: SPED 340 Elem. & Sec: Required Course: SPED 397 (on campus fall; online spring)
7	**Additional assessment that addresses CEC standards** *(optional)* **]**	Response to Intervention Reflections & Program Plan	Required Course: EDUC 390
8	**Additional assessment that addresses CEC standards** *(optional)* **]**	Final Exam	Required Course SPED 389

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[1] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
[2] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Performance Assessments & Data Aligned to CEC Preparation Standards

Early Childhood: Course/Assessment Matrix- CEC Draft-Revised Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set

Preparation Standard 1: Learner Development & Individual Learning Differences (INTASC 1 & 2)
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Institutional Response to Standard:
Knowledge level acquisition of how exceptionalities relate to learner development and differences begins in the liberal arts requirements of the institution (e.g., Introduction to Psychology, Humanities) and continues into the early phases of the teacher preparation programs in courses such as Introduction to Education (hyperlink) and Human Relations/Cultural Diversity. Comprehension and analysis of concepts related to contextual human development, both in the historical sense and across the life span, is emphasized in the coursework of Child & Adolescent Psychology, Early Childhood Special Education, Special Needs in an Inclusive Environment and Foundations of Special Education. Teacher candidates apply their understanding through appropriately relating individual needs to learning experiences and reflectively evaluating their own practices.

Knowledge			
	Description	**Course**	**Assessment**
ISCI 1 K1	Typical and atypical human growth and development	PSYC 255 Child & Adolescent Psychology	Praxis II: PLT EC I
ISCI 1 K2	Similarities and differences among individuals with exceptionalities	EDUC 389 Foundations of Special Education EDUC 390 Special Needs in an Inclusive Environment	Praxis II: PLT EC I
ISCI 1 K3	Educational implications of characteristics of various exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: PLT EC 1
ISCI 1 K4	Family systems and the role of families in supporting development	EDUC 338 Home, School & Community Relations	Praxis II: PLT EC 1
ISCI 1 K5	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction	EDUC 381 Human Diversity/Cultural Diversity	Praxis II: PLT EC 1
ISCI 1 K6	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling	EDUC 381 Human Diversity/Cultural Diversity	Praxis II: PLT EC 1
ISCI 1 K7	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family	EDUC 389 Foundations of Special Education	Praxis II: PLT EC I Book Club Assignment & Matrix
ISCI 1 K8	Similarities and differences of individuals with and without exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: PLT EC I
ISCI 1 K9	Effects of various medications on individuals with exceptionalities	ECE 337 Special Needs in ECE	Praxis II Sped EC: IV B.1.
ISCI 1 K10	Effects an exceptional condition(s) can have across an individual's life	EDUC 389 Foundations of Special Education	Praxis II Sped EC: IV.A.2. Exceptionalities
ISCI 1 K11	Impact of individuals with exceptionalities academic and social	EDUC 389 Foundations of Special Education	Praxis II Sped EC: III.A-H.

Early Childhood: Course/Assessment Matrix- CEC Draft-Revised Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set

	abilities, attitudes, interests, and values on instruction and career development		
ISCI 1 K12	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences	EDUC 381 Human Diversity/Cultural Diversity	Praxis II EC: I
ISCI 1 K13	Effects of cultural and linguistic differences on growth and development	PSYC 255 Child & Adolescent Psychology	Praxis II EC: I
ISCI 1 K14	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	EDUC 381 Human Diversity/Cultural Diversity	Praxis II EC: I
ISCI 1 K15	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	EDUC 381 Human Diversity/Cultural Diversity	Praxis II EC: I
ECSE1 K1	Theories of typical and atypical early childhood development	EC 337 Special Needs in ECE	Praxis II SPED EC: I.C.1
ECSE1 K2	Biological and environmental factors that affect pre-, peri-, and postnatal development and learning	EC 337 Special Needs in ECE	Praxis II SPED EC: I.C.2
ECSE1K3	Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life	EC 337 Special Needs in ECE	Praxis II SPED EC: I.F.1
ECSE1 K4	Impact of medical conditions and related care on development and learning	EC 337 Special Needs in ECE	Praxis II SPED EC: I.A.1
ECSE1K5	Impact of medical conditions on family concerns, resources, and priorities	EC 337 Special Needs in ECE	Presentation Grade
ECSE1 K6	Factors that affect the mental health and social-emotional development of infants and young children	EC 336 Social and Emotional Developmental Guidance in ECE	Praxis II SPED EC: I.D.2
ECSE1 K7	Infants and young children develop and learn at varying rates	EC 210 Introduction to ECE	Praxis PLT EC: I
ECSE1 K8	Impact of child's abilities, needs, and characteristics on development and learning	EC 337 Special Needs in ECE	Praxis II SPED EC: I.A-F
ECSE1 K9	Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development	EC 337 Special Needs in ECE	Praxis II SPED EC: I.B.1
ECSE1 K10	Impact of language delays on behavior	EC 337 Special Needs in ECE	Praxis II SPED EC: I.B.1 Physical Development

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Early Childhood: Course/Assessment Matrix- CEC Draft-Revised Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set

Skills			
ECSE1 S1	Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families	EDUC 497 Internship	InTASC Teacher Candidate Evaluation #2a
ECSE1 S2	Develop and match learning experiences and strategies to characteristics of infants and young children	EDUC 497 Internship	InTASC Teacher Candidate Evaluation #1b & e
ECSE1 S3	Support and facilitate family and child interactions as primary contexts for development and learning	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2a
ECSE1 S4	Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2a
ECSE1 S5	Establish communication systems for young children that support self-advocacy	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #3b2

Preparation Standard 2: Learning Environments (INTASC 3)
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Institutional Response to Standard:
Teacher candidates first understand the learning environment through their own positive, and negative, personal lived experiences. Based on the conceptual framework of the Division of Education and Psychology, *The Reflective Experiential Teacher*, faculty use background knowledge from student perspectives to being the process of seeing the learning environment through the eyes of a teacher, a student with exceptionalities, and a parent. First classroom observations in the Pre-Professional Field Experience expose students to inclusive elementary and secondary classrooms. Candidates then engage in coursework to learn how to do what they have observed in the field-to create and modify procedures/practices that address the multiple learning and personal needs of individuals with exceptionalities in times of success and in times of crisis. Multiple clinical experiences are integrated throughout pedagogical coursework to maximize opportunities to work with different learning environments. This process is capped through a student teaching experience in which candidate's synthesize and evaluate their role in creating learning environments for students with exceptional needs.

Knowledge			
	Description	**Course**	**Assessment**
ISCI 2 K1	Demands of learning environments	EDUC 250 Introduction to Education & EDUC 298 Pre-Professional Field Experience	Praxis II EC: I
ISCI 2 K2	Basic classroom management theories and strategies for individuals with exceptionalities	EDUC 422 Learning Theory & Evaluation	Praxis II EC: I & II
ISCI 2 K3	Effective management of teaching and learning	EDUC 422 Learning Theory & Evaluation	Praxis II-entire exam score

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ISCI 2 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities	EC 337 Special Needs in ECE EDUC 390 Special Needs in an Inclusive Environment	Praxis II EC: IV
ISCI 2 K5	Social skills needed for educational and other environments	EDUC 389 Foundations of Special Education	Praxis II EC-I
ISCI 2 K6	Strategies for crisis prevention and intervention	EC 336 Social and Emotional Development & Guidance in ECE	Praxis II Sped EC: IIIF(2nd)1-3.
ISCI 2 K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world	EDUC 381 Human Relations/ Cultural Diversity	Praxis II EC: I
ISCI 2 K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage	EDUC 381 Human Relations/ Cultural Diversity	Praxis II EC: I
ISCI 2 K9	Ways cultures are negatively stereotyped	EDUC 381 Human Relations/ Cultural Diversity	Praxis II EC: I
ISCI 2 K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism	EDUC 381 Human Relations/ Cultural Diversity	Praxis II EC: I
ECSE2 K1	Impact of social and physical environments on development and learning	EC 333 Pre-K Methods and Materials	Praxis PLT EC: I
Skills			
ISCI 2 S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S2	Identify realistic expectations for personal and social behavior in various settings	EDUC 401 Electronic Portfolio Assessment/ Seminar	Portfolio Artifact for INTASC 2
ISCI 2 S3	Identify supports needed for integration into various program placements	EDUC 497 Special Needs Internship	Practicum Reflective Journaling
ISCI 2 S4	Design learning environments that encourage active participation in individual and group activities	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S5	Modify the learning environment to manage behaviors	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9 & 12
ISCI 2 S7	Establish and maintain rapport with individuals with and without exceptionalities	EDUC 400 Student Teaching EDUC 400b Student Teaching Special	Dispositions Reports #14

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		Education	
ISCI 2 S8	Teach self-advocacy	EDUC 338 Home, School, Community Relations	Program Plan Assignment/Role Play
ISCI 2 S9	Create an environment that encourages self-advocacy and increased independence	EDUC 338 Home, School, Community Relations	Program Plan Assignment/Role Play
ISCI 2 S10	Use effective and varied behavior management strategies	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #3d
ISCI 2 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities	EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #11-Specialization
ISCI 2 S12	Design and manage daily routines	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #3d (1,2,3)
ISCI 2 S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 11 & 14
ISCI 2 S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 6, 11 & 14
ISCI 2 S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 13 & 14
ISCI 2 S16	Use universal precautions	EDUC 401 Senior Seminar	HIV/AIDS Certification
ECSE2 S1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments	EC 333 Pre-K Methods and Materials	Teacher Made Materials
ECSE2 S2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #3D
ECSE2 S3	Embed learning opportunities in everyday routines, relationships, activities, and places	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2D
ECSE2 S4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #3J
ECSE2 S5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2h
ECSE2 S6	Implement basic health, nutrition and safety management	EDUC 400 Student Teaching	Special Education Professional

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	procedures for infants and young children		Ethical Principals Evaluation: #7
ECSE2 S7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #6B

Preparation Standard 3: Curricular Content Knowledge (InTASC 4 & 5) Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Institutional Response to Standard: The MSU special education degree is built upon the foundational principle that candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs in inclusive settings. The skills of general educator and special educator complement each other, and as such, dual certification consists of a double major in professional education/pedagogy at the appropriate certification level (early childhood, elementary or secondary) and specialized pedagogical knowledge and skills. Teacher candidates focus on content knowledge of the general curriculum as they gain an understanding of the regular education setting, and then begin to shift emphasis to the structures and central concepts of specialized curriculum and, ultimately, the integration of the two to form a cohesive, collaboration-based approach to all curricula for individuals with exceptionalities.

Knowledge			
	Description	**Course**	**Assessment**
ISCI 3 K1	Theories and research that form the basis of curriculum development and instructional practice	EDUC 422 Learning Theory & Assessment	Praxis II: PLT I.A.1.
ISCI 3 K2	Scope and sequences of general and special curricula	EC 310 Strategies in Early Elementary	Praxis II: PLT II.B.1.
ISCI 3 K3	National, state or provincial, and local curricula standards	EC 310 Strategies in Early Elementary	Praxis II: PLT II.B.1.
ISCI 3 K4	Technology for planning and managing the teaching and learning environment	EDUC 272 Educational Technology	EDUC 272 Course Grade
ECSE3 K1	Concept of universal design for learning	EC 337 Special Needs in ECE	Praxis II SPED ECE: III.F.4
ECSE3 K2	Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children	EC 210 Introduction to ECE EC 333 Pre-K Methods and Materials	Praxis II ECE: I
ECSE3 K3	Developmental and academic content		Praxis II ECE: I

Skills			
ISCI 3 S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a
ISCI 3 S2	Integrate affective, social, and life skills with academic curricula	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11-Specialization
ECSE3 S1	Apply current research to the five developmental domains, play and temperament in learning situations	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #1b
ECSE3 S2	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #7C
ECSE3 S3	Implement and evaluate preventative and reductive strategies to	EDUC 400b Student Teaching	Special Education Professional

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	address challenging behaviors		Ethical Principals Evaluation: #1
ECSE3 S4	Plan and implement developmentally and individually appropriate curriculum	EDUC 400b Student Teaching	Special Education Professional Ethical Principals Evaluation: #1

Preparation Standard 4: Assessment (InTASC 6) Beginning special education professionals use multiple methods of assessment and data-courses in making education decisions.
Institutional Response to Standard: Teacher candidates at MSU learn the concepts of progress monitoring in a response to intervention model from both a general education and special education perspective. They learn how assessment is used with specific types of exceptionalities, and how assessments are used for making instructional decisions for all students, to set goals, track the effectiveness of interventions, monitor progress towards learning and IEP goals, and make eligibility determinations. Through the progression of coursework, concepts key to the understanding of assessment are discussed: e.g., issues of reliability, ethics, bias, interpretation, limitations, a multi-faceted approach. A key program level assessment includes an Assessment Project (for both eligibility and programming) in which teacher candidates create curriculum-based measurements, conduct observations, analyze work samples, tasks, errors and school records, complete interviews, checklists and questionnaires, practice with standardized assessments, interpret results and write summary reports. Candidates engage in practical experiences co-requisite to their classes where knowledge of assessment is applied and critiqued.

Knowledge			
ISCI 4 K1	Basic terminology used in assessment	EC 340 Assessment & Documentation in Infant/Toddler	Praxis II: Core Content III-Assessment
ISCI 4 K2	Legal provisions and ethical principles regarding assessment of individuals	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
ISCI 4 K3	Screening, prereferral, referral, and classification procedures	EC 340 Assessment & Documentation in Infant/Toddler	Praxis II: Core Content III-Assessment
ISCI 4 K4	Use and limitations of assessment instruments	EC 340 Assessment & Documentation in Infant/Toddler	Praxis II: Core Content III-Assessment
ISCI 4 K5	National, state or provincial, and local accommodations and modifications	EC 337 Special Needs in ECE	Praxis II: Core Content III-Delivery of Services
ECSE4K1	Role of the family in the assessment process	EC 337 Special Needs in ECE	Praxis II SPED ECE: II.H.2
ECSE4K2	Legal requirements that distinguish among at-risk, developmental delay and disability	EDUC 396 Special Education Law	Praxis II SPED ECE: II.C.1
ECSE4K3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations	EDUC 422 Learning Theory and Evaluation	Praxis II PLT ECE: III
ECSE4 K4	Connection of curriculum to assessment and progress monitoring activities	EC 340 Assessment & Documentation in Infant/Toddler	Praxis II: Core Content III-Assessment
Skills			
ISCI 4 S1	Gather relevant background information	EC 340 Assessment & Documentation in	EC 340: Case Study

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		Infant/Toddler	
ISCI 4 S2	Administer nonbiased formal and informal assessments	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S3	Use technology to conduct assessments	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S4	Develop or modify individualized assessment strategies	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S5	Interpret information from formal and informal assessments	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S7	Report assessment results to all stakeholders using effective communication skills	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S8	Evaluate instruction and monitor progress of individuals with exceptionalities	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 4 S9	Create and maintain records	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact for INTASC #6-Assessment
ECSE4S1	Assist families in identifying their concerns, resources, and priorities	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation # 2e
ECSE4S2	Integrate family priorities and concerns in the assessment process	EDUC 400 Student Teaching	Special Education Professional Ethical Principles Evaluation #2
ECSE4S3	Assess progress in the five developmental domains, play, and temperament	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact for INTASC #6-Assessment
ECSE4S4	Select and administer assessment instruments in compliance with established criteria	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #6B
ECSE4S5	Use informal and formal assessment to make decisions about infants and young children's development and learning	EDUC 497 Special Needs Internship	Practicum Reflective Journaling
ECSE4S6	Gather information from multiple sources and environments	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #6K
ECSE4S7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process	EDUC 497 Special Needs Internship	Practicum Reflective Journaling
ECSE4S8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #6B

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ECSE4S9	Emphasize child's strengths and needs in assessment reports	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #6M
ECSE4S10	Produce reports that focus on developmental domains and functional concerns	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation: #11N
ECSE4S11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation: #11SS

Preparation Standard 5: Instructional Planning & Strategies (INTASC 7 & 8) Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Institutional Response to Standard: Individualizing and differentiating instruction for individuals with exceptionalities is taught as a core concept to teacher candidates as they begin pedagogical coursework in the general and special education training program. Candidates learn about key theories in student development and learning, and then explore how individuals with various exceptionalities typical respond to general instructional practices. Universal design and how it facilitates the learning process is applied in both exceptionality and certification-level specific formats. In addition, candidates are trained in explicit instruction, adaptation and modifications, unique application of content and pedagogical structures and data-based decision making, and taught how to access databases and resources of researched strategies and assistive technology to positively impact student outcomes. During clinical experiences, candidates synthesize these knowledge and skills through collaborative implementation of IEP components related to instruction.

Knowledge

	Description	Course	Assessment
ISCI 5 K1	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service	EDUC 396 Special Education Law	Praxis II: Core Content III-Professional Roles
ISCI 5 K2	Evidence-based practices validated for specific characteristics of learners and settings	ECE 337 Special Needs in ECE	Praxis II: Core Content III-Curriculum & Instruction
ISCI 5 K3	Augmentative and assistive communication strategies	EC344 Augmented & Alternative Communication	Praxis II: Core Content III-Delivery of Services

Skills

ISCI 5 S1	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation-#11 Specialization
ISCI 5 S2	Involve the individual and family in setting instructional goals and monitoring progress	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principles Evaluation #5
ISCI 5 S3	Use functional assessments to develop intervention plans	EC 340 Assessment & Documentation in Infant/Toddler	EC 340: Case Study
ISCI 5 S4	Use task analysis	EDUC 497 Special Education Internship	Practicum Reflective Journaling
ISCI 5 S5	Sequence, implement, and evaluate individualized learning objectives	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 5 S76	Develop and select instructional content, resources, and strategies	EDUC 400 Student Teaching	InTASC Teacher Candidate

	that respond to cultural, linguistic, and gender differences	EDUC 400b Special Education Student Teaching	Evaluation #5g
ISCI 5 S7	Incorporate and implement instructional and assistive technology into the educational program	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #8g
ISCI 5 S8	Prepare lesson plans	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact for INTASC #7
ISCI 5 S9	Prepare and organize materials to implement daily lesson plans	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #7
ISCI 5 S10	Use instructional time effectively	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #1a
ISCI 5 S11	Make responsive adjustments to instruction based on continual observations	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #16
ISCI 5 S12	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #11 & #18
ISCI 5 S13	Use strategies to facilitate integration into various settings	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2f
ISCI 5 S14	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 5 S15	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a
ISCI 5 S16	Use strategies to facilitate maintenance and generalization of skills across learning environments	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 5 S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 5 S18	Use strategies that promote successful transitions for individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #3d
ISCI 5 S19	Use strategies to support and enhance communication skills of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #5e
ISCI 5 S20	Use communication strategies and resources to facilitate understanding of subject matter for individuals with	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2e

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	exceptionalities whose primary language is not the dominant language		
ISCI 5 S21	Modify instructional practices in response to ongoing assessment data	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2b
ECSE5 S1	Facilitate child-initiated development and learning	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #3.b.2
ECSE5 S2	Use teacher-scaffolded and initiated instruction to complement child-initiated learning	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #1b
ECSE5 S3	Link development, learning experiences, and instruction to promote educational transitions	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2C
ECSE5 S4	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #8A
ECSE5 S5	Use strategies to teach social skills and conflict resolution	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #3d
ECSE5 S6	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ff
ECSE5 S7	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #ss
ECSE5 S8	Design intervention strategies incorporating information from multiple disciplines	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #5A
ECSE5 S9	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2H
ECSE5 S10	Align individualized goals with developmental and academic content	EDUC 400 Student Teaching EDUC 400B Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2C
ECSE5 S11	Develop individualized plans that support development and learning as well as caregiver responsiveness	EC 337 Special Needs in ECE	Case Study
ECSE5 S12	Develop an individualized plan that supports the child's independent functioning in the child's natural environments	EC 337 Special Needs in ECE	Case Study
ECSE5 S13	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #2C & E

Preparation Standard 6: Professional Learning & Ethical Practice (INTASC 9) Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Institutional Response to Standard: As candidates are admitted to the teacher training program, they begin to observe and qualify the professional aspects of teaching in a systematic way through introduction to a variety of performance frameworks for quality practice (i.e., InTASC, Charlotte Danielson, Robert Marzano). The CEC

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	Description	Course	Assessment
Professional Ethical Principles are clarified in Foundations of Special Education; these standards for safe, legal, ethical and quality practice are reinforced throughout major coursework and evaluated in clinical settings by cooperating teachers and university supervisors. Faculty demonstrate their own methods of remaining current in their respective fields, guide students to appropriate professional conferences, and continually offer suggestions of how teacher candidates can exhibit advanced levels of performance as professionals. In addition, a majority of teacher candidates admitted for student teaching at MSU are enrolled members of the Student Education Association (SEA).			

Knowledge

	Description	Course	Assessment
ISCI 6 K1	Models, theories, philosophies, and research methods that form the basis for special education practice	EDUC 422 Learning Theory & Evaluation	Praxis II: Core Content I-Understanding Exceptionalities
ISCI 6 K2	Laws, policies, and ethical principles regarding behavior management planning and implementation	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K3	Relationship of special education to the organization and function of educational agencies	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-School's Connections
ISCI 6 K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K7	Family systems and the role of families in the educational process	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Characteristics
ISCI 6 K8	Historical points of view and contribution of culturally diverse groups	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Historical Movements/Trends
ISCI 6 K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Legal & Societal Issues
ISCI 6 K10	Potential impact of differences in values, languages, and customs that can exist between the home and school	EDUC 381 Human Relations/Cultural Diversity	Praxis II: PLT I.B.6.
ISCI 6 K11	Personal cultural biases and differences that affect one's teaching	EDUC 381 Human Relations/Cultural Diversity	Praxis II: Core Content III-Professional Roles
ISCI 6 K12	Importance of the teacher serving as a model for individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: PLT II.B.2.
ISCI 6 K13	Continuum of lifelong professional development	EDUC 250 Intro to Education	Praxis II: PLT IV.A.1.-3.
ISCI 6 K14	Methods to remain current regarding research-validated practice	EDUC 396 Special Education Law	EDUC 396 Special Education Philosophy Paper
ECSE 6 K1	Historical, philosophical foundations and legal basis of services for	EC 337 Special Needs in ECE	Praxis PLT EC: I

	infants and young children both with and without exceptional needs		
ECSE 6 K2	Trends and issues in early childhood education, early childhood special education, and early intervention	EC 210 Introduction to ECE EC 337 Special Needs in ECE	Praxis II Sped EC: IV.D.1
ECSE 6 K3	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families	EC 412 Professionalism and Diversity	Praxis II Sped EC: IV.E.2
ECSE 6 K4	Advocacy for professional status and working conditions for those who serve infants and young children, and their families	EC 412 Professionalism and Diversity	Disposition Sped Education professional: 10
Skills			
ISCI 6 S1	Practice within the CEC Code of Ethics and other standards of the profession	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1-12
ISCI 6 S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2
ISCI 6 S3	Act ethically in advocating for appropriate services	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #10
ISCI 6 S4	Conduct professional activities in compliance with applicable laws and policies	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #9
ISCI 6 S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1
ISCI 6 S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Disposition Evaluation #11-Sensitivity to Diversity
ISCI 6 S7	Practice within one's skill limits and obtain assistance as needed	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2
ISCI 6 S8	Use verbal, nonverbal, and written language effectively	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #10-Communication
ISCI 6 S9	Conduct self-evaluation of instruction	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #15-Self-Reflective

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ISCI 6 S10	Access information on exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #7, 9 & 18
ISCI 6 S11	Reflect on one's practice to improve instruction and guide professional growth	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #15-Self-Reflective
ISCI 6 S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #19-Ways to Contribute
ISCI 6 S13	Demonstrate commitment to engage in evidence-based practices	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1
ISCI 6 S14	Articulate personal philosophy of special education	EDUC 401 Electronic Portfolio Assessment/ Seminar	Required Portfolio Submission-Philosophy of Special Education Paper
ECSE 6 S1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #7 & 8 & 9
ECSE 6 S2	Integrate family systems theories and principles into professional practice	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2 & 5
ECSE 6 S3	Respect family choices and goals	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2 & 5
ECSE 6 S4	Participate in activities of professional organizations relevant to early childhood special education and early intervention	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #11
ECSE 6 S5	Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds	EDUC 497 Internship	Reflective Journaling
ECSE 6 S6	Advocate on behalf of infants and young children and their families	EDUC 497 Internship	Special Education Professional Ethical Principals Evaluation #10
ECSE 6 S7	Implement family services consistent with due process safeguards	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #9

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Preparation Standard 7: Collaboration (INTASC 10) Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Institutional Response to Standard: Collaboration is reflected in the MSU special education preparatory program in both coursework and clinical experience. Candidates observe faculty members collaborating with each other and the local special education unit, and various outside agencies present in associated courses about exceptionalities as well as how their services combine with school-based options to completely address the needs of individuals. Through the dual certification program, future teachers are trained for their roles as support team member, consultant, coordinator, general educator, co-teacher, special educator, advocate and family liaison. Candidates create program plans that specify student needs, outline how the team will address those needs in a strength-based program, and integrate the family and service providers in meaningful ways. All of these skills are analyzed in the clinical setting as future educators apply what they have learned to concrete situations.

Knowledge

	Description	Course	Assessment
ISCI 7 K1	Models and strategies of consultation and collaboration	EDUC 338 Home, School Community Relations	EDUC 338 Parent Plan
ISCI 7 K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program	EDUC 338 Home, School Community Relations	EDUC 338 Parent Plan
ISCI 7 K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns	EDUC 338 Home, School Community Relations	EDUC 338 Parent Plan
ISCI 7 K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members	EDUC 338 Home, School Community Relations	EDUC 338 Parent Plan
ECSE7 K1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation	EC 337 Special Needs in ECE	Praxis II Sped EC: IV.C

Skills

	Description	Course	Assessment
ISCI 7 S1	Maintain confidential communication about individuals with exceptionalities	EDUC 400b Special Education Student Teaching	Dispositions Evaluation #6- Ethics & Confidentiality
ISCI 7 S2	Collaborate with families and others in assessment of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7 S3	Foster respectful and beneficial relationships between families and professionals	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7 S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7 S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 7 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #3
ISCI 7 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #6

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ISCI 7 S8	Model techniques and coach others in the use of instructional methods and accommodations	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 7 S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ISCI 7 S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7 S11	Observe, evaluate, and provide feedback to paraeducators	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11 Specialization
ECSE7 S1	Apply models of team process in early childhood	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10
ECSE7 S2	Collaborate with caregivers, professionals, and agencies to support children's development and learning	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 E & H
ECSE7 S3	Support families' choices and priorities in the development of goals and intervention strategies	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 E & G
ECSE7 S4	Implement family-oriented services based on the family's identified resources, priorities, and concerns	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 E
ECSE7 S5	Provide consultation in settings serving infants and young children	EDUC 497 Special Education Internship	Reflective Journaling
ECSE7 S6	Involve families in evaluation of services	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 G & L
ECSE7 S7	Participate as a team member to identify and enhance team roles, communication, and problem-solving	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 G & H
ECSE7 S8	Employ adult learning principles in consulting and training family members and service providers	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 E, F & G
ECSE7 S9	Assist the family in planning for transition	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #10 E
ECSE7 S10	Implement processes and strategies that support transitions among settings for infants and young children	EDUC 497 Special Education Internship	Reflective Journaling

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Preparation Standard 1: Learner Development & Individual Learning Differences (INTASC 1 & 2)
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Institutional Response to Standard:
Knowledge level acquisition of how exceptionalities relate to learner development and differences begins in the liberal arts requirements of the institution (e.g., Introduction to Psychology, Humanities) and continues into the early phases of the teacher preparation programs in courses such as Introduction to Education and Human Relations/Cultural Diversity. Comprehension and analysis of concepts related to contextual human development, both in the historical sense and across the life span, is emphasized in the coursework of Child & Adolescent Psychology, Early Childhood Special Education, Special Needs in an Inclusive Environment and Foundations of Special Education. Teacher candidates apply their understanding through appropriately relating individual needs to learning experiences and reflectively evaluating their own practices.

Knowledge

	Description	Course	Assessment
ISCI 1 K1	Typical and atypical human growth and development	PSYC 255 Child & Adolescent Psychology	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.A.2.
ISCI 1 K2	Similarities and differences among individuals with exceptionalities	EDUC 389 Foundations of Special Education EDUC 390 Special Needs in an Inclusive Environment	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.2.
ISCI 1 K3	Educational implications of characteristics of various exceptionalities	EDUC 389 Foundations of Special Education	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.2.
ISCI 1 K4	Family systems and the role of families in supporting development	El Ed: EDUC 338 Home, School & Community Relations SEC: EDUC 389 Foundations of Special Education	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6. All: Book Club Assignment & Matrix
ISCI 1 K5	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction	EDUC 381 Human Diversity/Cultural Diversity	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6.
ISCI 1 K6	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling	EDUC 381 Human Diversity/Cultural Diversity	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6.
ISCI 1 K7	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family	EDUC 389 Foundations of Special Education	All: Book Club Assignment
ISCI 1 K8	Similarities and differences of individuals with and without exceptionalities	EDUC 389 Foundations of Special Education	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.2.
ISCI 1 K9	Effects of various medications on individuals with exceptionalities	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Background Knowledge

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ISCI 1 K10	Effects an exceptional condition(s) can have across an individual's life	EDUC 389 Foundations of Special Education	Praxis II: Core Content I- Understanding Exceptionalities
ISCI 1 K11	Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development	El Ed.: EDUC 389 Foundations of Special Education SEC: EDUC 395 Transition	Praxis II: Core Content III- Delivery of Services
ISCI 1 K12	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences	EDUC 381 Human Diversity/Cultural Diversity	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6.
ISCI 1 K13	Effects of cultural and linguistic differences on growth and development	PSYC 255 Child & Adolescent Psychology	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.A.2.
ISCI 1 K14	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	EDUC 381 Human Diversity/Cultural Diversity	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6.
ISCI 1 K15	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	EDUC 381 Human Diversity/Cultural Diversity	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.6.
IGC1 K1 IIC1 K1	Etiology and diagnosis related to various theoretical approaches	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbance	Praxis II: Core Content I- Understanding Exceptionalities
IGC1 K2 IIC1 K2	Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society	EDUC 389 Foundations of Special Education	Praxis II: Core Content II
IGC1 K3 IIC1 K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III
IGC1 K4 IIC1 K4	Psychological and social-emotional characteristics of individuals with exceptionalities	PSYC 330 Behavior Modification & Management	Praxis II: Core Content I
IGC1 K5	Common etiologies and the impact of sensory exceptionalities on learning and experience	EDUC 389 Foundations of Special Education EDUC 390 Special Needs in an Inclusive Environment	Praxis II: Core Content I
IGC1 K6 IIC1 K5	Types and transmission routes of infectious disease	HPER 210 First Aid and CPR	Course Grade in HPER 210
IGC1 K7 IIC1 K6	Complications and implications of medical support services	EDUC 389 Foundations of Special Education	Praxis II: Core Content III
IGC1 K8 IIC1 K7	Impact disabilities may have on auditory and information processing skills	EDUC 386 Learning Disabilities	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.2.
IGC1 K9 IIC1 K8	Impact of multiple disabilities on behavior	PSYC 330: Behavior Modification & Management	Praxis II: Core Content I
IGC1 K9	Impact of exceptionalities on auditory and information processing skills	EDUC 386 Learning Disabilities	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.2.

IGC1 K10 IIC1 K9	Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities	EDUC 386 Learning Disabilities	Praxis II: Core Content I
IGC1 K11 IIC1 K10	Communication and social interaction alternatives for individuals who are nonspeaking	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III
IGC1 K12	Typical language development and how that may differ for individuals with learning exceptionalities	EDUC 386 Learning Disabilities	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.A.2.
Skills			
IGC1 S1 IIC3 S1	Relate levels of support to the needs of the individual	EDUC 389 Foundations of Special Education	EDUC 389 Book Club Assignment

Preparation Standard 2: Learning Environments (INTASC 3)

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Institutional Response to Standard:

Teacher candidates first understand the learning environment through their own positive, and negative, personal lived experiences. Based on the conceptual framework of the Division of Education and Psychology, *The Reflective Experiential Teacher*, faculty use background knowledge from student perspectives to being the process of seeing the learning environment through the eyes of a teacher, a student with exceptionalities, and a parent. First classroom observations in the Pre-Professional Field Experience expose students to inclusive elementary and secondary classrooms. Candidates then engage in coursework to learn how to do what they have observed in the field-to create and modify procedures/practices that address the multiple learning and personal needs of individuals with exceptionalities in times of success and in times of crisis. Multiple clinical experiences are integrated throughout pedagogical coursework to maximize opportunities to work with different learning environments. This process is capped through a student teaching experience in which candidate's synthesize and evaluate their role in creating learning environments for students with exceptional needs.

Knowledge			
	Description	**Course**	**Assessment**
ISCI 2 K1	Demands of learning environments	EDUC 250 Introduction to Education & EDUC 298 Pre-Professional Field Experience	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.C.4.
ISCI 2 K2	Basic classroom management theories and strategies for individuals with exceptionalities	EDUC 422 Learning Theory & Evaluation	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.C.4.
ISCI 2 K3	Effective management of teaching and learning	EDUC 422 Learning Theory & Evaluation	All: Praxis II-entire exam score
ISCI 2 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities	EDUC 390 Special Needs in an Inclusive Environment	El Ed: Praxis II: PLT K6 IV SEC: Praxis II: PLT IV.A.3.
ISCI 2 K5	Social skills needed for educational and other environments	EDUC 389 Foundations of Special Education	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.A.2.

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ISCI 2 K6	Strategies for crisis prevention and intervention	EDUC 384 Emotional Disturbance	Praxis II: Core Content III
ISCI 2 K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world	EDUC 381 Human Relations/ Cultural Diversity	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.B.6.
ISCI 2 K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage	EDUC 381 Human Relations/ Cultural Diversity	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.B.5.
ISCI 2 K9	Ways cultures are negatively stereotyped	EDUC 381 Human Relations/ Cultural Diversity	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.B.6.
ISCI 2 K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism	EDUC 381 Human Relations/ Cultural Diversity	El Ed: Praxis II El Ed I SEC: Praxis II: PLT I.B.6.
IGC2 K1 IIC2 K1	Barriers to accessibility and acceptance of individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content
IGC2 K2 IIC2 K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content III
IGC2 K3 IIC2 K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings	EDUC 390 Special Needs in an Inclusive Environment	El Ed: Praxis II El Ed II SEC: Praxis II: PLT II.A.2.
IIC2 K4	Specialized health care interventions for individuals with physical and health exceptionalities in educational settings	EDUC 389 Foundations of Special Education	Praxis II: Core Content I
IIC2 K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III
Skills			
ISCI 2 S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S2	Identify realistic expectations for personal and social behavior in various settings	EDUC 401 Electronic Portfolio Assessment/ Seminar	Portfolio Artifact for InTASC 2
ISCI 2 S3	Identify supports needed for integration into various program placements	EDUC 383 Intellectual Disabilities Practicum EDUC 385 Emotional Disturbance Practicum EDUC 387 Learning Disabilities Practicum	Practicum Reflective Journaling
ISCI 2 S4	Design learning environments that encourage active participation in individual and group activities	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S5	Modify the learning environment to manage behaviors	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9, 13, & 14
ISCI 2 S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 9 & 12
ISCI 2 S7	Establish and maintain rapport with individuals with and without	EDUC 400 Student Teaching	Dispositions Reports #14

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	exceptionalities	EDUC 400b Student Teaching Special Education	
ISCI 2 S8	Teach self-advocacy	El Ed: EDUC 338 Home, School, Community Relations SEC: EDUC 395 Transition	El Ed: 338 Program Plan Assignment SEC: 395 Role Play
ISCI 2 S9	Create an environment that encourages self-advocacy and increased independence	El Ed: EDUC 338 Home, School, Community Relations SEC: EDUC 395 Transition	El Ed: 338 Program Plan Assignment SEC: 395 Role Play
ISCI 2 S10	Use effective and varied behavior management strategies	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #3d
ISCI 2 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities	EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #11a
ISCI 2 S12	Design and manage daily routines	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #3d (1,2,3)
ISCI 2 S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 11 & 14
ISCI 2 S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 6, 11 & 14
ISCI 2 S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #11b,c,d
ISCI 2 S16	Use universal precautions	EDUC 401 Senior Seminar	HIV/AIDS Certification
IGC2 S1 IIC2 S1	Provide instruction in community-based settings	EDUC 383 Intellectual Disabilities Practicum EDUC 385 Emotional Disturbance Practicum EDUC 387 Learning Disabilities Practicum	InTASC Teacher Candidate Evaluation #11e
IGC2 S2 IIC2 S2	Use and maintain assistive technologies	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #19
IGC2 S3 IIC2 S3	Plan instruction in a variety of educational settings	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #8a & b
IGC2 S4 IIC2 S4	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #6i & j

IGC2 IIC2	S5 S5	Use skills in problem-solving and conflict resolution	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	Dispositions Report #'s 4, 8, 9 & 18
IGC2	S6	Establish a consistent classroom routine for individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Student Teaching in Special Education	InTASC Teacher Candidate Evaluation #3d (1,2,3)
IIC2	S6	Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities	EDUC 401 Electronic Portfolio, Assessment and Seminar	Portfolio Artifact for InTASC 2
IIC2	S7	Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities	EDUC 401 Electronic Portfolio, Assessment and Seminar	Portfolio Artifact for InTASC 2
IIC2	S8	Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments	EDUC 383 Intellectual Disabilities Practicum	EDUC 383 Practicum Reflective Journaling
IIC2	S9	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating	EDUC 383 Intellectual Disabilities Practicum	EDUC 383 Practicum Reflective Journaling
IIC2	S10	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation	EDUC 383 Intellectual Disabilities Practicum	EDUC 383 Practicum Reflective Journaling
IIC2	S11	Design and implement sensory stimulation programs	EDUC 383 Intellectual Disabilities Practicum	EDUC 383 Practicum Reflective Journaling
IIC2	S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment	EDUC 395 Transition	EDUC 395 Transition Program Plan

Preparation Standard 3: Curricular Content Knowledge (InTASC 4 & 5) Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Institutional Response to Standard: The MSU special education degree is built upon the foundational principle that candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs in inclusive settings. The skills of general educator and special educator complement each other, and as such, dual certification consists of a double major in professional education/pedagogy at the appropriate certification level (early childhood, elementary or secondary) and specialized pedagogical knowledge and skills. Teacher candidates focus on content knowledge of the general curriculum as they gain an understanding of the regular education setting, and then begin to shift emphasis to the structures and central concepts of specialized curriculum and, ultimately, the integration of the two to form a cohesive, collaboration-based approach to all curricula for individuals with exceptionalities.

Knowledge

	Description	Course	Assessment
ISCI 3 K1	Theories and research that form the basis of curriculum development and instructional practice	EDUC 422 Learning Theory & Assessment	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.A.1.

ISCI 3 K2	Scope and sequences of general and special curricula	El Ed: EDUC 301 Strategies in Elementary School
		SEC: EDUC 480 General Methods for Secondary Educators
		    EDUC 481 English
		    EDUC 482 Health & PE
		    EDUC 483 Mathematics
		    EDUC 484 Science
		    EDUC 485 Social Science
			El Ed: Praxis II PLT K6 II
			SEC: Praxis II: PLT II.B.1.

ISCI 3 K3	National, state or provincial, and local curricula standards	El Ed: EDUC 301 Strategies in Elementary School
		SEC: EDUC 481 English
		    EDUC 482 Health & PE
		    EDUC 483 Mathematics
		    EDUC 484 Science
		    EDUC 485 Social Science
			El Ed: Praxis II PLT K6 II
			SEC: Praxis II: PLT II.B.1.

ISCI 3 K4	Technology for planning and managing the teaching and learning environment	EDUC 272 Educational Technology	EDUC 272 Course Grade
Skills			
ISCI 3 S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a
ISCI 3 S2	Integrate affective, social, and life skills with academic curricula	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11f (1,2,3)

Preparation Standard 4: Assessment (InTASC 6) Beginning special education professionals use multiple methods of assessment and data-courses in making education decisions.
Institutional Response to Standard: Teacher candidates at MSU learn the concepts of progress monitoring in a response to intervention model from both a general education and special education perspective. They learn how assessment is used with specific types of exceptionalities, and how assessments are used for making instructional decisions for all students, to set goals, track the effectiveness of interventions, monitor progress towards learning and IEP goals, and make eligibility determinations. Through the progression of coursework, concepts key to the understanding of assessment are discussed: e.g., issues of reliability, ethics, bias, interpretation, limitations, a multi-faceted approach. A key program level assessment includes an Assessment Project (for both eligibility and programming) in which teacher candidates create curriculum-based measurements, conduct observations, analyze work samples, tasks, errors and school records, complete interviews, checklists and questionnaires, practice with standardized assessments, interpret results and write summary reports. Candidates engage in practical experiences co-requisite to their classes where knowledge of assessment is applied and critiqued.

Knowledge			
ISCI 4 K1	Basic terminology used in assessment	EDUC 397 Assessment of Students with	Praxis II: Core Content III-

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		Disabilities	Assessment
ISCI 4 K2	Legal provisions and ethical principles regarding assessment of individuals	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
ISCI 4 K3	Screening, prereferral, referral, and classification procedures	EDUC 397 Assessment of Students with Disabilities	Praxis II: Core Content III-Assessment
ISCI 4 K4	Use and limitations of assessment instruments	EDUC 397 Assessment of Students with Disabilities	Praxis II: Core Content III-Assessment
ISCI 4 K5	National, state or provincial, and local accommodations and modifications	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Delivery of Services
IGC4 K1 IIC4 K1	Specialized terminology used in the assessment of individuals with exceptionalities	EDUC 397 Assessment of Students with Disabilities	Praxis II: Core Content III-Assessment
IGC4 K2 IIC4 K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities	EDUC 396 Special Education Law	EDUC 396 Course Grade
IGC4 K3 IIC4 K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies	EDUC 389 Foundations of Special Education	El Ed: Praxis PLT K6 IV SEC: Praxis II: PLT IV.B.3.
IGC4 K4	Procedures for early identification of young individuals who may be at risk for exceptionalities	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content I-Understanding Exceptionalities
Skills			
ISCI 4 S1	Gather relevant background information	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S2	Administer nonbiased formal and informal assessments	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S3	Use technology to conduct assessments	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S4	Develop or modify individualized assessment strategies	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S5	Interpret information from formal and informal assessments	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S7	Report assessment results to all stakeholders using effective communication skills	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S8	Evaluate instruction and monitor progress of individuals with exceptionalities	EDUC 397 Assessment of Students with Disabilities	EDUC 397: Assessment Project
ISCI 4 S9	Create and maintain records	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact for INTASC #6-Assessment

IGC4 IIC4	S1 S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11g (1-4)
IGC4 IIC4	S2 S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11h
IGC4 IIC4	S3 S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11i
IGC4 IIC4	S4 S4	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11j
IGC4 IIC4	S5 S5	Monitor intragroup behavior changes across subjects and activities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11k
IIC4	S6	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11l
IIC4	S7	Develop and use a technology plan based on adaptive technology assessment	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11m

Preparation Standard 5: Instructional Planning & Strategies (INTASC 7 & 8) Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Institutional Response to Standard: Individualizing and differentiating instruction for individuals with exceptionalities is taught as a core concept to teacher candidates as they begin pedagogical coursework in the general and special education training program. Candidates learn about key theories in student development and learning, and then explore how individuals with various exceptionalities typical respond to general instructional practices. Universal design and how it facilitates the learning process is applied in both exceptionality and certification-level specific formats. In addition, candidates are trained in explicit instruction, adaptation and modifications, unique application of content and pedagogical structures and data-based decision making, and taught how to access databases and resources of researched strategies and assistive technology to positively impact student outcomes. During clinical experiences, candidates synthesize these knowledge and skills through collaborative implementation of IEP components related to instruction.

Knowledge				
		Description	**Course**	**Assessment**
ISCI 5	K1	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service	EDUC 396 Special Education Law	Praxis II: Core Content III-Professional Roles
ISCI 5	K2	Evidence-based practices validated for specific characteristics of learners and settings	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content II-Curriculum & Instruction
ISCI 5	K3	Augmentative and assistive communication strategies	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Delivery of Services
IGC5	K1	Sources of specialized materials, curricula, and resources for	EDUC 386 Learning Disabilities	Praxis II: Core Content III-

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IIC5	K1	individuals with exceptionalities	EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Delivery of Services-Curriculum & Instruction
IGC5	K2	Strategies to prepare for and take tests	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Delivery of Services-Curriculum & Instruction
IGC5	K3	Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Delivery of Services-Curriculum & Instruction
IGC5 IIC5	K4 K2	Prevention and intervention strategies for individuals at-risk for a disability	EDUC 390 Special Needs in an Inclusive Environment	El Ed: Praxis II PLT K6 I SEC: Praxis II: PLT I.B.1 & 2
IGC5 IIC5	K5 K3	Strategies for integrating student initiated learning experiences into ongoing instruction	EDUC 386 Learning Disabilities EDUC 382 Intellectual Disabilities EDUC 384 Emotional Disturbances	El Ed: Praxis II PLT K6 II SEC: Praxis II: PLT II.A.2.
IGC5	K6	Methods for increasing accuracy and proficiency in math calculations and applications	EDUC 386 Learning Disabilities	Praxis II: Core Content II Curriculum & Instruction
IGC5	K7	Methods for guiding individuals in identifying and organizing critical content	EDUC 386 Learning Disabilities	El Ed: Praxis II PLT K6 II SEC: Praxis II: PLT II.A.1 & 2
IGC5	K8	Integrate academic instruction and behavior management for individuals and groups with exceptionalities	EDUC 384 Emotional Disturbances	Praxis II: Core Content III-Structuring and Managing the Learning Environment
IGC5 IIC5	K9 K4	Model career, vocational, and transition programs for individuals with exceptionalities	EDUC 395: Transition	Praxis II: Core Content III-Background Knowledge
IGC5	K10	Interventions and services for individuals who may be at risk for exceptionalities	EDUC 390 Special Needs in an Inclusive Environment	El Ed: Praxis PLT K6 II SEC: Praxis II: PLT I.B.1 & 2
IGC5	K11	Relationships among exceptionalities and reading instruction	EDUC 386 Learning Disabilities	Praxis II: Core Content III-Curriculum & Instruction
IIC5	K5	Resources, and techniques used to transition individuals with exceptionalities into and out of school and post-school environments	EDUC 395: Transition	Praxis II: Core Content III-Background Knowledge
Skills				
ISCI 5 S1		Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation-#11n
ISCI 5 S2		Involve the individual and family in setting instructional goals and monitoring progress	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principles Evaluation #5
ISCI 5 S3		Use functional assessments to develop intervention plans	EDUC 397 Assessment of Students with Disabilities	EDUC 397 Assessment Project
ISCI 5 S4		Use task analysis	EDUC 383 Intellectual Disabilities Practicum	Practicum Reflective Journaling
ISCI 5 S5		Sequence, implement, and evaluate individualized learning	EDUC 400b Special Education Student	InTASC Teacher Candidate

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	objectives	Teaching	Evaluation #11o
ISCI 5 S76	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #5g
ISCI 5 S7	Incorporate and implement instructional and assistive technology into the educational program	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #8g
ISCI 5 S8	Prepare lesson plans	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact for InTASC #7
ISCI 5 S9	Prepare and organize materials to implement daily lesson plans	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #7
ISCI 5 S10	Use instructional time effectively	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #1a
ISCI 5 S11	Make responsive adjustments to instruction based on continual observations	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #16
ISCI 5 S12	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Report #11 & #18
ISCI 5 S13	Use strategies to facilitate integration into various settings	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2f
ISCI 5 S14	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11p
ISCI 5 S15	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a
ISCI 5 S16	Use strategies to facilitate maintenance and generalization of skills across learning environments	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11q
ISCI 5 S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11r(1-5)
ISCI 5 S18	Use strategies that promote successful transitions for individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #3d
ISCI 5 S19	Use strategies to support and enhance communication skills of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #5e
ISCI 5 S20	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2e

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ISCI 5	S21	Modify instructional practices in response to ongoing assessment data	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2b
IGC5 IIC5	S1 S1	Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	Portfolio Artifact for InTASC #5
IGC5	S2	Use strategies from multiple theoretical approaches for individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #7e
IGC5	S3	Teach learning strategies and study skills to acquire academic content	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11s
IGC5	S4	Use reading methods appropriate to individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11t
IGC5	S5	Use methods to teach mathematics appropriate to the individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11u
IGC5	S6	Modify pace of instruction and provide organizational cues	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2b
IGC5 IIC5	S7 S2	Use appropriate adaptations and technology for all individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a, 2b and 2f
IGC5	S8	Resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments	EDUC 400b Special Education Student Teaching-Secondary Only	InTASC Teacher Candidate Evaluation #11v
IGC5 IIC5	S9 S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #3d
IGC5 IIC5	S10 S4	Identify and teach basic structures and relationships within and across curricula	EDUC 400 Student Teaching	InTASC Teacher Candidate Evaluation #4d
IGC5 IIC5	S11 S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11w
IGC5 IIC5	S12 S6	Use responses and errors to guide instructional decisions and provide feedback to learners	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #2a
IGC5 IIC5	S13 S3	Identify and teach essential concepts, vocabulary, and content across general and specialized curriculum	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #4n(1,2,3)
IGC5	S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11x
IGC5	S15	Teach strategies for organizing and composing written products	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11y
IGC5	S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11z

IGC5	S17	Enhance vocabulary development	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #4a & 4n(1,2,3)
IGC5	S18	Teach strategies for spelling accuracy and generalization	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11aa
IGC5 IIC5	S19 S7	Teach individuals with exceptionalities to monitor for errors in oral and written language	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11bb
IGC5 IIC5	S20 S8	Teach methods and strategies for producing legible documents	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11cc
IGC5 IIC5	S21 S9	Plan instruction on the use of alternative and augmentative communication systems	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11dd
IGC5 IIC5	S22 S10	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ee
IGC5	S23	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ff
IGC5 IIC5	S24 S11	Plan and implement age and ability appropriate instruction for individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11gg
IGC5 IIC5	S25 S12	Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11hh
IGC5 IIC5	S26 S13	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ii
IGC5 IIC5	S27 S14	Design and implement instructional programs that address independent living and career education for individuals	EDUC 400b Special Education Student Teaching	SEC only: InTASC Teacher Candidate Evaluation #11jj
IGC5 IIC5	S28 S15	Design and implement curriculum and instructional strategies for medical self-management procedures	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11kk
IGC5 IIC5	S29 S16	Design, implement, and evaluate instructional programs that enhance social participation across environments	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ll
IIC5	S17	Select and plan for integration of related services into the instructional program	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11mm

Preparation Standard 6: Professional Learning & Ethical Practice (INTASC 9) Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Institutional Response to Standard: As candidates are admitted to the teacher training program, they begin to observe and qualify the professional aspects of teaching in a systematic way through introduction to a variety of performance frameworks for quality practice (i.e., InTASC, Charlotte Danielson, Robert Marzano). The CEC Professional Ethical Principles are clarified in Foundations of Special Education; these standards for safe, legal, ethical and

quality practice are reinforced throughout major coursework and evaluated in clinical settings by cooperating teachers and university supervisors. Faculty demonstrate their own methods of remaining current in their respective fields, guide students to appropriate professional conferences, and continually offer suggestions of how teacher candidates can exhibit advanced levels of performance as professionals. In addition, a majority of teacher candidates admitted for student teaching at MSU are enrolled members of the Student Education Association (SEA) and active in campus-wide leadership initiatives through the Larson Leadership Program.

Knowledge

	Description	Course	Assessment
ISCI 6 K1	Models, theories, philosophies, and research methods that form the basis for special education practice	EDUC 422 Learning Theory & Evaluation	Praxis II: Core Content I-Understanding Exceptionalities
ISCI 6 K2	Laws, policies, and ethical principles regarding behavior management planning and implementation	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K3	Relationship of special education to the organization and function of educational agencies	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-School's Connections
ISCI 6 K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services	EDUC 396 Special Education Law	Praxis II: Core Content II-Federal Laws & Legal Issues
ISCI 6 K7	Family systems and the role of families in the educational process	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Characteristics
ISCI 6 K8	Historical points of view and contribution of culturally diverse groups	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Historical Movements/Trends
ISCI 6 K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them	EDUC 389 Foundations of Special Education	Praxis II: Core Content II-Legal & Societal Issues
ISCI 6 K10	Potential impact of differences in values, languages, and customs that can exist between the home and school	EDUC 381 Human Relations/Cultural Diversity	El Ed: Praxis II K6 I SEC: Praxis II: PLT I.B.6.
ISCI 6 K11	Personal cultural biases and differences that affect one's teaching	EDUC 381 Human Relations/Cultural Diversity	Praxis II: Core Content III-Professional Roles
ISCI 6 K12	Importance of the teacher serving as a model for individuals with exceptionalities	EDUC 389 Foundations of Special Education	El Ed: Praxis II K6 IV SEC: Praxis II: PLT II.B.2.
ISCI 6 K13	Continuum of lifelong professional development	EDUC 250 Intro to Education	El Ed: Praxis PLT K6 IV SEC: Praxis II: PLT IV.A.1.-3.
ISCI 6 K14	Methods to remain current regarding research-validated practice	EDUC 396 Special Education Law	EDUC 396 Special Education Philosophy Paper
IGC6 K1 IIC6 K1	Definitions and issues related to the identification of individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content I-Basic Concepts

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IGC6 IIC6	K2 K2	Models and theories of deviance and behavior problems	PSYC 330 Behavior Modification & Management	PSYC 330 Course Grade
IGC6 IIC6	K3 K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
IGC6 IIC6	K4 K4	The legal, judicial, and educational systems to assist individuals with exceptionalities	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
IGC6 IIC6	K5 K5	Continuum of placement and services available for individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content III-Continuum of Educational Placements
IGC6 IIC6	K6 K6	Laws and policies related to provision of specialized health care in educational settings.	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
IGC6	K7	Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content I-Understanding Exceptionalities
IGC6 IIC6	K8 K7	Principles of normalization and concept of least restrictive environment	EDUC 396 Special Education Law	Praxis II: Core Content II-Legal & Societal Issues
IGC6 IIC6	K9 K8	Theory of reinforcement techniques in serving individuals with exceptionalities	PSYC 330 Behavior Modification & Management	Praxis II: Core Content III-Learning Environment
IGC6 IIC6	K10 K9	Sources of unique services, networks, and organizations for individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content III-Professional Roles
IGC6 IIC6	K11 K10	Organizations and publications relevant to individuals with exceptionalities	EDUC 389 Foundations of Special Education	Praxis II: Core Content III-Professional Roles
Skills				
ISCI 6 S1		Practice within the CEC Code of Ethics and other standards of the profession	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1-12
ISCI 6 S2		Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2
ISCI 6 S3		Act ethically in advocating for appropriate services	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #10
ISCI 6 S4		Conduct professional activities in compliance with applicable laws and policies	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #9
ISCI 6 S5		Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1
ISCI 6 S6		Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of	EDUC 400 Student Teaching EDUC 400b Special Education Student	Disposition Evaluation #11-Sensitivity to Diversity

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		individuals	Teaching	
ISCI 6	S7	Practice within one's skill limits and obtain assistance as needed	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #2
ISCI 6	S8	Use verbal, nonverbal, and written language effectively	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #10-Communication
ISCI 6	S9	Conduct self-evaluation of instruction	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #15-Self-Reflective
ISCI 6	S10	Access information on exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #7, 9 & 18
ISCI 6	S11	Reflect on one's practice to improve instruction and guide professional growth	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #15-Self-Reflective
ISCI 6	S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Dispositions Evaluation #19-Ways to Contribute
ISCI 6	S13	Demonstrate commitment to engage in evidence-based practices	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1
ISCI 6	S14	Articulate personal philosophy of special education	EDUC 401 Electronic Portfolio Assessment/ Seminar	Required Portfolio Submission-Philosophy of Special Education Paper
IGC6 IIC6	S1 S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Portfolio Artifact #10
IGC6 IIC6	S2 S2	Advocate for appropriate services for individuals with exceptionalities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1-12
IIC6	S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school and community-based activities	EDUC 400 Student Teaching EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #1-12

Preparation Standard 7: Collaboration (INTASC 10) Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Institutional Response to Standard: Collaboration is reflected in the MSU special education preparatory program in both coursework and clinical experience. Candidates observe faculty members collaborating with each other and the local special education unit, and various outside agencies present in associated courses about exceptionalities as well as how their services combine with school-based options to completely address the needs of individuals. Through the dual certification program, future teachers are trained for their roles as support team member, consultant, coordinator, general educator, co-teacher, special educator, advocate and family liaison. Candidates create program plans that specify student needs, outline how the team will address those needs in a strength-based program, and integrate the family and service providers in meaningful ways. All of these skills are analyzed in the clinical setting as future educators apply what they have learned to concrete situations.			

Knowledge				
		Description	**Course**	**Assessment**

ISCI 7 K1		Models and strategies of consultation and collaboration	El Ed: EDUC 338 Home, School Community Relations
			SEC:
			   EDUC 386 Learning Disabilities
			   EDUC 382 Intellectual Disabilities
			   EDUC 384 Emotional Disturbance
				EDUC 338 Parent Plan
				EDUC 382 Program Plan

ISCI 7 K2		Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program	El Ed: EDUC 338 Home, School Community Relations
			SEC:
			   EDUC 386 Learning Disabilities
			   EDUC 382 Intellectual Disabilities
			   EDUC 384 Emotional Disturbance
				EDUC 338 Parent Plan
				EDUC 382 Program Plan

ISCI 7 K3		Concerns of families of individuals with exceptionalities and strategies to help address these concerns	El Ed: EDUC 338 Home, School Community Relations
			SEC:
			   EDUC 386 Learning Disabilities
			   EDUC 382 Intellectual Disabilities
			   EDUC 384 Emotional Disturbance
				EDUC 338 Parent Plan
				EDUC 382 Program Plan

ISCI 7 K4		Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members	El Ed: EDUC 338 Home, School Community Relations
			SEC:
			   EDUC 386 Learning Disabilities
			   EDUC 382 Intellectual Disabilities
			   EDUC 384 Emotional Disturbance
				EDUC 338 Parent Plan
				EDUC 382 Program Plan

IGC7	K1 K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities	PSYC 330 Behavior Modification & Management	Praxis II: Core Content III-Structuring and managing the learning environment
IGC7 IIC7	K2 K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptionalities	EDUC 390: Special Needs in an Inclusive Environment	Praxis II: Core Content III-Professional Roles
IGC7	K3	Roles of professional groups and referral agencies in identifying,	EDUC 389: Foundations of Special Education	Praxis II: Core Content III-

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IIC7	K3	assessing, and providing services to individuals with exceptionalities		Professional Roles
IGC7	K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities	EDUC 390: Special Needs in an Inclusive Environment	Praxis II: Core Content III-Professional Roles
Skills				
ISCI 7	S1	Maintain confidential communication about individuals with exceptionalities	EDUC 400b Special Education Student Teaching	Dispositions Evaluation #6-Ethics & Confidentiality
ISCI 7	S2	Collaborate with families and others in assessment of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7	S3	Foster respectful and beneficial relationships between families and professionals	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7	S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7	S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11nn
ISCI 7	S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #3
ISCI 7	S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #6
ISCI 7	S8	Model techniques and coach others in the use of instructional methods and accommodations	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11oo
ISCI 7	S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11pp
ISCI 7	S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5
ISCI 7	S11	Observe, evaluate, and provide feedback to paraeducators	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11qq
IGC7 IIC7	S1 S1	Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11rr
IGC7 IIC7	S2 S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11ss
IGC7	S3	Teach parents to use appropriate behavior management and counseling techniques	EDUC 400b Special Education Student Teaching	InTASC Teacher Candidate Evaluation #11tt
IGC7 IIC7	S4 S3	Collaborate with team members to plan transition to adulthood that encourages full community participation	EDUC 400b Special Education Student Teaching (secondary only)	InTASC Teacher Candidate Evaluation #11uu

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IIC7	S4	Participate in the selection and implementation of augmentative or alternative communication systems	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #10
IIC7	S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill	EDUC 400b Special Education Student Teaching	Special Education Professional Ethical Principals Evaluation #5

Standards Addressed in All Courses

Knowledge

ISCI 1 K2 Similarities and differences among individuals with exceptionalities

ISCI 1 K3 Educational implications of characteristics of various exceptionalities

ISCI 1 K5 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction

ISCI 1 K6 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling

ISCI 1 K7 Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family

ISCI 1 K8 Similarities and differences of individuals with and without exceptionalities

ISCI 1 K10 Effects an exceptional condition(s) can have across an individual's life

ISCI 1 K11 Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development

ISCI 1 K12 Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences

ISCI 2 K1 Demands of learning environments

ISCI 2 K3 Effective management of teaching and learning

ISCI 2 K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world

ISCI 3 K2 Scope and sequences of general and special curricula

ISCI 3 K3 National, state or provincial, and local curricula standards

ISCI 3 K4 Technology for planning and managing the teaching and learning environment

IGC4 K3 IIC4 K3 Types and importance of information concerning individuals with exceptionalities available from families and public agencies

IGC4 K4 Procedures for early identification of young individuals who may be at risk for exceptionalities

ISCI 5 K2 Evidence-based practices validated for specific characteristics of learners and settings

IGC5 K1 IIC5 K1 Sources of specialized materials, curricula, and resources for individuals with exceptionalities (El & Sec only)

ISCI 6 K1 Models, theories, philosophies, and research methods that form the basis for special education practice

ISCI 6 K3 Relationship of special education to the organization and function of educational agencies

ISCI 6 K4 Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities

ISCI 6 K7 Family systems and the role of families in the educational process

ISCI 6 K8 Historical points of view and contribution of culturally diverse groups

ISCI 6 K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them

ISCI 6 K11 Personal cultural biases and differences that affect one's teaching

ISCI 6 K12 Importance of the teacher serving as a model for individuals with exceptionalities

ISCI 6 K13 Continuum of lifelong professional development

ISCI 6 K14 Methods to remain current regarding research-validated practice

ISCI 7 K1 Models and strategies of consultation and collaboration

Skills

ECE1 S3 Support and facilitate family and child interactions as primary contexts for development and learning (EC only)

IGC1S1 IIC3 S1 Relate levels of support to the needs of the individual (El & Sec only)

ISCI 2 S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

ISCI 2 S4 Design learning environments that encourage active participation in individual and group activities

ISCI 2 S13 Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences

IIC2 S6 Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities

ISCI 6 S1 Practice within the CEC Code of Ethics and other standards of the profession

ISCI 6 S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional

ISCI 6 S3 Act ethically in advocating for appropriate services

ISCI 6 S4 Conduct professional activities in compliance with applicable laws and policies

ISCI 6 S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities

ISCI 6 S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals

ISCI 6 S7 Practice within one's skill limits and obtain assistance as needed

ISCI 6 S8 Use verbal, nonverbal, and written language effectively

ISCI 6 S9 Conduct self-evaluation of instruction

ISCI 6 S10 Access information on exceptionalities

ISCI 6 S11 Reflect on one's practice to improve instruction and guide professional growth

ISCI 6 S13 Demonstrate commitment to engage in evidence-based practices

ISCI 7 S1 Maintain confidential communication about individuals with exceptionalities

SPED 2016-2017 Curriculum Map

Courses and Activities Mapped to SPED Outcome Set

	Outcome				
	SLO #1: Learner and Learning — Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content — Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice — Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility — Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
Courses and Learning Activities					
Cross Walk Connection to InTASC & CEC Standards	F15	F15	F15	F15	
EDUC 302 Instruction: Social Studies Unit (CAEP 1.1 & 3.4)			S16		
SPED 382 Instruction: El. Ed. & Secondary Program Plan (CAEP 1.1 & 3.4)			S16		

	Outcome				
	SLO #1: Learner and Learning Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
SPED 383 Disposition for ID (CAEP 3.4)				**M16**	
SPED 383 SPED CEC Standards EVALUATION-ID (CAEP 1.1 & 3.4)			**S16**		
SPED 385 Disposition for ED (CAEP 3.4)				**M16**	
SPED 385 SPED CEC Standards EVALUATION-ED (CAEP 1.1 & 3.4)			**S16**		
SPED 387 Disposition for LD (CAEP 3.4)				**M16**	
SPED 387 SPED CEC Standards EVALUATION-LD (CAEP 1.1 & 3.4)			**S16**		

	Outcome				
	SLO #1: Learner and Learning Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
SPED/EC 340 Assessment: Key Assessment for ECE (CAEP 1.1 & 3.4)			**S16**		
SPED 397 Assessment: El. Ed & Secondary Key Assessment (CAEP 1.1 & 3.4)			**S16**		
SPED 497 Disposition for SPED Internship (CAEP 3.4)				**M16**	
SPED 497 SLO 1 ECE SPED CEC Standards 1 & 2	**F16**				
SPED 497 SLO 2 ECE SPED CEC Standard 3		**S17**			
SPED 497 SLO 3 ECE SPED CEC Standards 4 & 5			**S16**		

	Outcome				
	SLO #1: Learner and Learning Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
SPED 497 SLO 4 ECE SPED CEC Standards 6 & 7				**M16**	
SPED 497 SLO 1 El. Ed & Secondary SPED CEC Standards 1 & 2 Eval (CAEP 1.1 & 3.4)	**F16**				
SPED 497 SLO 2 El. Ed & Secondary SPED CEC Standard 3 Eval		**S17**			
SPED 497 SLO 3 El. Ed & Secondary SPED CEC Standards 4 & 5 Eval			**S16**		
SPED 497 SLO 4 El. Ed & Secondary SPED CEC Standards 6 & 7 Eval				**M16**	
SPED 400b Student Teaching Requirements: Pre-Post Conference Form			**S16**		

	Outcome				
	SLO #1: Learner and Learning Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
(CAEP 1.1, 3.5, &3.6)					
SPED 400b SLO 1 SPED CEC Standards 1 & 2 EVALUATION Final (CAEP 1.1 & 3.5)	F16				
SPED 400b SLO 2 SPED CEC Standard 3 EVALUATION Final (CAEP 1.1 & 3.5)		S17			
SPED 400b SLO 3 SPED CEC Standard 4 & 5 EVALUATION Final (CAEP 1.1 & 3.5)			S16		
SPED 400b SLO 4 SPED CEC Standard 6 & 7 EVALUATION Final (CAEP 1.1 & 3.5)				M16	
SPED 400b					

	Outcome				
	SLO #1: Learner and Learning Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	SLO #2: Content Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	SLO #3: Instructional practice Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	SLO #4: Professional Responsibility Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.	CAEP Evidence
SPED Professional Ethical Principles Evaluation (CAEP 3.6)				**M16**	
Praxis II SPED Early Childhood (5691) (CAEP 1.1 & 3.5)		**S17**			
Praxis II SPED Teaching Students with ID (5322) (CAEP 1.1 & 3.5)		**S17**			
Praxis II SPED Teaching Students with ED F15 (5372) (CAEP 1.1 & 3.5)		**S17**			
Praxis II SPED Teaching Students with LD (5383) (CAEP 1.1 & 3.5)		**S17**			
SPED 389 Final Final Exam for Foundations		**S17**			

Legend: | **F15** Fall 2015 | **S16** Spring 2016 | **M16** Summer 2016 | **F16** Fall 2016 | **S17** Spring 2017 | **M17**

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