

Competencies for Special Education Teachers Grades K-12

2017

In addition to the Arkansas Teaching Standards, the Special Education K-12 teacher shall meet the expectations set by the following content-specific competencies:

<p>1. Learner Development and Individual Learning Differences</p> <p>CEC: Standard 1 Praxis (5354)</p>	<p>1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <ul style="list-style-type: none"> • Impact of disabilities on individuals, families, and society across the life span • Impact of language, cultural, and gender differences on the identification process • How family systems contribute to the development of individuals with disabilities • Environmental and societal influences on student development and achievement <p>1.2 Use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities</p> <ul style="list-style-type: none"> • Theoretical approaches to student learning and motivation • Basic characteristics and defining factors for each of the major disability categories • Co-occurring conditions
<p>2. Learning Environments</p> <p>CEC: Standard 2</p>	<p>2.1 Understand how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p> <p>2.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</p> <p>2.3 Know how to intervene safely and appropriately with individuals with exceptionalities in crisis</p>

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<p>3. Curricular Content Knowledge</p> <p>CEC: Standard 3</p> <p>FOR</p> <p>Praxis (5511)</p> <p>IDA-KPS</p>	<p>3.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas that are taught, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p> <p>3.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>3.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> <p>3.4 Exhibit proficiency in the science of reading including <u>Foundational Reading Skills</u></p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness ● Concepts of print and the alphabetic principle ● The role of phonics in promoting reading development ● Word analysis skills and strategies <p><u>Development of Reading Comprehension</u></p> <ul style="list-style-type: none"> ● Vocabulary development ● Reading comprehension skills and strategies for imaginative/literary texts ● Reading comprehension skills and strategies for informational/expository texts <p>3.5 Demonstrate a basic understanding in the field of English Language Arts including <u>Reading Literature (fiction, poetry, speeches, essays, and other nonfiction)</u></p> <ul style="list-style-type: none"> ● Literal and basic nonliteral meanings of literary selections
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	<ul style="list-style-type: none"> • Major themes and purposes • Relationships among particular elements in a selection and relationships between particular elements and the selection as a whole <p><u>Literary Methods and Effects; Meanings and effects created by specific literary elements</u></p> <ul style="list-style-type: none"> • Point of view • Character • Setting, tone, and mood • Imagery and figurative language (e.g. metaphor, simile personification) <p><u>Reading and Communication Skills</u></p> <ul style="list-style-type: none"> • Identification of the main idea and supporting ideas in a text • Summaries and/or paraphrases of text • How language is used and the meanings of words as they are used in context • How a selection is organized • Fact vs. opinion • Inferences and conclusions • Purposes for writing • How language is adjusted to communicate with different audiences • Decisions about the writing process, including identifying appropriate revision strategies for a given text • Research-based principles for teaching letter naming and letter formation, both manuscript and cursive <p>3.6 Demonstrate knowledge of mathematical competencies needed in teaching and everyday life, including</p> <p><u>Number Sense and Basic Algebra</u></p>
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	<ul style="list-style-type: none"> ● Compute using rational numbers ● Use estimating skills to solve a problem ● Use percentages to solve a problem ● Set up ratios and simplify to solve a problem ● Set up and solve proportions ● Solve a word problem ● Express a word problem in algebraic form ● Represent a use numbers in equivalent forms ● Apply place-value concepts and numeration to ordering and grouping <p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> ● Convert, select, and use measurements within the same system ● Use scale measurements to interpret maps, drawings, or models ● Use concepts of area, perimeter, circumference, and volume to solve a problem ● Solve a problem involving rates <p><u>Data Analysis and Probability</u></p> <ul style="list-style-type: none"> ● Interpret data based on charts, graphs, tables, and spreadsheets ● Find trends and patterns and make inferences using graphs or data ● Compare, calculate, and use probability in a variety of problems <p>3.7 Know, understand, and be able to use major concepts and modes of inquiry from the social sciences including</p> <p><u>Historical Continuity and Change</u></p> <ul style="list-style-type: none"> ● Demonstrate the ability to use chronological thinking skills and to use and analyze historical data (e.g.
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	<p>timelines, maps, graphs, and tables)</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion with respect to primary and other historical documents (e.g. U.S. Declaration of Independence, U.S. Constitutions, essays, speeches) • Demonstrate understand of multiple points of view with respect to primary and other historical documents (e.g. essays, famous speeches, interview transcripts, personal narratives) • Demonstrate understand of the significance of historical artifacts, oral traditions, and historical places (e.g. religious holy sites, ancient cities) • Identify and demonstrate understand of the impact of individuals, groups, religions, social organizations, and movements on history (e.g., Susan B. Anthony, Abraham Lincoln, Mohammed, Mahatma Ghandi, Eleanor Roosevelt, imperialism, worldwide immigration and cultural diffusion, the Industrial Revolution, women’s and Civil Rights movements, post-Second World War technological advances) • Identify and demonstrate understanding of the causes, results, and consequences of social, political, economic, and military events (e.g., the U.S. Revolutionary War and Civil War, independence struggles, the slave trade, U.S. westward expansion, the First and Second World Wars, industrialization, and immigration) <p><u>People, Places, and Geographic Regions</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the interaction between people and places, especially the impact of human activity on the physical environment, the environment’s impact on people’s lives and culture, and human adaptation to the environment • Demonstrate the ability to use basic geographic literacy skills (e.g. geographic tools: maps, graphs,
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	<p>charts)</p> <p><u>Civics and Government</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of major systems of government and how they function, including the major features of the U.S. political system • Demonstrate an understand of rights and responsibilities of U.S. citizens (e.g. voting, taxation, civic participation) <p><u>Scarcity and Economic Choice</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the economic factors and principles that affect individuals institutions, nations, and events, and how economic factors interact with other factors, such as geographic features and cultural values <p>3.8 Exhibit general background knowledge and understanding of the fundamental facts, basic concepts, principles, processes, methods, and skills that are common to the various scientific disciplines including</p> <p><u>Nature and History of Science</u></p> <ul style="list-style-type: none"> • Understand common methods and tools used to gather data, such as using thermometers and microscopes, and is familiar with common units of measurement, such as temperature scales, mass, distance, volume, pressure, and energy • Identify and use the elements of scientific inquiry for problem solving, including observations, hypotheses, theories, experimental design, and sources of error • Recognize important scientific developments and contributions made by major historical figures • Interpret and draw conclusions from scientific data, including those presented in tables, graphs, maps, and charts <p><u>Basic Principles and Fundamentals of Science</u></p> <ul style="list-style-type: none"> • Understand basic concepts of physics, including forces and motion, speed and acceleration, gravity,
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	<p>mass and weight, static electricity, magnetism, and properties of light, color, and sound</p> <ul style="list-style-type: none"> • Understand energy relationships and transformations in both living and nonliving contexts, including conservation of energy; kinetic and potential energy; heat transfer by conduction, convection, and radiation; properties of solids, liquids, and gases; and changes of state such as melting and evaporation • Understand basic concepts of chemistry, including atomic structure, elements, compounds, mixtures, physical properties, common chemical reaction, pH and acid-base properties, and solubility of common substances • Understand basic concepts of ecology, including ecosystems, food chains, population changes, and relationships between species such as predator-prey • Understand basic concepts in earth and space science including rocks; plate tectonics; volcanoes; earthquakes; the water cycle; weathering; erosion; geologic history; ocean tides; weather and the atmosphere; climate; and astronomy, including the characteristic of the solar system, stars, galaxies, and other features of the universe <p><u>Science, Technology, and Social Perspectives</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the impact of science and technology on the environment and human affairs, including enhanced greenhouse effect, waste disposal, and air and water pollution • Be aware of the impact of science on public health issues, such as nutrition, disease, and medical technologies • Understand the role of science and technology in the management of natural resources and the production of energy, including renewable and nonrenewable resources, conservation, recycling, alternative energy
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	sources, and the advantages and disadvantages of various types of energy production
<p>4. Assessment</p> <p>CEC: Standard 4 FOR</p>	<p>4.1 Select and use technically sound formal and informal assessments that minimize bias</p> <p>4.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities</p> <p>4.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities</p> <p>4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them</p> <p>4.5 Follow legal guidelines</p> <p>4.6 Demonstrate knowledge of formal and informal methods for assessing reading development</p> <p>4.7 Demonstrate knowledge of multiple approaches to reading instruction</p>
<p>5. Instructional Planning and Strategies</p> <p>CEC: Standard 5 UDL</p>	<p>5.1 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</p> <p>5.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Know augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Use strategies to enhance language development and communication skills of individuals with</p>

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	<p>exceptionalities</p> <p>5.5 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</p> <p>5.6 Teach to mastery and promote generalization of learning</p> <p>5.7 Teach cross-disciplinary knowledge and skills such as critical thinking/problem solving to individuals with exceptionalities.</p> <p>5.8 Apply Universal Design for Learning (UDL) principles</p>
<p>6. Professional Learning and Ethical Practice</p> <p>CEC: Standard 6</p> <p>Praxis (5354)</p> <p>CEC Code of Ethics</p>	<p>6.1 Know legal foundations for special education including</p> <ul style="list-style-type: none"> ● Federal/state definitions ● Federal requirements for pre-referral, referral, and identification ● Federal safeguards of the rights of stakeholders ● Components of a legally defensible individualized education program (IEP) ● Roles and responsibilities of the special education teacher ● Roles and responsibilities of the general education teacher ● Roles and responsibilities of other professionals who deliver special education services ● Potential bias issues that may impact teaching and interactions with students and their families ● Manifestation determination review and disciplinary procedures <p>6.2 Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to</p>

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	<p>advance profession including</p> <ul style="list-style-type: none"> ● Using professional Ethical Principles and Professional Practice Standards to guide teaching ● Understanding how foundational knowledge and current issues influence professional practice ● Understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services ● Understanding the significance of lifelong learning and participation in professional activities and learning communities ● Advancing the profession by engaging in activities such as advocacy and mentoring ● Providing guidance and direction to paraeducators, tutors, and volunteers
<p>7. Collaboration</p> <p>CEC: Standard 7</p>	<p>7.1 Use the theory and elements of effective collaboration</p> <p>7.2 Serve as a collaborative resource to colleagues</p> <p>7.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>
<p>8. Disciplinary Literacy</p> <p>AR DLS</p>	<p>8.1 Understand the importance of key ideas and details when reading in the content area, including</p> <ul style="list-style-type: none"> ● Reading closely to determine what the text says explicitly and to make logical inferences from it; citing specific textual evidence when writing or speaking to support conclusions drawn from the text ● Determining central ideas or themes of a text and analyzing their development; summarizing the key supporting details and ideas ● Analyzing how and why individuals, events, and ideas develop and interact over the course of a text

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	<p>8.2 Understand the importance of craft and structure to reading in the content area, including</p> <ul style="list-style-type: none"> • Interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyzing how specific word choices shape meaning and tone • Analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Assessing how point of view, perspective, and/or purpose shape the content and style of a text <p>8.3 Understand the importance of integrating knowledge and ideas when reading in the content area, including</p> <ul style="list-style-type: none"> • Integrating and evaluating content presented in diverse media and formats • Analyzing and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence • Analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s) <p>8.4 Read and comprehend complex literary and informational texts independently and proficiently</p> <p>8.5 Demonstrate understanding of text types and purposes when writing by</p> <ul style="list-style-type: none"> • Writing arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence • Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content • Writing narratives to develop real or imagined
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	<p>experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <p>8.6 Demonstrate understanding of production and distribution of writing by</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing rewriting, or trying a new approach • Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others <p>8.7 Demonstrate understanding of the process of using research to build and present knowledge by</p> <ul style="list-style-type: none"> • Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation • Gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism • Drawing evidence from literary and/or informational text to support analysis, reflection, research, and synthesis <p>8.8 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of task, purposes, and audiences</p>
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