

Competencies for Special Education Teachers Grades K-12

2013

In addition to the Arkansas Teaching Standards, the Special Education K-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 Praxis II (0354): Topic I</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 uses an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities</p>
<p>2. Learner Development and Individual Learning Differences</p> <p>CEC: Standard 2 Praxis II (0354): Topic II</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>3. Curricular Content Knowledge</p> <p>CEC: Standard 3 Praxis II (0354): Topic III</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"> • Phonological, phonemic awareness • Phonics and word recognition • Print concepts • Comprehension • Fluency • Vocabulary • Integration of literacy instruction into all content areas <p><u>Using Literacy Assessment and Intervention</u></p> <ul style="list-style-type: none"> • Diagnosis and treatment of reading problems: determining patterns of weakness • Determining appropriate types of intervention

	<ul style="list-style-type: none"> • Scaffolding students in use of reading strategies as they move toward independence and self-regulation • Understanding and appropriately applying writing models and rubrics <p><u>Teaching Child and Adolescent Literature</u></p> <ul style="list-style-type: none"> • Survey of children’s/adolescent literature, both literary and informational, from classics to current titles • Applies measures of text complexity to determine grade-band level of the text • Practices writing text-based questions that are appropriate to grade-band level and align to the grade-level standard(s) • 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) • Censorship, public domain titles, digital resources • Text types (genres) <ul style="list-style-type: none"> ○ Bibliographies, annotations, abstracts and summaries ○ Author’s purpose for language, style, and tone ○ Illustrators, award-winning books <p><u>Teaching Integrated Language Arts</u></p> <ul style="list-style-type: none"> • 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 • Develops model lessons and authentic/relevant units • Finds teaching resources; evaluates, and synthesizes information • Uses digital media for research and collaboration • Understands text complexity • Researches to build and present knowledge <p>3.5 Knowledge of Math for learners with exceptionalities including</p> <p><u>Mathematical Processes</u></p> <ul style="list-style-type: none"> • Understands mathematical processes (e.g., representation, problem solving, making connections) • Understands the 8 Standards for Mathematical Practices in Common Core State Standards <p><u>Number Sense and Numeration</u></p> <ul style="list-style-type: none"> • Understands pre-numeration concepts (e.g., informal counting, meaning of number, patterns)
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	<ul style="list-style-type: none"> • Understands basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals) • Understands four basic operations (i.e., addition, subtractions, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations) • Understands basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite) • Knows how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results • Knows how to generate, describe, and explore numerical patterns and engage in mathematical investigations <p><u>Algebraic Concepts</u></p> <ul style="list-style-type: none"> • Understands how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results • Understands how to generate, describe, and explore numerical patterns and engage in mathematical investigations • Understands basic algebraic methods and representations (e.g., variables, expressions, ordered pairs, tables, graphs) • Understands the associative, commutative, and distributive properties • Understands additive and multiplicative inverses • Understands the special properties of zero and one • Understands equations and inequalities • Understands the appropriate application of formulas <p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> • Understands properties and attributes of two- or three-dimensional figures and their hierarchy of classification • Understands transformations (i.e., rotations, reflections, and translations), geometric models, and nets • Understands nonstandard, customary, and metric units of measurement (e.g., length, time, temperature, volume, mass) <p><u>Data Organization and Interpretation</u></p> <ul style="list-style-type: none"> • Understands visual displays of quantitative data (e.g., picture graphs, bar graphs, pie charts, line plots)
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	<ul style="list-style-type: none"> • Understands simple probability and intuitive concepts of chance (e.g., flipping a coin, spinning a spinner, rolling a number cube) • Understands fundamental counting techniques (e.g., permutations, combinations, tree diagrams) • Understands basic descriptive statistics (i.e., mean, median, mode, and range) <p>3.6 Knowledge of Science for learners with exceptionalities</p> <ul style="list-style-type: none"> • Understands and uses fundamental concepts of physical, life, and earth/space sciences • Understands and models key concepts of science, technology, engineering and mathematics (STEM) <ul style="list-style-type: none"> ○ 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 ○ Understands and applies the engineering design process used to solve real-world problems in K-12 lessons ○ Collect, evaluate, synthesize, and share real world data ○ Apply science, technology, engineering, and mathematics toward solving human and environmental problems; creates collaborative design teams to meet given criteria to solve design problems ○ Utilizes vocabulary, primary concepts, definitions, and models applicable to scientific investigations and engineering and design challenges ○ Develops and delivers STEM lesson assessments (formative and summative) ○ Recognizes how an integrated approach can enrich the learning environment and build connections between STEM content areas ○ Develops an understanding and appreciation of the nature of science and scientific inquiry through solving real-world problems ○ Develops one or more K-12 STEM units and implements STEM lessons. ○ Shares, models, and practices strategies to support the integration of STEM areas <p>3.7 Knowledge of Social Science for learners with exceptionalities</p> <ul style="list-style-type: none"> • Knows what constitutes the social studies, overarching themes/concepts drawn from the social studies
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	<ul style="list-style-type: none"> • 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) • Employs best practices for teaching social studies to students with special needs • Knows current literature and research in social studies education and research problems/issues of current interest and importance in social studies education • Employs various methods of inquiry in the social sciences (e.g., naturalistic, historical, experimental) • Creates learning environments that encourage social interaction, active engagement in learning, and self-motivation <p>3.8 Knowledge of Health for learners with exceptionalities</p> <ul style="list-style-type: none"> • Knowledge of mental and emotional health, diet, exercise, drug education, sexuality, diseases and safety concepts as they relate to quality and longevity of life <p>3.9 Knowledge of Physical Education for learners with exceptionalities</p> <ul style="list-style-type: none"> • Knows basic principles of physical fitness and physical education • Plans and selects appropriate physical activities for learners with exceptionalities • Integrates physical education with other subjects found in the special education curriculum
<p>4. Assessment</p> <p>CEC: Standard 4 Praxis II (0354): Topic IV</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>5. Instructional Planning and Strategies</p> <p>CEC: Standard 5 Praxis II (0354): Topic III</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 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>6. Professional Learning and Ethical Practice</p> <p>CEC: Standard 6 Praxis II (0354): Topic V</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 • Manifestation determination review and disciplinary procedures <ul style="list-style-type: none"> ○ Use professional Ethical Principles and Professional Practice Standards to guide teaching

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	<ul style="list-style-type: none"> ○ Understand how foundational knowledge and current issues influence professional practice ○ 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 ○ Understand the significance of lifelong learning and participate in professional activities and learning communities ○ Advance the profession by engaging in activities such as advocacy and mentoring ○ Provide guidance and direction to paraeducators, tutors, and volunteers
<p>7. Collaboration</p> <p>CEC: Standard 7</p> <p>Praxis II (0354): Topic V</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>