

The Special Education Resource K-6, 7-12 teacher shall demonstrate knowledge and/or competencies in the following areas:

<p>1. Learner Development and Individual Learning Differences</p> <p>CEC: Standard 1</p> <p>ISELD: Standard 1</p>	<p>1.1 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities, including</p> <ul style="list-style-type: none"> • Family systems and the role of families in supporting development • Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction • Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling • Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family • Similarities and differences of individuals with and without exceptionalities • Effects an exceptional condition(s) can have on an individual's life • Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development • Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences • Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages • Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding <p>1.2 Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities, including the</p> <ul style="list-style-type: none"> • Similarities and differences among individuals with exceptionalities • Effects of cultural and linguistic differences on growth and development • Etiologies of individuals with exceptionalities • Psychological, social, and emotional characteristics of individuals with exceptionalities • Effects of phonological awareness on the reading abilities of individuals with exceptionalities • Impact individuals with exceptionalities may have on
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	<p>auditory and information processing skills</p> <ul style="list-style-type: none"> • Typical language development and how that may differ for individuals with exceptionalities • Impact of language development and listening comprehension on academic and nonacademic learning of individuals with exceptionalities <p>1.3 Ability to apply knowledge of typical and atypical human development and neurological and medical factors to respond to the needs of individuals with exceptionalities, including the</p> <ul style="list-style-type: none"> • Typical and atypical human growth and development • Educational implications of characteristics of various exceptionalities • Effects of various medications on individuals with exceptionalities • Neurobiological and medical factors that may impact the learning of individuals with exceptionalities • Impact of co-existing conditions and exceptionalities on individuals with exceptionalities
<p>2. Learning Environments</p> <p>CEC: Standard 2</p> <p>ISELD: 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 while considering the</p> <ul style="list-style-type: none"> • Demands of learning environments • Basic classroom management theories and strategies for individuals with exceptionalities • Ways cultures are negatively stereotyped • Identification of supports needed for integration into various program placements • Modification of the learning environment to manage behaviors • Use of the least intensive behavior management strategy consistent with the needs of the individuals with exceptionalities • Design and management of daily routines • Structure, direction, and support of the activities of paraeducators, volunteers, and tutors • Use of universal precautions <p>2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments, including</p> <ul style="list-style-type: none"> • Teacher attitudes and behaviors that influence the behavior of individuals with exceptionalities • Social skills needed for educational and other environments

	<ul style="list-style-type: none"> • Identification of realistic expectations for personal and social behavior in various settings • Design of learning environments that encourage active participation in individual and group activities • Creation of an environment that encourages self-advocacy and increased independence <p>2.3 Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis, including strategies for crisis prevention and intervention</p>
<p>3. Curricular Content Knowledge</p> <p>CEC: Standard 3</p> <p>ISELD: Standard 3</p>	<p>3.1 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities including the consideration of the scope and sequences of general and special curricula</p> <p>3.2 Ability to understand and apply intervention strategies for learners with exceptionalities that affect progress in science, mathematics, English language arts, and social studies, including the</p> <ul style="list-style-type: none"> • Identification and prioritization of areas of the general curriculum and accommodations for individuals with exceptionalities • Integration of affective, social, and life skills with academic curricula
<p>4. Assessment</p> <p>CEC: Standard 4</p> <p>ISELD: Standard 4</p>	<p>4.1 Ability to analyze and use formal and informal assessments to plan instruction and interventions for students with exceptionalities, including the</p> <ul style="list-style-type: none"> • Use of basic terminology used in assessment • Use of screening, prereferral, referral, and classification procedures • Use and limitations of assessment instruments • Interpretation of information from formal and informal assessments • Evaluation of instruction and monitoring of progress of individuals with exceptionalities • Creation and maintenance of records • Use of terminology and procedures used in the assessment of individuals with individuals with exceptionalities <p>4.2 Ability, in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities, including the reporting of assessment results to all stakeholders using effective communication skills</p> <p>4.3 Ability to follow legal guidelines, emphasizing the importance of using technically sound formal and informal assessments that minimize bias and guide individual programming and</p>

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	<p>placement, including</p> <ul style="list-style-type: none"> • Legal provisions and ethical principles regarding assessment of individuals • Factors that could lead to misidentification of individuals as having individuals with exceptionalities • Procedures to identify young children who may be at risk for individuals with exceptionalities • Choice of and administration of assessment instruments appropriate to the individual with individuals with exceptionalities
<p>5. Instructional Planning and Strategies</p> <p>CEC: Standard 5</p> <p>ISELD: 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, including</p> <ul style="list-style-type: none"> • Research-supported methods for academic and nonacademic instruction of individuals with exceptionalities, encompassing direct and explicit instruction, intensive, data-based, and highly individualized instruction, alternative motivational strategies, and multi-sensory instruction • Specialized methods for teaching basic skills, encompassing direct and explicit instruction, intensive, data-based, and highly individualized instruction, alternative motivational strategies, and multi-sensory instruction • Evidence-based practices validated for specific characteristics of learners and settings • Strategies to prepare for and take tests • Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings • Methods for increasing accuracy and proficiency in math calculations and applications • Methods for teaching individuals to independently use cognitive processing to solve problems • Methods for guiding individuals in identifying and organizing critical content • Relationships among reading instruction methods and individuals with exceptionalities • Sources of specialized curricula, materials, and resources for individuals with exceptionalities • Preparation of individuals to exhibit self-enhancing behavior in response to societal attitudes and actions • Teaching of individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs • Selection, adaptation, and use of instructional strategies and materials according to characteristics of the individual with exceptionalities

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	<ul style="list-style-type: none"> • The use of research-supported methods for academic and nonacademic instruction of individuals with exceptionalities • Modification of the pace of instruction and the providing of organizational cues • The use of instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval • Teaching of learning strategies and study skills to acquire academic content • Teaching of methods and strategies for producing legible documents, including multi-sensory instruction • Enhancement of vocabulary development, including multi-sensory instruction • Teaching of strategies for spelling accuracy and generalization, including multi-sensory instruction <p>5.2 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, including</p> <ul style="list-style-type: none"> • The incorporation and implementation of instructional and assistive technology into the educational program • The use of strategies to facilitate maintenance and generalization of skills across learning environments • The use of procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem • Implementation of systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language • The use of methods to teach mathematics appropriate to individuals with exceptionalities <p>5.3 Ability to apply Universal Design for Learning (UDL) principles</p> <p>5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities, including</p> <ul style="list-style-type: none"> • The use of strategies to support and enhance communication skills of individuals with exceptionalities • The use of communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language • The teaching of individuals with exceptionalities to monitor for errors in oral and written communications including multi-sensory instruction
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<p>6. Professional Learning and Ethical Practice</p> <p>CEC: Standard 6 ISELD: Standard 6</p>	<p>6.1 Knowledge of 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 • Laws, policies, and ethical principles regarding behavior management planning and implementation <p>6.2 Knowledge of legal issues of disciplining individuals with exceptionalities, including the relationship of special education to the organization and function of educational agencies</p> <p>6.3 Ability to use professional Ethical Principles and Professional Practice Standards to guide teaching, including consideration of the</p> <ul style="list-style-type: none"> • Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities • Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services • Impact of the dominant culture on shaping schools and the individuals who study and work in them <p>6.4 Ability to serve as an advocate for individuals with exceptionalities</p>
<p>7. Collaboration</p> <p>CEC: Standard 7 ISELD: Standard 7</p>	<p>7.1 Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (e.g., co-teaching, consultation, curricular consultation, etc.)</p>