

# Competencies for Special Education Teachers

## Grades K-12 FIRST TIME STANDARD LICENSE

**2015**

In addition to the Arkansas Teaching Standards, the Special Education K-12 teacher shall demonstrate knowledge and/or competencies in the following areas:

<p><b>1. Learner Development and Individual Learning Differences</b></p> <p>CEC: Standard 1</p>	<p>1.1 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p>1.2 Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities</p>
<p><b>2. Learning Environments</b></p> <p>CEC: Standard 2</p>	<p>2.1 Ability through collaboration 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 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</p> <p>2.3 Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis</p>
<p><b>3. Curricular Content Knowledge</b></p> <p>CEC: Standard 3</p>	<p>3.1 Ability to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas that are taught, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p> <p>3.2 Ability to 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 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> <p>3.4 Knowledge of English/Language Arts/Literacy for learners with exceptionalities including</p> <p><u>Teaching Reading</u></p> <ul style="list-style-type: none"> <li>• Phonological, phonemic awareness</li> <li>• Phonics and word recognition</li> <li>• Print concepts</li> <li>• Comprehension</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Integration of literacy instruction into all content areas in order to facilitate disciplinary literacy</li> </ul> <p><u>Using Literacy Assessment and Intervention</u></p> <ul style="list-style-type: none"> <li>• Diagnosis and treatment of reading problems: determining patterns of weakness</li> </ul>

	<ul style="list-style-type: none"> <li>• Determining appropriate types of intervention</li> <li>• Scaffolding students in use of reading strategies as they move toward independence and self-regulation</li> <li>• Understanding and appropriately applying writing models and rubrics</li> </ul> <p><u>Teaching Child and Adolescent Literature</u></p> <ul style="list-style-type: none"> <li>• Survey of children’s/adolescent literature, both literary and informational, from classics to current titles</li> <li>• Applies measures of text complexity to determine grade-band level of the text</li> <li>• Practices writing text-based questions that are appropriate to grade-band level and align to the grade-level standard(s)</li> <li>• Develops writing (argumentative, informative/explanatory, and/or narrative) and/or speaking (oral presentation, readers’ theater) activities based on the text that are appropriate to grade level and reflect expectation of the standard(s)</li> <li>• Censorship, public domain titles, digital resources</li> <li>• Text types (genres)             <ul style="list-style-type: none"> <li>○ Bibliographies, annotations, abstracts and summaries</li> <li>○ Author’s purpose for language, style, and tone</li> <li>○ Illustrators, award-winning books</li> </ul> </li> </ul> <p><u>Teaching Integrated Language Arts and Disciplinary Literacy</u></p> <ul style="list-style-type: none"> <li>• Understands concepts of reading, language, speaking/listening, and writing, and how to integrate them in model units/lesson with the purpose of building deep content knowledge about a topic across a variety of disciplines</li> <li>• Develops model lessons and authentic/relevant units across a variety of disciplines</li> <li>• Finds teaching resources; evaluates, and synthesizes information across a variety of disciplines</li> <li>• Uses digital media for research and collaboration across a variety of disciplines</li> <li>• Understands text complexity across a variety of disciplines</li> <li>• Researches to build and present knowledge across a variety of disciplines</li> </ul> <p>3.5 Knowledge of Math for learners with exceptionalities including</p> <p><u>Mathematical Processes</u></p>
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	<ul style="list-style-type: none"> <li>• Understands mathematical processes (e.g., representation, problem solving, making connections)</li> <li>• Understands the 8 Standards for Mathematical Practices in Common Core State Standards</li> </ul> <p><u>Number Sense and Numeration</u></p> <ul style="list-style-type: none"> <li>• Understands pre-numeration concepts (e.g., informal counting, meaning of number, patterns)</li> <li>• Understands basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)</li> <li>• Understands four basic operations (i.e., addition, subtractions, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</li> <li>• Understands basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite)</li> <li>• Knows how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results</li> <li>• Knows how to generate, describe, and explore numerical patterns and engage in mathematical investigations</li> </ul> <p><u>Algebraic Concepts</u></p> <ul style="list-style-type: none"> <li>• Understands how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results</li> <li>• Understands how to generate, describe, and explore numerical patterns and engage in mathematical investigations</li> <li>• Understands basic algebraic methods and representations (e.g., variables, expressions, ordered pairs, tables, graphs)</li> <li>• Understands the associative, commutative, and distributive properties</li> <li>• Understands additive and multiplicative inverses</li> <li>• Understands the special properties of zero and one</li> <li>• Understands equations and inequalities</li> <li>• Understands the appropriate application of formulas</li> </ul> <p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> <li>• Understands properties and attributes of two- or three-dimensional figures and their hierarchy of classification</li> <li>• Understands transformations (i.e., rotations, reflections, and translations), geometric models, and nets</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understands nonstandard, customary, and metric units of measurement (e.g., length, time, temperature, volume, mass)</li> </ul> <p><u>Data Organization and Interpretation</u></p> <ul style="list-style-type: none"> <li>• Understands visual displays of quantitative data (e.g., picture graphs, bar graphs, pie charts, line plots)</li> <li>• Understands simple probability and intuitive concepts of chance (e.g., flipping a coin, spinning a spinner, rolling a number cube)</li> <li>• Understands fundamental counting techniques (e.g., permutations, combinations, tree diagrams)</li> <li>• Understands basic descriptive statistics (i.e., mean, median, mode, and range)</li> </ul> <p><u>Mathematical Practices</u></p> <ul style="list-style-type: none"> <li>• The ability to make sense of problems and persevering in solving them</li> <li>• The ability to reason abstractly and quantitatively</li> <li>• The ability to construct viable arguments and critiquing the reasoning of others</li> <li>• The ability to model with mathematics</li> <li>• The ability to use appropriate tools strategically</li> <li>• The ability to attend to precision</li> <li>• The ability to look for and making use of structure</li> <li>• The ability to look for and express regularity in repeated reasoning</li> </ul> <p>3.6 Knowledge of Science for learners with exceptionalities</p> <ul style="list-style-type: none"> <li>• Understands and uses fundamental concepts of physical, life, and earth/space sciences</li> <li>• Understands and models key concepts of science, technology, engineering and mathematics (STEM)             <ul style="list-style-type: none"> <li>○ Develops and delivers STEM-integrated, student-centered lessons and lab investigations taking into account factors such as safety measures, K-12 classroom dynamics, problem solving, and project-based learning strategies, etc. which integrate grade-appropriate standards and practices</li> <li>○ Understands and applies the engineering design process used to solve real-world problems in K-12 lessons</li> <li>○ Collect, evaluate, synthesize, and share real world data</li> <li>○ Apply science, technology, engineering, and mathematics toward solving human and environmental problems; creates collaborative design teams to meet given criteria to solve design</li> </ul> </li> </ul>
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	<p>problems</p> <ul style="list-style-type: none"> <li>○ Utilizes vocabulary, primary concepts, definitions, and models applicable to scientific investigations and engineering and design challenges</li> <li>○ Develops and delivers STEM lesson assessments (formative and summative)</li> <li>○ Recognizes how an integrated approach can enrich the learning environment and build connections between STEM content areas</li> <li>○ Develops an understanding and appreciation of the nature of science and scientific inquiry through solving real-world problems</li> <li>○ Develops one or more K-12 STEM units and implements STEM lessons.</li> <li>○ Shares, models, and practices strategies to support the integration of STEM areas</li> </ul> <p>3.7 Knowledge of Social Science for learners with exceptionalities</p> <ul style="list-style-type: none"> <li>● Knows what constitutes the social studies, overarching themes/concepts drawn from the social studies</li> <li>● Knows how to integrate knowledge across the social studies and between the social studies and other disciplines (e.g., science, English language arts, mathematics, fine arts)</li> <li>● Employs best practices for teaching social studies to students with special needs</li> <li>● Knows current literature and research in social studies education and research problems/issues of current interest and importance in social studies education</li> <li>● Employs various methods of inquiry in the social sciences (e.g., naturalistic, historical, experimental)</li> <li>● Creates learning environments that encourage social interaction, active engagement in learning, and self-motivation</li> </ul> <p>3.8 Knowledge of Health for learners with exceptionalities</p> <ul style="list-style-type: none"> <li>● Knowledge of mental and emotional health, diet, exercise, drug education, sexuality, diseases and safety concepts as they relate to quality and longevity of life</li> </ul> <p>3.9 Knowledge of Physical Education for learners with exceptionalities</p> <ul style="list-style-type: none"> <li>● Knows basic principles of physical fitness and physical education</li> <li>● Plans and selects appropriate physical activities for learners with exceptionalities</li> <li>● Integrates physical education with other subjects found in the special education curriculum</li> </ul>
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	<p>3.10 Demonstrates the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts</p> <p>3.11 Demonstrates the ability to write in history/social studies, science, and technical subjects by</p> <ul style="list-style-type: none"> <li>• Writing opinion pieces on topics or texts, supporting a point of view with reasons and information</li> <li>• Writing arguments focused on discipline-specific content</li> <li>• Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes</li> <li>• Incorporating narrative elements effectively into arguments and informative/explanatory texts</li> <li>• Producing and distributing writing</li> <li>• Demonstrating the grade-level expectations for using technology</li> <li>• Using research to build and present knowledge</li> </ul>
<p><b>4. Assessment</b></p> <p>CEC: Standard 4</p>	<p>4.1 Ability to select and use technically sound formal and informal assessments that minimize bias</p> <p>4.2 Ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities</p> <p>4.3 Ability in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities</p> <p>4.4 Ability to engage individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them</p> <p>4.5 Ability to follow legal guidelines</p>
<p><b>5. Instructional Planning and Strategies</b></p> <p>CEC: Standard 5</p>	<p>5.1 Ability to 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 Ability to uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Knowledge of augmentative and alternative communication systems and a variety of assistive technologies to support the</p>

	<p>communication and learning of individuals with exceptionalities</p> <p>5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities</p> <p>5.5 Ability to 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 Ability to teach to mastery and promote generalization of learning</p> <p>5.7 Ability to teach cross-disciplinary knowledge and skills such as critical thinking/problem solving to individuals with exceptionalities.</p> <p>5.8 Ability to apply Universal Design for Learning (UDL) principles</p>
<p><b>6. Professional Learning and Ethical Practice</b></p> <p>CEC: Standard 6</p>	<p>6.1 Knowledge of legal foundations for special education including</p> <ul style="list-style-type: none"> <li>• Federal/state definitions</li> <li>• Federal requirements for pre-referral, referral, and identification</li> <li>• Federal safeguards of the rights of stakeholders</li> <li>• Components of a legally defensible individualized education program (IEP)</li> <li>• Roles and responsibilities of the special education teacher</li> <li>• Roles and responsibilities of the general education teacher</li> <li>• Roles and responsibilities of other professionals who deliver special education services</li> <li>• Potential bias issues that may impact teaching and interactions with students and their families</li> <li>• Manifestation determination review and disciplinary procedures                         <ul style="list-style-type: none"> <li>○ Use professional Ethical Principles and Professional Practice Standards to guide teaching</li> <li>○ Understand how foundational knowledge and current issues influence professional practice</li> <li>○ 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</li> <li>○ Understand the significance of lifelong learning and participate in professional activities and learning communities</li> <li>○ Advance the profession by engaging in activities such</li> </ul> </li> </ul>

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	<p style="text-align: center;">as advocacy and mentoring</p> <ul style="list-style-type: none"> <li>○ Provide guidance and direction to paraeducators, tutors, and volunteers</li> </ul>
<p><b>7. Collaboration</b></p> <p>CEC: Standard 7</p>	<p>7.1 Ability to use the theory and elements of effective collaboration</p> <p>7.2 Ability to serve as a collaborative resource to colleagues</p> <p>7.3 Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>

**\* Disciplinary Literacy Competencies for K-6 and 6-12**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.