GUIDELINES
FOR THE REDESIGN OF
SPECIAL EDUCATION
PROGRAMS

Developed by:

Louisiana Board of Regents,
Board of Elementary and Secondary Education, &
Louisiana Department of Education

April 20, 2005 (Revised)

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I.   OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

All universities are required by the Board of Regents (BoR) and Board of Elementary and Secondary Education (BESE) to redesign their Special Education Programs to address new state certification requirements, state/national content standards, state/national teacher standards, PRAXIS expectations, and NCATE requirements.

Once programs have been redesigned, state and national evaluators will carefully examine all programs to ensure that they meet standards for quality. The review process will examine universities' plans to recruit and select strong teacher candidates, prepare high quality teachers, and support the retention of program completers as they move into new positions. Across all activities, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the evaluators will be to support the efforts of the Board of Regents (BoR), Board of Elementary and Secondary Education (BESE), and the universities to increase the availability of well-prepared and effective educators for the PK-16+ system of education that Louisiana is developing. These coordinated efforts are ultimately designed to improve the achievement of students in all schools.

The evaluators will review redesign proposals, interview university/district teams, provide feedback to universities regarding their proposals, and make recommendations to university system boards, the Board of Regents, and the Board of Elementary and Secondary Education relative to acceptance of the redesigned plans. The evaluators ask that universities follow the structure contained in this document when submitting redesigned plans to facilitate an efficient, consistent, and clear process. The structure is described in detail on the pages that follow.

Campuses are required to submit a Program Section if they wish to offer one or more of the programs. One Program Section should be submitted for Special Education Mild/Moderate Undergraduate Blended Programs (Grades 1-5, 4-8, and 6-12) or Undergraduate Early Interventionist Programs, one Program Section should be submitted for Alternate Special Education Master's or Non-Master's/Certification-Only Programs for Special Education, and one program section should be submitted for all Advanced Master's Degrees for Special Education.

The expected outcome is that all universities in Louisiana engaged in teacher preparation will have programs in place that increase entry into the teaching profession, provide candidates with state-of-the-art empirically-based preparation, and support graduates' retention in the teaching profession. The structures for the written proposals are presented on the following pages as an organizational aid.

II.   FORMAT FOR SUBMISSION

A.   General Instructions

1.   All documents should be organized in the following order.

(1)   Cover Page
(2)   Table of Contents
(3)   Forms
(4)   Overview of the Programs
(5)   Description of Courses
(6)   Description of Field Sites and Performance Activities
(7)   Assessment System and Program Evaluation
(8)   Institutional Level Evaluation of Programs

2.   All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, one-inch margins, and duplicated on plain, 8 ½ " x 11" white paper.

3.   Copies must be fastened **securely** and in a manner that makes them easily stackable with other proposals. Although every effort to ensure that documents are handled with care, Board of Regents may not be held liable for any reviewer misunderstandings that occur as a result of pages that are missing and/or in incorrect order because of improper or inadequate fastening.

4.   All pages must be numbered.

B.   Submission of Proposal

Five (5) copies of all documents, one of which has original signatures, should be submitted to:

Teacher Education Initiatives
Redesigned Programs
Board of Regents
P.O. Box 3677
Baton Rouge, LA 70801-1389

Documents must be in the Board of Regents Offices by 4:30 PM on the following dates: September 16, 2005 and/or February 17, 2006.

Please contact Dr. Jeanne M. Burns at burnsj@gov.state.la.us if you have questions.

III.   TIMELINES FOR REVIEW PROCESS

Timelines for the review process are provided below:

EVALUATION CYCLE 8:   SUBMISSION OF PROGRAMS

Dates	Activities
September 16, 2005	Submission of Program Section(s) for Baccalaureate and Alternate All Level Special Education Programs.
October 2005	External evaluators' interviews with college/district teams and system representative(s).
November 2005	Submission of external evaluators' recommendations to system boards, public institutions, and private institutions.
December 2005 to Future	Approval of redesigned programs and/or rejoinders by system boards or private universities and submission of program recommendations to Board of Regents.
December 2005 to Future	Review of program recommendations and rejoinders from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2006	Implementation of new programs.

EVALUATION CYCLE 9:   SUBMISSION OF PROGRAMS

Dates	Activities
February 17, 2006	Submission of Program Section(s) for Baccalaureate and Alternate All Level Special Education Programs.
March 2006	External evaluators' interviews with college/district teams and system representative(s).
April 2006	Submission of external evaluators' recommendations to system boards, public institutions, and private institutions.
April 2006 to Future	Approval of programs and/or rejoinders by system boards or private universities and submission of program recommendations to Board of Regents.
April 2006 to Future	Review of program recommendations and rejoinders from system board or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2006	Implementation of new programs.

The following should be addressed when preparing the Program Section.

I.   COVER PAGE (See Form 1)

II.   TABLE OF CONTENTS

III.   FORMS

1.   Curriculum (See Forms 2, 3, 4, and/or 5)

Use Forms 2, 3, 4, and/or 5 to list the courses that will be recommended to candidates to address certification requirements (See Appendix A and/or B) and state/national standards (Appendices F, G, H, and I). *Please prepare a separate form for each grade level for certification (e.g., Grades 1-5, 4-8, 6-12 and/or Birth to Five Years).* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

2.   Degree Course Sequence (See Form 6)

Use Form 6 to list the sequence of courses that will be recommended to candidates to complete each semester for their degrees. *Please prepare a separate form for each grade level (e.g., grades 1-5, 4-8, 6-12, and Birth to Five Years) for certification.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

All programs are required to have a minimum of 124 credit hours. Programs may require more than 124 credit hours if necessary for accreditation purposes. Institutions are encouraged to check with their respective system boards to determine if limitations have been set for total credit hours.

3.   Progression of Site-based Performance Activities (See Form 7)

Use Form 7 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each grade level (e.g., grades 1-5, 4-8, 6-12 and/or Birth to Five Years) for certification.*

List the courses in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

4. **Components of Effective Teaching Matrix (See Form 8)**

Use Form 8 to identify the one or two primary courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching. The primary text from the Louisiana Components of Effective Teaching is presented in Appendix G along with explanatory comments from a panel of external evaluators.

IV.   **OVERVIEW OF THE PROGRAMS**

A.   **Identification of Special Education Programs**

Prepare a chart that identifies all degree programs being proposed by the institution to prepare individuals for work in schools.

Example:

Program Name	Award Level	Number of Hours
e.g., BS in Mild/Moderate Special Education – Grades 1-5	Baccalaureate	124
e.g., BS in Mild/Moderate Special Education – Grades 4-8	Baccalaureate	124
e.g., BS in Mild/Moderate Special Education – Grades 6-12	Baccalaureate	124
e.g., BS in Early Interventionist – Birth to Age Five	Baccalaureate	124

B.   **Program Description**

The baccalaureate degree programs should address the Special Education certification requirements - Board of Elementary and Secondary Education (Appendix A and/or B); national and NCATE standards (Appendix F), Louisiana Components of Effective Teaching (Appendix G), state standards and competencies (Appendix H & I); PRAXIS expectations; and No Child Left Behind mandates for "highly qualified teachers."

When preparing the written proposal, please use the above information when addressing each of the following:

1. **Structure of Programs (1 Page Limit)**

    Provide a brief but thorough overview of the Special Education Mild/Moderate Undergraduate Blended Program and Early Interventionist Program. Provide sufficient information to enable the evaluators to understand who will be participating in the programs and how they will progress through the programs.

2. **College, University, and District Collaboration (2 Page Limit)**

    Discuss the process that was used to create the Redesign Team to develop the degree programs. Identify the diverse membership of the Redesign Teams (e.g., education, arts/science/humanities, etc. faculty, administrators, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the Special Education Mild/Moderate Undergraduate Blended Programs and Early Interventionist Program were redesigned.

    Identify other forms of collaboration that occurred as content area faculty members met to develop courses that addressed Louisiana's K-12 content standards, national content standards, state special education standards, NCATE 2000 standards, PRAXIS examination expectations, and Louisiana's standards for teachers (Louisiana Components of Effective Teaching).

    Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored/supervised by highly effective teachers within partner schools/districts. Discuss the process that will be used by the institutions and districts as collaboration occurs to improve the programs once implemented.

3. **Recruitment and Selection**

    Address each of the following areas to describe efforts to recruit and select candidates for the Special Education Mild/Moderate Undergraduate Blended Programs and Early Interventionist Program.

    a. **Recruitment (1 Page Limit)**

        Please describe the collaborative process that will be used for the university and districts to work together to recruit individuals for the programs.

      b.   **Screening and Selection for Program (1 Page Limit)**

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program.

      c.   **Support of Program Completers (1 Page Limit)**

Describe efforts that will occur to support program completers once they complete their programs and apply new knowledge within schools.

V.   NARRATIVE DESCRIPTIONS OF COURSES

A.   **General Education and Focus Area Courses for Candidates in Special Education Mild/Moderate Undergraduate Blended Programs and Early Interventionist Program**

1.   Provide catalogue descriptions of *content specific* courses listed on Forms 2, 3, 4, and 5 that satisfy the General Education Requirements for teacher candidates in the degree programs.

2.   Provide catalogue descriptions of *content specific* courses listed on Forms 2, 3, 4, and 5 that satisfy the Focus Area Requirements for grades 1-5, 4-8 and 6-12 teacher candidates in the programs. (Note: If courses within the Focus Area are taught within the Department/College of Education or address teaching methodology, please provide full descriptions of the courses as specified under "B. Narrative Description of Other Courses.")

B.   **Narrative Description of Other Courses**

For all courses listed on Forms 2, 3, 4, and 5 for "Knowledge of the Learner and Learning Environment," "Methodology and Teaching," "Focus Area" (if taught by the Department/College of Education faculty or address teaching methodology for special and regular education), and electives (if taught by the Department/College of Education or address teaching methodology), provide a brief **one to one and one-half page (single-spaced) narrative description** that includes the items listed below.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi.)

1.   Course number, course title, credit hours, and catalog description.

2.   The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.

3.   A list of *8-10 measurable objectives* that clearly identify the **most critical competencies** the candidates will demonstrate in the course and a **thorough description of the instruments and/or processes** that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. (Note: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.)

4.   The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).

5.   Textbooks, resources, and materials that will be used to teach the course.

6.   Faculty to teach the courses. If sufficient numbers of faculty or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures.

VI.   DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page   Limit)

Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Form 6.

A.   Describe the criteria that will be used to select sites for the field-based experiences.

B.   Describe the screening process and criteria that will be used to select mentors/supervisors who will work with candidates at work sites.

C.   Describe the preparation process that will be used to train mentors/supervisors to   support and evaluate candidates.

VII.   ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

a. Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed.   Discuss how PASS-PORT (or a comparable comprehensive assessment system) will be utilized as part of this process.

b. Program Evaluation

1.   Identify how the program's outcomes will be assessed. This must   include:

   a.   Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.

   b.   Impact of candidates on school improvement and student achievement. The evaluators are particularly interested in how the programs will determine if candidates have had an impact upon improved student achievement in school programs.

   c.   Perceptions of consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).

2.   Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).

3.   Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.

   a.   Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.

   b.   Describe the process that will be used to document that college and district personnel have used evaluation feedback to improve the program curriculum.

VIII.   INSTITUTIONAL LEVEL EVALUATION OF PROGRAMS (2 Page Limit)

Describe the *institution's* plan for evaluation of the program(s). The evaluators are particularly interested in seeing evaluation plans for the areas listed below.

A.   The institution's success in recruiting candidates.

B.   The institution's success in supporting and retaining candidates as they progress through the program.

C.   The institution's success in preparing graduates who are successful in district schools.

D.   The institution's success in supporting program completers who teach within the schools after they complete the program.

E.   The institution's success in using program evaluation data to improve the program.

The following should be addressed when preparing the Program Section.

I.   COVER PAGE (See Form 9)

II.   TABLE OF CONTENTS

III.   FORMS

     A.   Curriculum (See Forms 10 & 11)

     Use Forms 10 and 11 to list the courses that will be recommended to candidates to address certification requirements (See Appendices C & D) and state/national standards (Appendix F, G, H, I, J, K, & L). *Please prepare a separate form for each type of alternate certification.* All required courses should be listed. If prescriptions will be based upon the individual needs of the candidates, list the number of hours for the prescriptions and write "To be Determined" in the section for course prefixes and names.

     If teacher candidates are required to take the same courses for each type of certification, (e.g., Early Interventionist, Significant Disabilities, Hearing Impaired, Visual Impairments/Blind) one form may be used for the Master's Degree and another form may be used for the Non-Master's Certification-Only Alternate Certification Program. However, if teacher candidates are required to take different courses for each type of certification, a separate form should be used for each type of certification.

     B.   Progression of Site-based Performance Activities (See Form 12)

     Use Form 12 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each type of certification.*

     List the courses in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

C.   **Components of Effective Teaching Matrix (See Form 13)**

Use Form 13 to identify the one or two primary courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching. The primary text from the Louisiana Components of Effective Teaching is presented in Appendix D along with explanatory comments from a panel of external evaluators.

IV.   **OVERVIEW OF THE PROGRAMS**

A.   **Program Description**

The alternate certification programs should address the certification requirements - Board of Elementary and Secondary Education (Appendices C & D); national and NCATE standards (Appendix F), Louisiana Components of Effective Teaching (Appendix G), state special education standards (Appendices H, I, J, K, & L); PRAXIS expectations; and No Child Left Behind mandates for "highly qualified teachers."

When preparing the written proposal, please use the above information when addressing each of the following:

1.   **Structure of Programs (1 Page Limit)**

Provide a brief but thorough overview of the alternate certification program for special education. Provide sufficient information to enable the evaluators to understand who will be participating in the alternate certification programs and how they will progress through the programs.

2.   **College, University, and District Collaboration (2 Page Limit)**

Discuss the process that was used to create the Redesign Team to develop the degree programs. Identify the diverse membership of the Redesign Teams (e.g., education, arts/science/humanities, etc. faculty, administrators, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the special education programs were redesigned.

Identify other forms of collaboration that occurred as university faculty and special education teachers/directors with expertise in the special education certification areas met to develop courses that addressed Louisiana's K-12 content standards, national content standards, state special education standards, NCATE 2000 standards, PRAXIS examination expectations, and Louisiana's standards for teachers (Louisiana Components of Effective Teaching).

Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored/supervised by highly effective teachers within partner schools/districts. Discuss the process that will be used by the institutions and districts as collaboration occurs to improve the programs once implemented.

3.   **Recruitment and Selection**

Address each of the following areas to describe efforts to recruit and select candidates for the alternate certification programs for special education..

a.   **Recruitment (1 Page Limit)**

Please describe the collaborative process that will be used for the university and districts to work together to recruit individuals for the programs.

b. **Screening and Selection for Program (1 Page Limit)**

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program for each of the certification areas. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program.

c. Support of Program Completers (1 Page Limit)

Describe efforts that will occur to support program completers once they complete their programs and apply new knowledge within schools.

V. NARRATIVE DESCRIPTIONS OF COURSES

For all courses listed on Forms 10 & 11, please provide a brief **one to one and one-half page (single-spaced) narrative description** that includes the items listed below.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi.)

A.   Course number, course title, credit hours, and catalog description.

B.   The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.

C.   A list of *8-10 measurable objectives* that clearly identify the ***most critical competencies*** the candidates will demonstrate in the course and a ***thorough description of the instruments and/or processes*** that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. (Note: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.

D.   The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).

E.   Textbooks, resources, and materials that will be used to teach the course.

F.   Faculty to teach the courses. If sufficient numbers of faculty or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures.

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page   Limit)

Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Form 12.

A.   Describe the criteria that will be used to select sites for the field-based experiences.

B.   Describe the screening process and criteria that will be used to select mentors/supervisors who will work with candidates at work sites.

C.   Describe the preparation process that will be used to train mentors/supervisors to support and evaluate candidates.

VII.   ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

A.   Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed. Discuss how PASS-PORT (or a comparable comprehensive assessment system) will be utilized as part of this process.

B.   Program Evaluation

1.   Identify how the program's outcomes will be assessed. This must include:

    a.   Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc

    b.   Impact of candidates on school improvement and student achievement. The evaluators are particularly interested in how the programs will determine if candidates have had an impact upon improved student achievement in school programs.

    c.   Perceptions of consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).

2.   Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).

3.   Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.

    a.   Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.

    b.   Describe the process that will be used to document that college and district personnel have used evaluation feedback to improve the program curriculum.

VIII.   INSTITUTIONAL LEVEL EVALUATION OF PROGRAMS (2 Page Limit)

Describe the *institution's* plan for evaluation of the program(s). The evaluators are particularly interested in seeing evaluation plans for the areas listed below.

A.   The institution's success in recruiting candidates.

B.   The institution's success in supporting and retaining candidates as they progress through the program.

C.   The institution's success in preparing graduates who are successful in district schools.

D.   The institution's success in supporting program completers who teach within the   schools after they complete the program.

E.   The institution's success in using program evaluation data to improve the   program.

IX.   PRESCRIPTIVE PLANS (NON-MASTER'S/CERTIFICATION ONLY   PROGRAMS)

A.   Identify the process that will be used for teacher candidates, university faculty, school personnel, and mentors to review the teaching performances of teacher candidates participating in the alternate certification program to determine if they are in need of prescriptive plans.

B.   Identify the process that will be used to develop, implement, monitor, and   assess   the performances of teacher candidates as they implement requirements within the prescriptive plans.

INTRODUCTION

The primary focus of the external evaluators will be upon whether redesigned Master's Degrees are truly advanced programs that expand the knowledge of teachers beyond initial teacher preparation (e.g., undergraduate or alternate certification). As Redesign Teams meet to design advanced graduate programs, it will be important for the teams to examine National Council for Accreditation of Teacher Education (NCATE) expectations, National Board for Professional Teaching Standards, national reports pertaining to advanced graduate programs, state K-12 content standards, state standards for special education, new state certification requirements based upon No Child Left Behind federal legislation, and other federal legislation (e.g., Individuals with Disabilities Education Act).

National Council for Accreditation of Teacher Education

The National Council for Accreditation of Teacher Education (NCATE) expects all experienced teachers enrolled in (Advanced) Master's Degree Programs to be provided opportunities to build upon and extend knowledge gained in initial preparation programs. NCATE expects these candidates to possess the ability to apply research/research methods and focus upon the improvement of their own teaching and the improvement of student learning.

AASCU and Blue Ribbon Commission

During April 2001, the American Association of State Colleges and Universities (AASCU) identified nine recommendations to be considered when developing graduate programs for teachers. The Blue Ribbon Commission on Teacher Quality adopted these recommendations and incorporated them into the Blue Ribbon Commission's Year Two Report during May 2001. The report recommended that graduate programs:

- Focus, first and foremost, on improving the achievement of students that teachers teach;
- Be rigorous, academic, and student-centered;
- Provide increased knowledge of content and how to teach the content;
- Focus on the real dilemmas of classroom teachers; on their contexts, circumstances, and concerns;
- Have a collaborative focus, encouraging the active participation of education faculty, other faculty at the university, and personnel from the public schools;
- Involve partnerships among key stakeholders such as school superintendents, teachers unions, college administrators, college and P-12 faculty;
- Employ collaborative and team learning approaches;
- Schedule courses at times and places to ensure the greatest and most effective participation of working teachers; and

INTRODUCTION (CONT'D)

AASCU and Blue Ribbon Commission (Cont'd)

- Use technology extensively to deliver course material in innovative ways, to redesign the courses to maximize participation of working adults, and to prepare teachers for the proficient use of technology with their own students.

It was also recommended that institutions:

- Study the appropriateness of creating a Master's Degree that prepares individuals for National Board for Professional Teaching Standards certification.

A copy of the AASCU recommendations and document can be obtained at the following web site: http://www.aascu.org,

Additional Areas of Certification - No Child Left Behind Federal Legislation

On January 16, 2003, the Board of Elementary and Secondary Education passed a new policy that requires teachers to meet the following requirements to be "highly qualified" as defined by the No Child Left Behind federal legislation: (1) possess a "major" in the area in which they teach (for initial certification or if adding additional areas of certification beyond initial certification) OR (2) pass a PRAXIS examination (if adding additional grades 7-12 content areas for certification beyond initial certification) OR (3) obtain a masters degree in a content area. As a result of this policy, institutions are encouraged to design programs that will enable candidates to simultaneously obtain a Master's Degree and an additional area of certification. Options could include the following:

1. A Master's Degree in Education that includes 12 graduate credit hours in a content area as part of the total program for candidates who already possess 19 undergraduate hours in a grades 7-12 Secondary Teaching Area and want to possess a total of 31 credit hours for a "content major".

2. A Master's Degree in Education that combines content and pedagogy and results in a candidate passing the PRAXIS to become certified to teach in a specific area.

3. A Master's Degree in a specific content area for candidates enrolled in the College of Arts/Sciences/Humanities.

It is anticipated that institutions will also develop (Advanced) Master's Degrees that allow candidates to deepen their knowledge in the areas in which they are already certified to teach.

It is also anticipated that institutions will develop opportunities for teachers to participate in non-degree programs that allow them to take appropriate courses to pass the PRAXIS or possess 31 hours of course work without completing a Master's Degree. However, institutions are NOT required to submit descriptions of those programs when submitting descriptions of their (Advanced) Master's Degrees.

COMPONENTS OF PROGRAM SECTION

The following should be included for an (Advanced) Master's Degree for teachers:

I.   **PROGRAM SECTION – COVER PAGE (See Form 14)**

II.   **TABLE OF CONTENTS**

IV.   **FORMS**

1.   **Course Sequence for Degree Plan/Program** *(Note: This information can be expanded for Standard Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)*

Use Form 15 to list the sequence of courses that will be recommended to candidates to complete a major for their degrees/programs. ***Please prepare a separate form for each subject area.*** All required courses should be listed. Please refer to Appendix E for Board of Elementary and Secondary Education certification requirements for teachers to add-on areas of certification in special education. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

Please place an asterisk beside each course that is required for candidates participating in the Practitioner Teacher Program, Non-Master's/Certification Only Program, or Master's Program – Alternate Certification. ***It is expected that at least two-third of all courses listed on Form 15 will be advanced level courses that were NOT taken by teachers in alternate certification programs.***

If developing a competency based curriculum, list the competency based activities and describe how candidates will be assigned credit hours.

2.   **Progression of Site-based Experiences for Post-baccalaureate Programs**

Use Form 16 to identify performance activities within site-based settings that candidates will be expected to complete. ***Please prepare a separate form for each subject area.***

List the courses in the order in which it will be recommended that the experiences occur. As an example, an experience could be: Analysis of the previous three years of student achievement data for a teacher's classroom to identify subject area weaknesses. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV.   OVERVIEW OF THE PROGRAM

The program curriculum should directly address NCATE standards for advanced programs and the expectations of the Blue Ribbon Commission. In addition, the programs should address state content standards and certification requirements if additional areas of certification will be attained (See Appendix E).

A.   **Program Structure (1 Page Limit)**

Provide a brief overview of the total program. Provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B.   **Redesign Team for Master's Degree(s) for Teachers and Other Forms of Collaboration (1 Page Limit)**

Discuss the process that was used to create the Redesign Team to develop the (Advanced) Master's Degree for teachers. Identify the diverse membership of the Redesign Team (e.g., College of Education, College of Arts/Science/Humanities, community leaders, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the program was redesigned. Identify other forms of collaboration that occurred as Redesign Team members gathered input and feedback about the program design from others. Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored by highly effective teachers within partner schools/districts. Discuss the process that will be used by universities and districts as collaboration occurs to improve the redesigned program once implemented.

C.   **Recruitment and Selection**

Address each of the following areas to describe efforts to recruit and select candidates for the post-baccalaureate program. *(Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.)*

1.   **Recruitment (1 Page Limit)**

Please describe the collaborative process that will be used for universities and school districts to work together to recruit outstanding individuals for the program. Explain how these recruitment efforts differ from previous recruitment efforts.

COMPONENTS OF PROGRAM SECTION (CONT'D)

IV.   OVERVIEW OF THE PROGRAM (CONT'D)

    C.   Recruitment and Selection (Cont'd))

        2.   Screening and Selection for Program (1 Page Limit)

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program. Indicate if the candidates will be selected to participate as members of a cohort or if candidates will be allowed to enter the program at any point in an academic year. Please explain how these screening and selection efforts differ from previous efforts.

    D.   Support of Program Completers (1 Page Limit)

Describe efforts that will occur to support program completers once they complete their programs and apply new knowledge within their schools. Explain how these support efforts differ from previous efforts to support graduates. *(Note: This information is not required for NCATE 2000; however, inclusion of the information will further strengthen the NCATE 2000 report.)*

V.   NARRATIVE DESCRIPTIONS OF COURSES

    A.   Catalog Description of Content Specific Courses (e.g., Mathematics, English,   etc.)

If candidates are required to take content specific courses outside of the College/Department/Division of Education, provide the course number, course title, credit hours, and catalog description of each course.

    B.   Narrative Description of Courses

For all courses listed on Form 15 and all other courses that address advanced knowledge and skills for teachers, provide a brief **one to one and one-half page (single-spaced) narrative description** that includes the items listed on the next page.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi and expanded for Standard 2: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)

COMPONENTS OF PROGRAM SECTION (CONT'D)

        B.   **Narrative Description of Courses for Educational Leader Program (Cont'd)**

           1.   Course number, course title, credit hours, and catalog description.

           2.   The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.

           3.   A list of *6-8 **measurable objectives*** that clearly identify the ***most critical competencies*** the candidates will demonstrate in the course and a ***thorough description of the instruments and/or processes*** that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities.

           4.   The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.). (NOTE: This is especially important for advanced graduate programs and will be closely examined by the external evaluators.)

           5.   Proposed resources and materials for the course.

           6.   Name(s) of available faculty to teach the course. If sufficient numbers of faculty or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures. *(Note: This information can be expanded for Standard 5: Faculty Qualifications, Performance, and Development for NCATE 2000.)*

VI.   **DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page Limit)** (*Note: This information can be expanded for Standard 3: Field Experiences and Clinical Practice for NCATE 2000 and Standard F: The Graduate Education Unit Offers a Program of Collaborative Field Services of the State Supplement.)*

        B.   Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Appendix E.

        C.   Describe the criteria that will be used to select sites for an internship/practicum if required for the program.

        C.   Describe the screening process and criteria that will be used to select mentors who will work with candidates at work sites.

        D.   Describe the preparation process that will be used for mentors to support and   evaluate candidates.

VII.   ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit) *(Note: This information will support Standard 1: Candidate Skills, Knowledge, and Dispositions; Standard 2: Assessment System and Unit Evaluation; and Standard 3: Field Experiences and Clinical Practice for NCATE 2000.)*

c.   Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed. Discuss how PASS-PORT will be utilized as part of this process.

d.   Program Evaluation

1.   Identify how the program's outcomes will be assessed. This must   include:

a.   Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.

b.   Impact of candidates on school improvement and PK-12 student achievement. The evaluators are particularly interested in how the redesigned post-baccalaureate programs will determine if candidates have had an impact upon improved student achievement in school programs.

c.   Perceptions of PK-12 consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).

2.   Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).

3.   Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.

a.   Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.

b.   Describe the process that will be used to document that university and district personnel have used evaluation feedback to improve the program curriculum.

VIII. INSTITUTIONAL LEVEL EVALUATION OF PROGRAMS (2 Page Limit)

Describe the *institution's* plan for evaluation of the program(s). The evaluators are particularly interested in seeing evaluation plans for the areas listed below.

A.   The institution's success in recruiting candidates.

B.   The institution's success in supporting and retaining candidates as they progress through the program.

C.   The institution's success in preparing graduates who are successful in district schools.

D.   The institution's success in supporting program completers who teach within the   schools after they complete the program.

E.   The institution's success in using program evaluation data to improve the   program.

FORMS FOR UNDERGRADUATE SPECIAL EDUCATION MILD/MODERATE BLENDED PROGRAMS & EARLY INTERVENTIONIST PROGRAM

FORM 1

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM AND EARLY INTERVENTIONIST PROGRAMS**

COVER PAGE

<table>
<tr>
<td colspan="4">Name of Institution:</td>
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<tr>
<td rowspan="6">Institution Official(s) Primarily Responsible For the Overall Implementation of the Program:</td>
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<td colspan="2">Name, Rank, & Title:</td>
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<tr>
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<tr>
<td colspan="4">Check **ALL** redesigned programs being submitted for evaluation.</td>
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Baccalaureate Degree – Special Education Mild/Moderate Undergraduate Blended Program:

       Grades 1-5
       Grades 4-8
       Grades 6-12

Baccalaureate Degree – Early Interventionist Program:

       Birth to Five Years

</td>
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<tr>
<td colspan="4">By signing and submitting this proposal, the signator is certifying that the degree: (1) has been jointly developed by faculty in the areas of education, arts/sciences/humanities, other areas, and K-12 schools; (2) addresses Louisiana's standards for special education, Louisiana's Components of Effective Teaching, NCATE accreditation standards, and PRAXIS expectations; and (3) is based upon empirical research pertaining to effective practices.</td>
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<tr>
<td colspan="4">Name and Title Campus Head/Authorized Campus Representative:</td>
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<tr>
<td colspan="4">Signature of Campus Head/Authorized Campus Representative:</td>
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<tr>
<td colspan="2">Date:</td>
<td colspan="2">Telephone Number:</td>
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E-mail Address:

FORM 2

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 1-5
CURRICULUM

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English *(12 semester hours)*			
	Mathematics *(12 semester hours)*			
	Science *(15 semester hours)*			
	Social Studies *(12 semester hours)*			
	Arts *(3 semester hours)*			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology; Educational Psychology; The Learner with Special Needs; Classroom Organization and Management; and Multicultural Education) *(15 semester hours across all grade levels)*				

Methodology and Teaching	Teaching Methodology & Strategies *(6 semester hours – science & social studies must be addressed))*		32	
	Student Teaching *(9 semester hours)*			

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 1-5
CURRICULUM**

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area Requirements	**Special Education Focus Area** *(18 semester hours of special education coursework)*			
	Reading/Language Arts Focus Area *(12 semester hours of content/methodology)*			
	Mathematics Focus Area *(9 semester hours of content/methodology)*			
Flexible Hours for the University's Use *(1 semester hour)*				
TOTAL HOURS *(124 semester hours)*				

FORM 3

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 4-8
CURRICULUM

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English *(12 semester hours)*			
	Mathematics *(12 semester hours)*			
	Science *(15 semester hours)*			
	Social Studies *(12 semester hours)*			
	Arts *(3 semester hours)*			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology; Educational Psychology; The Learner with Special Needs; Classroom Organization and Management; and Multicultural Education) *(15 semester hours across all grade levels)*				

Methodology and Teaching	Reading *(6 semester hours)*		35	
	Teaching Methodology & Strategies *(6 semester hours)*			
	Student Teaching *(9 semester hours)*			

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 4-8
CURRICULUM**

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area Requirements	**Special Education Focus Area** *(18 semester hours of special education coursework)*			
	One Middle School Content Focus Area *(A total of 19 hours in one of the following content areas: English, Mathematics, Science, or Social Studies – General education coursework may be used to create the 19 semester hours)*			
Flexible Hours for the University's Use *(9-12 semester hour)*				
TOTAL HOURS *(124 semester hours)*				

FORM 4

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 6-12
CURRICULUM

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English *(6 semester hours)*			
	Mathematics *(6 semester hours)*			
	Science *(9 semester hours)*			
	Social Studies *(6 semester hours)*			
	Arts *(3 semester hours)*			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology; Educational Psychology; The Learner with Special Needs; Classroom Organization and Management; and Multicultural Education) *(15 semester hours across all grade levels)*				

Methodology and Teaching	Reading *(3 semester hours)*		38	
	Teaching Methodology & Strategies *(6 semester hours)*			
	Student Teaching *(9 semester hours)*			

FORM 4 (CONT'D)

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM – GRADES 6-12
CURRICULUM**

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area Requirements	**Special Education Focus Area** *(18 semester hours of special education coursework)*			
	One High School Content Focus Area *(A total of 31 hours in one content area - General education coursework may be used to create the 31 semester hours)*			
Flexible Hours for the University's Use *(12-21 semester hour)*				
TOTAL HOURS *(124 semester hours)*				

BACCALAUREATE DEGREE - EARLY INTERVENTIONIST PROGRAM
BIRTH TO FIVE YEARS
CURRICULUM

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English *(12 semester hours)*			
	Mathematics *(12 semester hours)*			
	Science *(12 semester hours)*			
	Social Studies *(9 semester hours)*			
	Arts *(3 semester hours)*			
Knowledge of the Learner & Learning Environment *(Infants – Toddlers – and Preschoolers: Child Development/Psychology; Learning Environments/Diversity/Behavior Analysis; Curriculum; Assessment; Interdisciplinary and Interagency Teaming and Consultation)*				
Methodology and Teaching	Teaching Methodology & Strategies *(9 semester hours – Early Intervention Methods (Infant, Toddler, Preschool); Understanding and Facilitating Play; Teaching Mathematics)*			
	Student Teaching *(9 semester hours in Infant, Toddler, and Preschool Areas)*			

FORM 5 (CONT'D)

BACCALAUREATE DEGREE - EARLY INTERVENTIONIST PROGRAM
BIRTH TO FIVE YEARS
CURRICULUM

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area Requirements	**Nursery School and Kindergarten** *(9 semester hours)*			
	Reading (Content) *(3 semester hours)*			
	Birth – 5 Years (Early Intervention) – Infants, Toddlers, and Preschoolers *(18 semester hours of Foundations in Early Childhood Education and Early Intervention; Physical and Medical Management; Motor Speech/Language Development; Sensory and Communication Differences; and Understanding and Working with Families)*			
Flexible Hours for the University's Use *(7 semester hours)*				
TOTAL HOURS *(124 semester hours)*				

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM & EARLY INTERVENTIONIST PROGRAM
COURSE SEQUENCE

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Grades 1-5
Grades 4-8
Grades 6-12
Birth to Five Years (Early Intervention)

YEAR ONE

1st Semester			2nd Semester		
Course Prefixes & Numbers	*Course Titles*	*Credit Hours*	*Course Prefixes & Numbers*	*Course Titles*	*Credit Hours*

YEAR TWO

1st Semester			2nd Semester		
Course Prefixes & Numbers	*Course Titles*	*Credit Hours*	*Course Prefixes & Numbers*	*Course Titles*	*Credit Hours*

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM & EARLY INTERVENTIONIST PROGRAM
COURSE SEQUENCE

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Grades 1-5
Grades 4-8
Grades 6-12
Birth to Five Years (Early Intervention)

YEAR THREE

1st Semester			2nd Semester		
Course Prefixes & Numbers	*Course Titles*	*Credit Hours*	*Course Prefixes & Numbers*	*Course Titles*	*Credit Hours*

YEAR FOUR

1st Semester			2nd Semester		
Course Prefixes & Numbers	*Course Titles*	*Credit Hours*	*Course Prefixes & Numbers*	*Course Titles*	*Credit Hours*

BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM & EARLY INTERVENTIONIST PROGRAM
PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

   Grades 1-5
   Grades 4-8
   Grades 6-12
   Birth to Five Years (Early Intervention)

Directions: For each grade level for certification, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings. Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with opportunities to apply new knowledge through site-based experiences.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

Note: Please make additional copies of this page if needed.

FORM 8

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM & EARLY INTERVENTIONIST PROGRAM
COMPONENTS OF EFFECTIVE TEACHING MATRIX**

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Grades 1-5
Grades 4-8
Grades 6-12
Birth to Five Years (Early Intervention)

Directions: For each grade level of certification, identify the one or two primary courses that include a performance objective and performance assessment which addresses the attribute. Type the course number(s) (e.g., EDUC 201) that address the attribute(s) in the last column. Descriptions of each domain, component, and attribute can be found in Appendix D.

DOMAIN I: PLANNING

Components	Attributes	Course Numbers
I.A.	I.A.1	
	I.A.2	
	I.A.3	
	I.A.4	
	I.A.5	
	I.A.6	

DOMAIN II: MANAGEMENT

Components	Attributes	Course Numbers
II.A.	II.A.1	
	II.A.2	
II.B.	II.B.1.	
	II.B.2	
II.C.	II.C.1.	
	II.C.2.	

DOMAIN III: INSTRUCTION

Components	Attributes	Course Numbers
III.A.	III.A.1	
	III.A.2	
	III.A.3	
	III.A.4	
	III.A.5	

III.B.	III.B.1	
	III.B.2	
	III.B.3	

**BACCALAUREATE DEGREE – SPECIAL EDUCATION MILD/MODERATE
UNDERGRADUATE BLENDED PROGRAM & EARLY INTERVENTIONIST PROGRAM
COMPONENTS OF EFFECTIVE TEACHING MATRIX (CONT'D)**

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Grades 1-5
Grades 4-8
Grades 6-12
Birth to Five Years (Early Intervention)

DOMAIN III: INSTRUCTION (CONT'D)

Components	Attributes	Course Numbers
III.C.	III.C.1	
	III.C.2	
	III.C.3	
	III.C.4	
III.D.	III.D.1	
	III.D.2	
	III.D.3	
	III.D.4	

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Components	Attributes	Course Numbers
IV.A.		
IV.B		

DOMAIN V: SCHOOL IMPROVEMENT

Components	Attributes	Course Numbers
V.A	V.A.1	
	V.A.2	
	V.A.3	
V.B	V.B.1	
	V.B.2.	
	V.B.3.	

FORMS FOR ALTERNATE SPECIAL EDUCATION PROGRAMS

ALTERNATE CERTIFICATION – SPECIAL EDUCATION PROGRAMS
COVER PAGE

Name of Institution:			
Institution Official(s) Primarily Responsible For the Overall Implementation of the Alternate Programs:	#1	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	#2	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:

REDESIGNED ALTERNATE CERTIFICATION SPECIAL EDUCATION PROGRAM(S) TO BE SUBMITTED

Check **ALL** redesigned programs being submitted for evaluation.

Master's Degree Alternate Certification

Early Intervention – Birth to Five Years
Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
Hearing Impaired – K-12
Visual Impairments/Blind K-12

Non-Master's/Certification-Only Alternate Program

Early Intervention – Birth to Five Years
Significant Disabilities – 1-12
Hearing Impaired – K-12
Visual Impairments/Blind K-12

ALTERNATE CERTIFICATION – SPECIAL EDUCATION PROGRAMS
COVER PAGE

Name of Institution:
By signing and submitting this proposal, the signator is certifying that the degree: (1) has been jointly developed by faculty in the areas of education, arts/sciences/humanities, other areas, and schools; (2) addresses Louisiana's special education standards, Louisiana's Components of Effective Teaching, NCATE accreditation standards, and PRAXIS expectations; and (3) is based upon empirical research pertaining to effective practices.
Name and Title Campus Head/Authorized Campus Representative:
Signature of Campus Head/Authorized Campus Representative:

Date:	Telephone Number:

E-mail Address:

FORM 10

MASTER'S DEGREE – ALTERNATE CERTIFICATION
SPECIAL EDUCATION PROGRAMS
CURRICULUM

TYPE OF CERTIFICATION: *(Note: If teacher candidates are required to take different types of courses for different types of certification, use a separate form for each type of certification. If all teacher candidates take the same courses, use one form and check the types of certification.)*

      Early Intervention – Birth to Five Years
      Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
      Hearing Impaired – K-12
      Visual Impairments/Blind K-12

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
Knowledge of the Learner and Learning Environment	**15 Hours**		
Methodology & Teaching	**12-15 Hours**		
Student Teaching or Internship	**6-9 Hours**		
Other Courses (If Applicable)			
Total Hours	**33-39 Hours**		

FORM 11

NON-MASTER/CERTIFICATION-ONLY ALTERNATE CERTIFICATION PROGRAM
SPECIAL EDUCATION PROGRAMS
CURRICULUM

TYPE OF CERTIFICATION: *(Note: If teacher candidates are required to take different types of courses for different types of certification, use a separate form for each type of certification. If all teacher candidates take the same courses, use one form and check the types of certification.)*

        Early Intervention – Birth to Five Years
        Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
        Hearing Impaired – K-12
      Visual Impairments/Blind K-12

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
Knowledge of the Learner and Learning Environment	**12 Hours**		
Methodology & Teaching	**6 Hours**		
Student Teaching or Internship	**6 Hours**		
Prescriptive Plan	**0-9 Hours**		
Total Hours	**24-33 Hours**		

FORM 12

ALTERNATE CERTIFICATION – SPECIAL EDUCATION PROGRAMS
PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

       Early Intervention – Birth to Five Years
       Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
       Hearing Impaired – K-12
          Visual Impairments/Blind K-12

Directions: For each grade level for certification, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings.   Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with opportunities to apply new knowledge through site-based experiences.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

Note: Please make additional copies of this page if needed.

FORM 13

ALTERNATE CERTIFICATION – SPECIAL EDUCATION PROGRAMS
COMPONENTS OF EFFECTIVE TEACHING MATRIX

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

    Early Intervention – Birth to Five Years
    Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
    Hearing Impaired – K-12
        Visual Impairments/Blind K-12

Directions: For each grade level of certification, identify the one or two primary courses that include a performance objective and performance assessment which addresses the attribute. Type the course number(s) (e.g., EDUC 201) that address the attribute(s) in the last column. Descriptions of each domain, component, and attribute can be found in Appendix D.

DOMAIN I: PLANNING

Components	Attributes	Course Numbers
I.A.	I.A.1	
	I.A.2	
	I.A.3	
	I.A.4	
	I.A.5	
	I.A.6	

DOMAIN II: MANAGEMENT

Components	Attributes	Course Numbers
II.A.	II.A.1	
	II.A.2	
II.B.	II.B.1.	
	II.B.2	
II.C.	II.C.1.	
	II.C.2.	

DOMAIN III: INSTRUCTION

Components	Attributes	Course Numbers
III.A.	III.A.1	
	III.A.2	
	III.A.3	
	III.A.4	
	III.A.5	

III.B.	III.B.1	
	III.B.2	
	III.B.3	

FORM 13 (CONT'D)

ALTERNATE CERTIFICATION – SPECIAL EDUCATION PROGRAMS
COMPONENTS OF EFFECTIVE TEACHING MATRIX

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

      Early Intervention – Birth to Five Years
      Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
      Hearing Impaired – K-12
      Visual Impairments/Blind K-12

DOMAIN III: INSTRUCTION (CONT'D)

Components	Attributes	Course Numbers
III.C.	III.C.1	
	III.C.2	
	III.C.3	
	III.C.4	
III.D.	III.D.1	
	III.D.2	
	III.D.3	
	III.D.4	

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Components	Attributes	Course Numbers
IV.A.		
IV.B		

DOMAIN V: SCHOOL IMPROVEMENT

Components	Attributes	Course Numbers
V.A	V.A.1	
	V.A.2	
	V.A.3	

V.B	V.B.1	
	V.B.2.	
	V.B.3.	

FORMS FOR ADVANCED MASTER'S DEGREES FOR SPECIAL EDUCATION

FORM 14

PROGRAM SECTION FOR POST-BACCALAUREANT PROGRAMS
IN SPECIAL EDUCATION
COVER PAGE

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REDESIGNED POST-BACCALAUREATE PROGRAM(S) TO BE SUBMITTED

Check the **ONE** Category that is being described in this Program Section and respond to questions about the selected program.

> **Category II: (Advanced) Master's Degree for Teachers**
>
>   Early Intervention – Birth to Five Years
>   Significant Disabilities – 1-12 (Moderate/Severe/Profound Disabilities)
>   Hearing Impaired – K-12
> Visual Impairments/Blind K-12
> Mild/Moderate Special Education
> Gifted Education
> Other: _____

CAMPUS HEAD/AUTHORIZED CAMPUS REPRESENTATIVE SIGNATURE

By signing and submitting this proposal, the signator is certifying that the redesigned post-baccalaureate education program: (1) has been jointly developed by faculty within the College of Education, College of Arts/Sciences/Humanities, other colleges, and K-12 schools; (2) addresses teacher and educational leader needs as they relate to Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, Standards for School Principals in Louisiana, NCATE accreditation, PRAXIS assessments, and ISLLC assessments, NCLB, and IDEA; and (3) is based upon empirical research pertaining to effective practices.

Name and Title Campus Head/Authorized Campus Representative:

Signature of Campus Head/Authorized Campus Representative:

<table>
<tr>
<td>Date:</td>
<td>Telephone Number:</td>
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<td colspan="2">E-mail Address:</td>
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FORM 15

POST-BACCALAUREATE COURSE SEQUENCE FOR DEGREE/PROGRAM

TYPE OF PROGRAM: **(Advanced) Master's Degree for Teachers**

DEGREE DESIGNATION   _____
  (e.g., Master of Education)

DEGREE SUBJECT AREA: _____
  (e.g., Gifted Education))

Directions: Please complete this form for each subject area. Identify the sequence that will be recommended to candidates for completion of their programs. Identify the semester (e.g., first, second, third, etc.) when courses should be taken. If you have different expectations for full and part-time students, please identify the differences. Please list course numbers, titles, and credit hours for each course. Place an *asterisk* beside each *NEW* course that has been specially developed for the proposed program.

SEQUENCE AND LISTING OF COURSES		
Sequence for Semesters	**Course Numbers and Titles**	**Credit Hours**
TOTAL CREDIT HOURS		

FORM 16

PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES
POST-BACCALAUREATE PROGRAMS

TYPE OF PROGRAM:　　　　　　　**(Advanced) Master's Degree for Teachers**

DEGREE DESIGNATION　　　　　　_____
　(e.g., Master of Education)

DEGREE SUBJECT AREA:　　　　　_____
　(e.g., Gifted Education))

Directions:　　For each subject area, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings.   Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with ample opportunities to apply new knowledge through site-based experiences.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

APPENDICES

APPENDIX A

CERTIFICATION STRUCTURE: GENERAL-SPECIAL EDUCATION MILD/MODERATE UNDERGRADUATE BLENDED PROGRAM FOR GRADES 1-5, GRADES 4-8, GRADES 6-12[1]

Effective July 1, 2006

Mild/Moderate Special Education *Undergraduate Program Structure*		Mild/Moderate Special Education Grades 1-5	Mild/Moderate Special Education Grades 4-8	Mild/Moderate Special Education Grades 6-12
General Education Coursework	English	*12 hours*	*12 hours*	*6 hours*
	Mathematics	12 hours	12 hours	6 hours
	Sciences	15 hours	15 hours	9 hours
	Social Studies	12 hours	12 hours	6 hours
	Arts	3 hours	3 hours	3 hours
FOCUS AREA **Special Education & Content**			*Special Education &* **One Middle School Content Area**	*Special Education &* **One High School Content Area**
		Special Education Focus Area: A total of 18 hours of special education coursework.[2] **Reading/Language Arts Focus Area**: A total of 12 hours of content/methodology. **Mathematics Focus Area**: A total of 9 hours of content/methodology	**Special Education Focus Area**: A total of 18 hours of special education coursework.[2] **One Middle School Content Focus Area**: Total of 19 hours in one of the following content areas: English, Mathematics, Science, or Social Studies. (Note: General Education coursework may be used to create the 19 hours.)	**Special Education Focus Area**: A total of 18 hours of special education coursework.[2] **One High School Content Focus Area**: A total of 31 hours in one content area (Note: General Education coursework may be used to create the 31 hours.)
Knowledge of the Learner and the Learning Environment	Child Development/Psychology, Adolescent Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, and Multicultural Education.	15 hours	15 hours	15 hours
Methodology and Teaching	Reading		6 hours	3 hours
	Teaching Methodology and Strategies	6 hours (Science & Social Studies must be addressed.)	6 hours	6 hours
	Student teaching[3]	9 hours	9 hours	9 hours
Flexible Hours for the University's Use[4]		1 hour	9-12 hours	12-21 hours
TOTAL HOURS[5]		124 hours	124 hours	124 hours

[1]Students who do not possess basic technology skills should be provided coursework or opportunities to develop those skills early in their program.

[2]Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

[3]Students must spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis. Fifty percent (50%) of the student teaching must include working with and actual teaching of students with disabilities.

[4]Three of the flexible hours must be in the humanities. This must occur to meet General Education Requirements for the Board of Regents.

[5]In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

EARLY INTERVENTIONIST UNDERGRADUATE DEGREE PROGRAM
CERTIFICATION STRUCTURE[1, 2]

Adopted November 2004

AREAS		Birth to 5 Years BASIC CERTIFICATION (Focus: Greater Depth in Early Childhood, Early Intervention)	
GENERAL EDUCATION COURSEWORK	English	12 Hours	
	Mathematics	12 Hours (including Developmental Math Concepts)	
	Sciences	12 Hours	
	Social Studies	9 Hours	
	Arts	3 Hours	
FOCUS AREA The Young Child		Nursery School And Kindergarten	9 Hours
		Reading (Content)	3 Hours
		Birth-5 Years (Early Intervention)--Infants, Toddlers, and Preschoolers: Foundations In Early Childhood Education and Early Intervention; Physical and Medical Management; Motor Speech/Language Development; Sensory and Communication Differences; Understanding and Working With Families	18 Hours
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRONMENT (These hours may be integrated into other areas when developing new courses.)		Birth-5 Years (Early Intervention)--Infants, Toddlers, And Preschoolers: Child Development/Psychology; Learning Environments/Diversity/Behavior Analysis; Curriculum; Assessment; Interdisciplinary and Interagency Teaming and Consultation	15 Hours
METHODOLOGY AND TEACHING		Reading (Methodology)	6 Hours
		Teaching Methodology: Early Intervention Methods (Infant, Toddler, Preschool); Understanding and Facilitating Play; Teaching Mathematics	9 Hours
		Student Teaching[3] (Infant, Toddler, and Preschool Areas)	9 Hours
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE[4]			7 Hours
TOTAL HOURS[5]			124 Hours

[1]Students who do not possess basic technology skills should be provided coursework or opportunities to develop those skills early in their program.

[2]Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

[3]Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

[4]Three of the flexible hours must be in the humanities to meet General Education Requirements for the Board of Regents.

[5]In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

Minimum credit hours have been listed. Available flexible hours may be used to add more content hours to the various elements of the program. Institutions may add credit hours to meet additional Board of Regents and/or institutional requirements.
No final grade below a "C" will be accepted by the State Department of Education in any coursework within the undergraduate program, with the exception of general education requirements.

APPENDIX C

MASTER'S DEGREE ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS

Adopted November 2004

Component	Early Interventionist Birth to Five Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments/ Blind K-12
Admission to the Program	Baccalaureate degree Minimum 2.50 GPA Pass PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics)—Individuals who already possess a graduate degree will be exempted from this requirement. Pass PRAXIS Elementary Education: Content Knowledge (#0014)			
PROGRAM REQUIREMENTS[1]				
Knowledge of the Learner and the Learning Environment (15 hrs.)	*Coursework specific to Infants, Toddlers, and Pre-schoolers*: Child development or psychology Learning environment and behavior analysis Motor, sensory, and communication differences Teaming, physical, & medical management Understanding and working with families Communication and literacy in early intervention	*Coursework specific to needs of children with significant disabilities*: Assessment and evaluation, including IEP and ESYP Communication strategies Behavior support Collaborative techniques and family partnerships Physical support, health and safety Special education law Characteristics of individuals with significant disabilities	*Coursework specific to needs of general education students*: Assessment and evaluation Special needs of students with disabilities Transition Instructional strategies and planning in the content areas Instructional strategies in literacy Education law, special education law, school structure Technology in schools Diversity in schools	Coursework specific to needs of visually impaired students: Educational implications of low vision and blindness Orientation and mobility for the classroom teacher Assessment / evaluation techniques, including functional vision evaluation and reading media assessment Assistive technology for the visually impaired Education law, special education law, school structure Transition

[1]Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

MASTER'S DEGREE ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS (CONT'D)

Component	Early Interventionist Birth to Five Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments/ Blind K-12
Methodology and Teaching (12-15 hrs.) Content-specific methods courses and field/clinical experiences	*Methodology and Teaching coursework specific to needs of Infants, Toddlers, and Preschoolers*: • Curriculum • Assessment • Early intervention methods • Understanding and facilitating play) • Teaching of reading and mathematics	*Methodology and Teaching coursework specific to needs of children with significant disabilities,* across grades 1-12 Curriculum development and modifications Transition planning Instructional strategies Inclusive education practices	*Methodology and Teaching coursework specific to needs of children with hearing impairments,* across grades K-12 Language development & linguistic principles in language acquisition Speech development, speech reading, audition training Assessment & evaluation Instructional strategies Audiology and audiology training Anatomy and physiology of the hearing mechanism Auditory assistive devices History and psychology of deafness Assistive devices and technology Either Signed, Cued, OR oral communication proficiency	*Methodology and Teaching coursework specific to needs of visually impaired students,* across grades K-12 Instructional strategies Braille code, teaching Braille reading (with proficiency as defined in LA State Competencies) Nemeth code, teaching Braille mathematics Using slate and stylus
Student Teaching or Internship (6-9 hours)				
Total Hours	**33-39 hours**			

[1]**Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.**

APPENDIX C

MASTER'S DEGREE ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS (CONT'D)

CERTIFICATION REQUIREMENTS				
	Early Interventionist Birth to Five Years	**Significant Disabilities 1-12**	**Hearing Impaired K-12**	**Visual Impairments/ Blind K-12**
Certification Requirements, in addition to successful program completion	Passed PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics) Completed all coursework including the certification program with an overall 2.50 or higher GPA Passed PRAXIS Elementary Education: Content Knowledge (#0014)			
	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Early Childhood Education (#0020)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Education of Exceptional Students: Severe to Profound Disabilities (#0544)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Education of Exceptional Students: Hearing Impairment (#0271)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)*
	Prior to receiving a Level 1 or higher professional teaching certificate, all candidates entering an alternate certification program after May 1, 2004, will be required to demonstrate proficiency in the Reading Competencies as adopted by the State Board of Elementary and Secondary Education through (1) completing the same number of reading course hours as required by statute for undergraduate teacher education programs, or (2) passing a reading competency assessment.			

Master's Degree Alternate Programs for Special Education Areas, page 2

APPENDIX D

NON-MASTER'S CERTIFICATION-ONLY ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS

Component	Early Interventionist Birth to Five Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments/ Blind K-12
Admission to the Program	Baccalaureate degree Minimum 2.20 GPA (NOTE: An overall 2.50 GPA is required for state certification) Pass PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics)—Individuals who already possess a graduate degree will be exempted from this requirement. Pass PRAXIS Elementary Education: Content Knowledge (#0014)			
PROGRAM REQUIREMENTS[1]				
Knowledge of the Learner and the Learning Environment (12 hrs.)	*Coursework specific to Infants, Toddlers, and Preschoolers*: Child development or psychology Foundations in early childhood education and early intervention Teaming, physical, & medical management Understanding and working with families Communication and literacy in early intervention	*Coursework specific to needs of children with significant disabilities*: Assessment and evaluation Communication strategies Behavior support Collaborative techniques and family partnerships Physical support, health and safety Special education law Characteristics of individuals with significant disabilities	Coursework specific to needs of general education students: Assessment and evaluation Special needs of students with disabilities Transition Instructional strategies and planning in the content areas Instructional strategies in literacy Education law, special education law, and school structure Technology in schools Diversity in schools	Coursework specific to needs of visually impaired students: Educational implications of low vision and blindness Orientation and mobility for the classroom teacher Assessment / evaluation techniques, including functional vision evaluation and reading media assessment Assistive technology for the visually impaired Education law, special education law, school structure Transition

[1]Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

APPENDIX D

NON-MASTER'S CERTIFICATION-ONLY ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS (CONT'D)

Component	Early Interventionist Birth to Five Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments/ Blind K-12
Methodology and Teaching (6 hrs.) Content-specific methods courses and field/clinical experiences	*Methodology and Teaching coursework specific to needs of Infants, Toddlers, and Preschoolers*: • Curriculum • Assessment • Early intervention methods (including understanding and facilitating play) • Teaching of reading and mathematics	*Methodology and Teaching coursework specific to needs of children with significant disabilities,* across grades 1-12 Curriculum development and modifications Transition planning Instructional strategies Inclusive education practices	*Methodology and Teaching coursework specific to needs of children with impaired hearing,* across grades K-12 Language development & linguistic principles in language acquisition Speech development, speech reading, audition training Assessment & evaluation Instructional strategies Audiology and audiology training Anatomy and physiology of the hearing mechanism Auditory assistive devices History and psychology of deafness Assistive devices and technology Either Signed, Cued, OR oral communication proficiency	*Methodology and Teaching coursework specific to needs of visually impaired students,* across grades K-12 Instructional strategies Braille code, teaching Braille reading (with proficiency as defined in LA State Competencies) Nemeth code, teaching Braille mathematics Using slate and stylus
Student Teaching or Internship (6 hours)				
Optional Prescriptive Plan (1-9 hours)	The prescriptive plan can be pre-planned courses for an individual PROGRAM or individualized hours for the candidate who demonstrates areas of need, not to exceed 9 semester hours.			
Program Total	**24-33 hours**			

[1]**Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.**

NON-MASTER'S CERTIFICATION-ONLY ALTERNATE PROGRAMS FOR SPECIAL EDUCATION AREAS (CONT'D)

CERTIFICATION REQUIREMENTS				
	Early Interventionist Birth to Five Years	**Significant Disabilities 1-12**	**Hearing Impaired K-12**	**Visual Impairments/ Blind K-12**
Certification Requirements, in addition to successful program completion	Passed PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics) Completed all coursework including the certification program with an overall 2.50 or higher GPA Passed PRAXIS Elementary Education: Content Knowledge (#0014)			
	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Early Childhood Education (#0020)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Education of Exceptional Students: Severe to Profound Disabilities (#0544)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)* and *Education of Exceptional Students: Hearing Impairment (#0271)*	Passed PRAXIS *Education of Exceptional Students: Core Content Knowledge (#0353)*
	Prior to receiving a Level 1 or higher professional teaching certificate, all candidates entering an alternate certification program after May 1, 2004, will be required to demonstrate proficiency in the Reading Competencies as adopted by the State Board of Elementary and Secondary Education through (1) completing the same number of reading course hours as required by statute for undergraduate teacher education programs, or (2) passing a reading competency assessment.			

APPENDIX E

CERTIFICATION ADD-ON POLICY FOR SPECIAL EDUCATION AREAS
(to be incorporated into existing regular education Add-on Chart)

Adopted November 2004

PK-3 Add-On (Endorsement)	Requirements
For individual holding a valid Early Interventionist certificate	1. Achieve passing score for PRAXIS Elementary Education: Content Knowledge (#0014). 2. Twelve (12) credit hours of combined Nursery School and Kindergarten coursework (art, math, science, social studies). 3. Nine (9) semester hours of reading coursework.
Early Interventionist Birth to Five Add-On (Endorsement)	**Requirements**

For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate	1. Achieve passing score for PRAXIS Early Childhood Education (#0020) and Education of Exceptional Children: Core Content Knowledge (0353).
	2. Eighteen (18) credit hours that pertain to <u>infants, toddlers, and preschoolers</u>:
	  • ***Foundations in Early Childhood Education and Early Intervention***
	  • ***Understanding and Working with Families of Young Children***
	  • ***Assessment in Early Intervention***
	  • ***Early Intervention Methods***
	  • ***Teaming, Physical and Medical Management in Early Intervention***
	  • ***Communication and Literacy in Early Intervention.***
	3. Nine (9) semester hours of reading coursework.

Significant Disabilities 1-12 Add-On (Endorsement)	**Requirements**

For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate	1. Twenty-one (21) credit hours that pertain to children with significant disabilities:
	  Assessment & evaluation
	  Curriculum development, modifications, and transition planning
	  Behavior support
	  Instructional strategies
	  Communication
	  Collaborative techniques and family partnerships
	  Characteristics of students with significant disabilities, physical support, health and safety
	2. Three (3) credit hours of internship of students with significant disabilities OR three (3) years of successful teaching experience of students with significant disabilities
	3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Severe to Profound Disabilities (0544)

CERTIFICATION ADD-ON POLICY FOR SPECIAL EDUCATION AREAS (CONT'D)

Hearing Impaired K-12 Add-On (Endorsement)	Requirements
For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate	1. Twenty-one (21) credit hours that pertain to children with hearing impairments: • Introduction to special education • Physiological, psychosocial, historical, sociological, and cultural aspects of deafness • Language development that includes linguistic principles and assessment strategies in language acquisitions for Deaf and Hard of Hearing • Speech and Speech reading • Educational Audiology, auditory assistive devices and technology • Instructional strategies and curriculum development for deaf and hard of hearing students • Communication Methodology 2. Three (3) credit hours of internship with students with hearing impairments OR three (3) years of successful teaching experience of students with hearing impairments 3. Signed, Cued, OR Oral communication proficiency, as evidenced by one or more of the following means: Signed: a) Intermediate on the Educational Sign Skills Evaluation: Teacher (ESSE:T) [See www.seecenter.org]; b) Advanced on the Sign Communication Proficiency Interview (SCPI); or c) Level III of the Educational Interpreter Performance Assessment. Cued: a) Mini-Proficient as measured on the Basic Cued Speech Proficiency Rating Test (BCSPR c1983, Beaupre); Oral: a) Successfully passing an additional course in Methods in Oral/Auditory Education. 4. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Hearing Impairment (0271)
Visual Impairments/Blind K-12 Add-On (Endorsement)	**Requirements**
For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate	1. Twenty-one (21) credit hours that pertain to children with visual impairments: Educational implications of low vision and blindness Orientation and mobility for the classroom teacher Assessment & evaluation techniques, including functional vision evaluation and reading media assessment Assistive technology for students with visual impairments Instructional strategies and materials for students with visual impairments Introduction to Braille, including literary and Nemeth codes Braille II 2. Three (3) credit hours of internship with students who are visually impaired or blind OR three (3) years of successful teaching experience of students who are visually impaired or blind 3. Achieve passing score for PRAXIS Education of Exceptional Students: Core Content Knowledge (0353)

CERTIFICATION ADD-ON POLICY FOR SPECIAL EDUCATION AREAS (CONT'D)

Academically Gifted Add-On (Endorsement)	Requirements
For individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary school certificate (e.g., 6-12, 7-12, 9-12), all-level K-12 certificate, or special education certificate	1. Master's degree from an accredited institution of higher education 2. Fifteen (15) graduate hours of prescribed coursework from the following list either within a Master's degree program or as an add-on to an existing Master's: • Characteristics/Study of Gifted Individuals • Methods of Teaching the Gifted • Social and Emotional Needs of the Gifted • Creative Thinking and Problem Solving OR Curriculum Development for the Gifted • Educational Technology 3. Three (3) hours in a practicum for academically gifted or An internship for college credit in academically gifted or Three (3) years of successful teaching in academically gifted. NOTE: Academically gifted certification will be valid only in the teaching area(s) in which one is certified. The secondary teacher of academically gifted students who is to award Carnegie Units in the secondary subject area(s) must be certified in the subject area(s) in which Carnegie Units are awarded. Elementary and secondary teachers who are also certified in academically gifted may offer approved special education elective (enrichment) courses at either the elementary or secondary level.

APPENDIX F

WEB SITES FOR INFORMATION PERTAINING TO NATIONAL STANDARDS

PROGRAM AREAS	WEB SITES
Special Education	Council for Exceptional Children (CEC): http://www.ncate.org/standard/programstds.htm

APPENDIX G

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING
AND COMMENTS FROM THE EXTERNAL EVALUATORS

The primary text from the Louisiana Components of Effective Teaching is presented below. The accompanying text in italics is not from the original document, but was provided by external evaluators who were responsible for the evaluation of redesigned teacher preparation programs. The additional information is provided to illuminate issues that the evaluators perceived as especially critical for that attribute. This text is also intended to provide institutions preparing teacher preparation program proposals with clarification regarding what the external evaluators envisions as relevant to that attribute. The text provided by the external evaluators has been examined by staff of the Louisiana Department of Education and found to be consistent with expectations for new teachers participating in Louisiana's Teacher and Assistance and Assessment Program. The full text of the Louisiana Components of Effective Teaching is available in other sources.

DOMAIN I. PLANNING

Component I.A.   The teacher plans effectively for instruction.

Attributes:

I.A.1   Specifies learner outcomes in clear, concise objectives.

The beginning teacher will 1) develop instructional goals and objectives that are relevant, meaningful, age-appropriate and able to be assessed; 2) identify the precise objectives for each lesson and series of lessons; that is, exactly what students will be able to do; and 3) state objectives in the form of concepts, rules, cognitive strategies, and/or physical operations to be learned.

I.A.2   Includes activity/activities that develop objectives.

The beginning teacher will 1) create lessons with clearly defined structure around which activities are organized; 2) create activities and assignments that are appropriate for students, actively engage them in the learning process, and enable them to use and be assessed on what was taught; 3) teach in homogeneous and heterogeneous groups; and 4) state the advantages and disadvantages of each kind of grouping and state guidelines for deciding when to use each kind.

I.A.3   Identifies and plans for individual differences.

The beginning teacher will 1) develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; 2) develop instructional goals and objectives that reflect different types of student learning and skills; 3) determine the extent to which students have or have not mastered pre-requisite skills for the curriculum being used, the subject matter at hand, or the daily lesson (e.g., curriculum-embedded placement tests, more standardized tests, and/or analyses of students' work); and 4) design instruction to enable students to acquire the prerequisite skills.

I.A.4   Identified materials, other than standard classroom materials, as needed for lesson.

The beginning teacher will 1) use appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; 2) integrate technology to promote learning and expand instructional options; and 3) use resources beyond the campus to help students meet academic and nonacademic needs.

I.A.5   State method(s) of evaluation to measure learner outcomes.

The beginning teacher is able to 1) use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 2) communicate assessment criteria and standards to students; 3) use information from assessments to identify students' strengths and gaps with respect to course objectives and the state curriculum objectives, and use this information to plan next steps in instruction for groups and individuals; 4) connect between the Louisiana statewide assessment program, the K-12 curriculum standards, and instruction; and 5) analyze data from local, state, and other assessments using common statistical measures.

I.A.6   Develops an Individual Education Plan (IEP) and/or IFSP*

    * For special education teachers only.

DOMAIN II.   MANAGEMENT

Component II.A. <u>The teacher maintains an environment conducive to learning</u>.

<u>Attributes</u>:

II.A.1   Organizes available space, materials, and/or equipment to facilitate learning.

The beginning teacher will effectively arrange student and teacher furniture, audiovisual equipment, visual aids, materials storage, and other physical features to facilitate effective interactions in both large and/or small group instruction.

II.A.2   Promotes a positive learning climate.

The beginning teacher will 1) communicate an enthusiasm for learning; 2) provide assistance to students when they encounter difficulty; 3) support students' learning efforts; and 4) provide assistance to all students in a manner that is fair and equitable.

Component II.B. <u>The teacher maximizes amount of time available for instruction.</u>

<u>Attributes</u>:

II.B.1   Manages routines and transitions in a timely manner.

The beginning teacher will establish routines an/or procedures for beginning and ending the school day, leaving and returning to the classroom, getting students ready for an activity, and transitioning between activities in a manner that is efficient and minimizes disruptions. This also includes establishing routines for

II.B.2. Manages and/or adjusts allotted time for activities planned.

The beginning teacher will 1) maximizes instructional time made available for student learning while minimizing idle time for students; 2) encourage student behavior that maximizes observable indicators of student engagement (e.g., paying attention, completing written work, or interacting with peers about assigned work); and 3) demonstrate effective pacing of lessons/activities.

Component II.C. <u>The teacher manages learner behavior to provide productive learning opportunities.</u>

<u>Attributes:</u>

II.C.1   Establishes expectations for learner behavior.

The beginning teacher will 1) communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior; 2) establish classroom procedures and/or rules that are concise and easily understood by all; 3) consistently enforce standards and expectations for student behavior and work habits; 4) encourage students to maintain ethical work standards and monitor their own behavior; and 5) use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

II.C.2   Uses monitoring techniques to facilitate learning.

The beginning teacher will 1) directly observe student behavior and academic performance both in progress or from student artifacts; 2) circulate around the room during independent or seatwork time; 3) set learning and/or behavior goals and document progress toward such goals; 4) apply rewards and sanctions consistently and fairly; 5) focus on students' inappropriate behavior when taking disciplinary action, not on the students' personality or history; 6) discontinue disruptions quickly, taking care to avoid disrupting the whole class; and 7) manage severely disruptive or dangerous behavior without jeopardizing his/her own safety or the safety of others.

DOMAIN III. INSTRUCTION

Component III.A. <u>The teacher delivers instruction effectively.</u>

<u>Attributes:</u>

III.A.1 Uses technique(s) which develop(s) lesson objective(s).

The beginning teacher will 1) create lessons with clearly defined structure around which activities are organized; 2) create activities and assignments that are appropriate for all students and that actively engage them in the learning process; 3) select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; 4) demonstrate effective discussion techniques by using appropriate questioning and redirecting skills; and 5) uses cooperative learning activities for application or expansion of students' mastered skills and knowledge.

III.A.2 Sequences lesson to promote learning.

The beginning teacher will 1) plan and deliver instructional activities that progress in a logical sequence to support instructional goals; 2) plan and deliver lessons that provide guided practice as well as independent practice that have an opening, a body and closing with well-defined review and assessment section; 3) allocate time appropriately within lessons and units, including adequate opportunities for students to engage in reflection and closure; and 4) ensure the overall curriculum in a course is a logical progression of lessons that teach all of the skills needed for later lessons.

III.A.3 Uses available teaching material(s) to achieve lesson objective(s).

The beginning teacher will select and use instructional resources and/or technologies that support instructional goals, enhance student interaction and achievement, and engage all students in learning.

III.A.4 Adjusts lesson when appropriate.

The beginning teacher will respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of unanticipated learning opportunity and use alternative instructional approaches to ensure that all students succeed.

III.A.5 The teacher integrates technology into instruction.

The beginning teacher will 1) use technological tools and/or the products of technology to promote learning and expand instructional options; 2) use technology to promote equitable learning environments; and 3) use technology as a method for evaluating student achievement.

Component III.B. <u>The teacher presents appropriate content</u>

<u>Attributes:</u>

III.B.1 Presents content at a developmentally appropriate level.

The beginning teacher will 1) use the Louisiana State Content Standards and Benchmarks to plan instruction; 2) demonstrate awareness of common student misconceptions or likely sources of student error and knowledge gaps in relation to particular content; and 3) plan instruction that reflects an understanding of important prerequisite relationships.

III.B.2 Presents accurate subject matter.

The beginning teacher is able to exhibit relevant, up-to-date content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues.

III.B.3   Relates relevant examples, unexpected situations, or current events to the content.

The beginning teacher will plan instruction that makes connections within the discipline and across the discipline and use a variety of pedagogical techniques to convey information and teach skills.

Component III.C. <u>The teacher provides opportunities for student involvement in the learning process.</u>

<u>Attributes:</u>

III.C.1 Accommodates individual differences.

The beginning teacher will 1) adapt lessons to address students' varied backgrounds, skills, interests, and learning needs; 2) use effective approaches to address varied students learning needs and preferences; and 3) acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

III.C.2 Demonstrates ability to communicate effectively with students.

The beginning teacher will 1) communicate directions, explanations, class rules and procedures clearly, accurately, and with appropriate level of detail, both orally and in writing; 2) use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; 3) use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 4) correct errors in a matter of fact way; and 5) give timely, enthusiastic, and precise praise.

III.C.3 Stimulates and encourages higher order thinking at the appropriate developmental levels.

The beginning teacher will 1) use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; and 2) use, at appropriate levels, carefully framed questions to enable students to reflect on their understanding of content, to identify errors or gaps in knowledge, and to consider new possibilities.

III.C.4 Encourages student participation.

The beginning teacher will 1) apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge; 2) facilitate reflection and discussion between students; 3) create learning activities that emphasize collaboration and teamwork; and 4) engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process.

Component III.D <u>The teacher demonstrates ability to assess and facilitate student academic growth</u>

<u>Attributes:</u>

III.D.1 Consistently monitors ongoing performance of students.

The beginning teacher will 1) use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement and instructional goals and objectives; 2) communicate assessment criteria and standards to students; 3) adjust instruction based on ongoing assessments of student understanding; and 4) analyze assessment results to help plan instruction for groups of students or individuals.

III.D.2 Uses appropriate and effective assessment techniques.

The beginning teacher will 1) use curriculum-embedded and standardized assessment to assess progress; 2) design assessments, where appropriate, that reflect real-world applications of knowledge and understanding; 3) promote students' use of self-monitoring and self-assessment; and 4) use alternative instructional approaches and assessments to ensure that all students learn and succeed.

III.D.3 Provides timely feedback to students regarding their progress.

The beginning teacher will 1) use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; 2) promote students' ability to use feedback to guide and enhance their learning; and 3) base feedback on high expectations for student learning.

III.D.4 Produces evidence of student academic growth under his/her instruction.

The beginning teacher will 1) collect and maintain accurate records; 2) analyze and interpret assessment data; and 3) summarize assessment results to share with students, families, and school administrators.

DOMAIN IV. PROFESSIONAL DEVELOPMENT

Component IV.A. <u>The experienced teacher plans for professional self-development.</u>

Component IV.B. The new teacher plans for professional self-development.

The beginning teacher will 1) participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); 2) enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework); 3) use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; 4) use appropriate resources and support systems inside and outside the school to address professional development need; 5) use student performance data to determine professional development needs; and 6) make certain that ongoing professional development activities are supported by research.

DOMAIN V. SCHOOL IMPROVEMENT

Component V.A. <u>The teacher takes an active role in building-level decision making</u>

<u>Attributes:</u>

V.A.1   Participates in grade level and subject area curriculum planning and evaluation.

The beginning teacher will 1) maintain supportive and cooperative relationships with colleagues; 2) engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; and 3) communicate effectively and appropriately with other educators in varied contexts.

V.A.2   Serves on task forces and decision-making committees, when appropriate.

The beginning teacher will assume professional responsibilities and duties outside of the classroom.

V.A.3   Implements school improvement plan.

The beginning teacher will collaborate professionally with other members of the school community to achieve school and district goals.

Component V.B. 　　　**The teacher creates partnerships with parents/caregivers and colleagues.**

Attributes:

V.B.1　　Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.

The beginning teacher will 1) apply procedures for conducting effective parent-teacher conferences and communicate with families on a regular basis to share information about student progress and respond appropriately to families' concerns; and 2) communicate effectively with parents and caregivers (e.g., provide jargon free examples of student performance, deescalate and resolve conflicts).

V.B.2　　Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.

The beginning teacher will 1) interact appropriately with families that have diverse characteristics, backgrounds, and needs; and 2) engage families in their children's education and in various aspects of the instructional program.

V.B.3   Seeks community involvement in instructional program.

The beginning teacher will collaborate effectively and appropriately with other members 　　　of community to achieve school district educational goal..

APPENDIX H

COMPETENCIES: MILD/MODERATE DISABILITIES

Reference: CEC Performance Based Standards and Review Procedures.

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure the knowledge and skills of connection and crossover between general education and special education personnel preparation.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators
understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)[1] Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Extend the knowledge and skills of the Individualized Family Service Planning as students age to begin earlier transition planning. Ensure knowledge and skills of transition planning for each school change (e.g., preschool to elementary, elementary to middle/junior high, junior high to high school).

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition[2] can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special

educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure knowledge and use of the *General Education Access Guide.* Also ensure use of instructional technology for all students. Include skills and knowledge of diversity issues as a critical part of individual learning differences.

Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure knowledge and skills of research-based diagnostic and prescriptive approaches to teaching reading and mathematics.

Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure knowledge and use of technology/assistive technology and universal design.

Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure knowledge of typical and atypical language development, language models, and communication strategies.

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also 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. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Ensure knowledge and skills of student-centered planning and instruction.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. 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 policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning

experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special emphasis:
None added

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and 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 understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. 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.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special emphasis:
Require a professional development plan for teacher candidates with a yearly professional growth target that will focus on specific competencies of the needs of students with mild/moderate disabilities (e.g., intensive levels of support for students with moderate disabilities, emotional behavioral disabilities, sensory disabilities, severe learning disabilities, technology/assistive technology).

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Learning Disabilities, Mental Retardation, and Individualized General Curriculum Knowledge and Skills for which the program is preparing candidates.

Special emphasis:

Ensure knowledge and skills of collaboration and advocacy with families.   Ensure the university, LEA, and teacher candidate know and understand how students with disabilities can access and make progress within the general education curriculum with instructional strategies/adaptations/accommodations/modifications.

1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2. "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 coexisting with one or more disabling condition.

3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

APPENDIX I

COMPETENCIES: EARLY INTERVENTION

References: 1) Council for Exceptional Children (CEC) Common Core Professional Standards, Knowledge and Skills For Beginning Early Childhood Special Educators; 2) Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Intervention promulgated by the Division for Early Childhood of the Council for Exceptional Children; 3) the National Association for the Education of Young Children, 4) the Association of Teacher Educators; and 5) Louisiana Blue Ribbon Commission

Standard 1: Foundations

Early Interventionists understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of early intervention and the education and treatment of individuals with exceptional needs both in school and society. Early Interventionists understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Early Interventionists understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of early intervention services. They understand the relationships of organizations of early intervention to the organizations and functions of schools, school systems, and other agencies. Early Interventionists use this knowledge as a ground upon which to construct their own personal understandings and philosophies of early intervention.

Special Emphasis:
Early Interventionists understand the central concepts, tools of inquiry, structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students. These Early Interventionists:

1.1   demonstrate knowledge of models, theories, and philosophies that form the basis for education.

1.2   demonstrate knowledge of laws, policies, and ethical principles related to education.

1.3   demonstrate knowledge of rights and responsibilities of children, families, teachers, and other professionals in schools related to exceptional learning needs.

1.4   demonstrate knowledge of family systems and the roles of families in the educational process.

1.5   demonstrate knowledge of historical points of view and contributions of culturally diverse groups.

1.6   demonstrate knowledge of impact of the dominant culture on shaping schools and the individuals who study and work in them.

1.7   demonstrate knowledge of differences in values, languages, and customs that can exist between the home and school.

1.8   demonstrate knowledge of trends and issues in early childhood education and early intervention.

1.9   demonstrate knowledge of laws, policies, and ethical issues that affect young children, families, and programs for young children.

1.10   demonstrate knowledge of organizations and publications relevant to the field of early intervention.

1.11   demonstrate knowledge of historical and philosophical foundations of services for young children both with and without exceptional learning needs.

1.12   demonstrate the ability to articulate personal philosophy of special education, early childhood, and early intervention.

1.13   demonstrate knowledge of models, theories, and philosophies that form the basis for special education practice.

1.14   demonstrate knowledge of laws, policies, and ethical principles regarding behavior management planning and implementation.

1.15   demonstrate knowledge of special education to the organization and function of educational agencies.

1.16   demonstrate the ability to discuss issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

1.17   demonstrate knowledge of the appropriate use of technology with students with exceptional learning needs.

1.18   demonstrate knowledge of issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

1.19   demonstrate knowledge of historical points of view and contribution of culturally diverse groups.

1.20   demonstrate knowledge of the historical and philosophical foundations of services for young children both with and without exceptional learning needs.

1.21   demonstrate knowledge of educational implications of characteristics of various exceptionalities.

1.22   demonstrate knowledge of characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

1.23   demonstrate knowledge of family systems and the role of families in supporting development.

1.24   demonstrate knowledge of similarities and differences of individuals with and without exceptional learning needs.

1.25   demonstrate knowledge of the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

1.26   demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

1.27   demonstrate knowledge of cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

1.28   demonstrate knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

1.29   demonstrate knowledge of specific disabilities including etiology, characteristics, and classification of common disabilities.

1.30   demonstrate knowledge of the implications for development and learning related to specific disabilities.

1.31   demonstrate knowledge of the required components of Individualized Education Programs (IEP) and Individualized Family Service Plans (IFSP).

1.32   demonstrate the ability to serve as advocates for individuals with exceptional learning needs.

Standard 2: Development and Characteristics of Learners

Early Interventionists know and demonstrate respect for their students as unique human beings. Early Interventionists understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, Early Interventionists understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Early Interventionists understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special Emphasis:
Early Interventionists understand how children learn and develop and can provide learning opportunities that support the intellectual, social, personal, and physical development of each learner in the least restrictive environment. These Early Interventionists:

2.1   demonstrate knowledge of the impact of medical conditions on family concerns, resources, and priorities.

2.2   demonstrate knowledge of effects of various medications on young children with exceptional learning needs.

2.3   demonstrate knowledge of the development of typical and atypical oral-motor and feeding skills in young children.

2.4   demonstrate knowledge of how to establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning.

2.5   demonstrate knowledge of nutrition plans and feeding strategies.

2.6   demonstrate knowledge of universal precautions.

2.7   demonstrate knowledge of health appraisal procedures and make referrals as needed.

2.8   demonstrate knowledge of basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases.

2.9   demonstrate knowledge of the signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect.

Standard 3: Individual Learning Differences

Early Interventionists understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Early Interventionists understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, Early

Interventionists are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which Early Interventionists individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

Special Emphasis:
Early Interventionists understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. These Early Interventionists:

3.1   demonstrate knowledge of the principles and theories related to play in young children.

3.2   demonstrate knowledge of developmentally and individually appropriate activities to facilitate engagement with people and objects.

3.3   demonstrate knowledge of developmentally and functionally appropriate materials, equipment, and environments to facilitate learning through play.

3.4   demonstrate knowledge of adaptive supports to promote play and interaction skills in young children with exceptional learning needs.

3.5   demonstrate knowledge of developmentally and individually appropriate activities to facilitate engagement with people and objects.

3.6   demonstrate knowledge of how to select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments to facilitate learning through play.

3.7   demonstrate knowledge of appropriate use of technology, including adaptive and assistive technology, to facilitate play and social interaction skills in young children with exceptional learning needs.

Standard 4: Instructional Strategies

Early Interventionists possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Early Interventionists select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. They enhance the learning of young children with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, Early Interventionists emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Special Emphasis:
Early Interventionists understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
These Early Interventionists:

4.1   demonstrate knowledge of methods that are research-validated practices in early childhood and early intervention.

4.2   demonstrate knowledge of theories and research that form the basis of curricula development and instructional practice for young children with exceptional learning needs.

4.3   demonstrate knowledge of scope and sequences of early childhood curricula as it applies to young children with exceptional learning needs.

4.4   demonstrate knowledge of national, state and local early childhood curricula standards.

4.5   demonstrate knowledge of technology for planning and managing the teaching and learning environment.

4.6   demonstrate knowledge of roles and responsibilities of the para-educator related to instruction, intervention, and direct service.

4.7   demonstrate knowledge of intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

4.8   demonstrate knowledge of instructional practices based on knowledge of the child, family, and community.

4.9   demonstrate knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

4.10   demonstrate the ability to prepare young children for successful transitions.

4.11   demonstrate the ability to implement, monitor and evaluate Individualized Family Service Plans and Individualized Education Plans.

4.12   demonstrate the ability to plan and implement developmentally and individually appropriate curriculum.

4.13   demonstrate the ability to design intervention strategies incorporating information from multiple disciplines.

4.14   demonstrate the ability to structure, direct, and support the activities of paraeducators, volunteers, and tutors.

Standard 5: Learning Environments and Social Interactions

Early Interventionists actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, Early Interventionists foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Early Interventionists shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Early Interventionists help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions. Early Interventionists use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, Early Interventionists can safely intervene with individuals with exceptional learning needs in crisis. Early Interventionists coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Special Emphasis:
Early Interventionists use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. These Early Interventionists:

5.1   demonstrate knowledge of appropriate learning environments for young children.

5.2   demonstrate knowledge of basic learning environment theories and strategies for young children with and without exceptional learning needs.

5.3   demonstrate knowledge of effective instructional strategies for young children.

5.4   demonstrate knowledge of adult attitudes and behaviors that influence behavior of young children with exceptional learning needs.

5.4   demonstrate the ability to list social skills needed for early education and other environments.

5.5   demonstrate knowledge of strategies for crisis prevention and intervention.

5.6   demonstrate knowledge of strategies for young children to live harmoniously and productively in a culturally diverse world.

5.7   demonstrate knowledge of ways to create learning environments that allow young children to retain and appreciate their own and each other's respective language and cultural heritage.

5.8   demonstrate knowledge of ways specific cultures are negatively stereotyped.

5.9   demonstrate knowledge of strategies used by diverse populations to cope with a legacy of former and continuing racism.

5.10   demonstrate knowledge of a safe, equitable, positive, and supportive learning environment in which diversities are valued.

5.11   demonstrate knowledge of realistic expectations for personal and social behavior in various settings.

5.12   demonstrate knowledge of supports needed for inclusive program environments.

5.13   demonstrate knowledge of learning environments that encourage active participation in individual and group activities.

5.14   demonstrate the ability to modify the learning environment to promote positive behavior.

5.15   demonstrate the ability to use performance data and information from all stakeholders to make or suggest modifications in learning environments.

5.16   demonstrate the ability to establish and maintain rapport with individuals with and without exceptional learning needs.

5.17   demonstrate the ability to create an environment that increases independence.

5.18   demonstrate the ability to use effective, varied, and developmentally- and age-appropriate behavior management strategies.

5.19   demonstrate the ability to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

5.20   demonstrate the ability to design and manage daily routines.

5.21   demonstrate the ability to organize, develop, and sustain learning environments that support positive intercultural and intra-cultural experiences.

5.22   demonstrate the ability to develop functional behavioral assessments and positive behavioral support plans.

5.23   demonstrate the ability to mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group or person.

Standard 6: Language

Early Interventionists understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Early Interventionists use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Early Interventionists are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Early Interventionists match their communication methods to an individual's language proficiency and cultural and linguistic differences. Early Interventionists provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Special Emphasis:
Early Interventionists use knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. These Early Interventionists:

6.1   demonstrate knowledge of typical and atypical communication development, including research-based practices, for functional communication development in family, school, and community contexts.

6.2   demonstrate knowledge of the effects of sensory inputs on the development of language and cognition.

6.3   demonstrate knowledge of anatomical and structural bases of communication including eyes, ears, and vocal mechanisms.

6.4   demonstrate knowledge of anatomical and structural bases of sensory systems (e.g., touch, smell, proprioception).

6.5   demonstrate knowledge of the impact of early communication on the development of the young child with sensory differences.

6.6   demonstrate knowledge of components of linguistic and non-linguistic communication used by individuals who are deaf and hard of hearing.

6.7   demonstrate knowledge of theories of language development, communication modes, and nonlinguistic and linguistic communication in young children with sensory differences or communication delays.

6.8   demonstrate knowledge of basic terminology related to diseases and disorders of the sensory systems and the impact on learning.

6.9   demonstrate knowledge of sensory integration and its impact on development in young children.

6.10   demonstrate knowledge of augmentative, alternative, and assistive communication strategies.
6.11   demonstrate the ability to use strategies to support and enhance communication skills of young children with exceptional learning needs.

6.12   demonstrate the ability to modify instructional strategies and environment to fit the visual, hearing, and other sensory needs of young children.

6.13   demonstrate the ability to design learning environments that maximize opportunities for visual or auditory learning for young children.

6.14   demonstrate the ability to select, adapt, and implement learning strategies appropriate for young children with hearing or visual differences.

6.15   demonstrate the ability to select and manage augmentative, alternative, and assistive technology to foster development in young children.

6.16   demonstrate knowledge of strategies for stimulating and using residual hearing.

6.17   demonstrate the ability to use orientation and mobility strategies for young children with low vision or blindness.

6.18   demonstrate knowledge of receptive and expressive language development including listening, comprehending, speaking (storytelling, bilingual skills), vocabulary development, and understanding the systems of language.

6.19   demonstrate knowledge of written language development, such as expressing ideas in pictures, writing, print awareness, and invented spelling.

6.20   demonstrate knowledge of current research on the development of pre-speech, speech, and language skills.

6.21   demonstrate knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

6.22   demonstrate knowledge of instructional strategies to promote growth in communication development.

6.23   demonstrate the ability to provide rich conceptual experiences that promote growth in vocabulary, reasoning, and speech.

6.24   demonstrate the ability to appreciate and affirm the home language of the child to use as a foundation for promoting further learning.

6.25   demonstrate the ability to facilitate vocabulary development from early referential (recognition/naming) abilities to relational and abstract terms.

6.26   demonstrate the ability to implement strategies for creating an environment in which the child can explore speech, reading, and writing for real-life contexts.

6.27   demonstrate the ability to use communication strategies and resources to facilitate understanding and learning for young children whose primary language is not the dominant language.

6.28   demonstrate the ability to develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity including language differences.

6.29   demonstrate the ability to support and facilitate family and child interactions as primary contexts for learning and development.

6.30   demonstrate the ability to use technology, including augmentative and assistive technology, to support early math literacy skills in young children.

Standard 7: Instructional Planning

Individualized decision-making and instruction are at the center of the early intervention practice. Early Interventionists develop long-range individualized instructional plans anchored in both general and special curricula. In addition, Early Interventionists systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the Early Interventionist's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, Early Interventionists facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies, as appropriate. Early Interventionists also develop a variety of individualized transition plans, such as transitions from infant/toddler services to preschool and from preschool to elementary school. Early Interventionists are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Special Emphasis:
Early Interventionists plan instruction based on knowledge of subject matter, students, the community and curriculum goals. These Early Interventionists:

7.1   demonstrate knowledge of theories and principles related to development of early math literacy skills in young children.

7.2	demonstrate knowledge of methods and materials for promoting early math literacy skills in young children.

7.3	demonstrate the ability to use effective instructional strategies to help children develop concepts and skills in early math through a variety of meaningful developmentally- and age-appropriate activities.

7.4	demonstrate knowledge of strategies for promoting number concepts, patterns and relationships, spatial sense, and measurement.

7.5	demonstrate knowledge of integrating early math literacy concepts into themes, projects, play and other learning experiences.

7.6	demonstrate the ability to implement methods and materials for promoting early math literacy skills in young children.

7.7	demonstrate the ability to discuss developmentally- and age-appropriate literature for young children.
7.8	demonstrate knowledge of strategies for promoting children's appreciation of literature.

7.9	demonstrate knowledge of strategies for promoting culturally valued literature.

7.10	demonstrate knowledge of the importance of providing opportunities to respond personally and creatively to literature.

7.11	demonstrate the ability to provide rich literacy experiences that promote growth in vocabulary, reasoning, and communication.

7.12	demonstrate knowledge of a variety of opportunities for young children to locate and use various print, non-print, and electronic resources.

7.13	demonstrate knowledge of developmentally- and age-appropriate "read aloud" techniques.

7.14	demonstrate the ability to incorporate the use of literature through reading, writing, listening, speaking, viewing, and representing visually in early childhood settings.

7.15	demonstrate the ability to describe pre-, emergent, and early literacy foundations including phonemic awareness, phonics, print awareness, and stages of written language development.

7.16	demonstrate the ability to describe alternative and augmentative communication systems including but not limited to sign language, Braille, cued speech, electronic systems.

7.17	demonstrate the ability to understand the influence of environment on literacy development and skills.

7.18	demonstrate the ability to discuss effects of cultural and linguistic differences on early literacy skills.

7.19	demonstrate the ability to describe 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.

7.20	demonstrate knowledge of strategies and demonstrate appropriate use of technology to support and enhance literacy in young children, including adaptive and assistive technology.

7.21   demonstrate the ability to use strategies to support and enhance early literacy skills of young children with exceptional learning needs.

7.22   demonstrate the ability to use early literacy strategies and resources to facilitate learning for children whose primary language is not the dominant language.

7.23   demonstrate the ability to implement strategies to teach the concepts of pictures, books, and print to young children.

7.24   demonstrate knowledge of typical and atypical fine and gross motor skill development, including research-based practices for functional motor development in family, school, and community contexts.

7.25   demonstrate knowledge of basic principles of motor positioning and handling for young children.

7.26   demonstrate the ability to identify pre-, peri-, and post-natal development and factors that affect children's motor development.

7.27   demonstrate knowledge of organization and management of the physical learning environment.

7.28   demonstrate the ability to list developmentally and functionally appropriate materials, equipment, and environments.

7.29   demonstrate the ability to use materials, equipment, indoor, and outdoor space to promote motor development.

7.30   demonstrate the ability to evaluate and demonstrate appropriate use of technology to enhance motor skills with young children, including adaptive and assistive technology.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of Early Interventionists, and Early Interventionists use multiple types of assessment information for a variety of educational decisions. Early Interventionists 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. Early Interventionists understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Early Interventionists understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, Early Interventionists understand the appropriate use and limitations of various types of assessments. Early Interventionists collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Early Interventionists conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Early Interventionists use assessment information to identify supports and adaptations required for individuals with exceptional learning needs. Early Interventionists regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Early Interventionists use appropriate technologies to support their assessments.

Special emphasis:
Early Interventionists understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
These Early Interventionists:

8.1   demonstrate knowledge of basic terminology used in assessment.

8.2   demonstrate knowledge of basic principles of reliability and validity.

8.3   demonstrate knowledge of legal provisions and ethical principles regarding assessment of young children.

8.4   demonstrate knowledge of screening, prereferral, referral, and classification procedures.

8.5   demonstrate knowledge of the use and limitations of assessment instruments.

8.6   demonstrate knowledge of naturalistic and play-based assessment models for young children.

8.7   demonstrate knowledge of process of linking assessment, intervention, and evaluation strategies.

8.8   demonstrate knowledge of portfolio assessment process.

8.9   demonstrate knowledge of accommodations and adaptations in assessment.

8.10   demonstrate the ability to gather relevant background information.

8.11   demonstrate the ability to administer criterion-referenced and naturalistic assessments for program planning.

8.12   demonstrate the ability to develop and use authentic performance-based assessment of young children's learning to assist with planning and to communicate with families.

8.13   demonstrate the ability to use technology to conduct assessments.

8.14   demonstrate the ability to develop or modify individualized assessment strategies.

8.15   demonstrate knowledge of information from formal and informal assessments.

8.16   demonstrate the ability to use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

8.17   demonstrate knowledge of assessment results to all stakeholders using effective communication skills.

8.18   demonstrate the ability to evaluate instruction and monitor progress of individuals with exceptional learning needs.

8.19   demonstrate the ability to develop or modify individualized assessment strategies.
8.20   demonstrate the ability to create and maintain records.

8.21   demonstrate the ability to select, adapt and administer nonbiased formal and informal assessments for infants, young children and their families.

8.22   demonstrate the ability to participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.

8.23   demonstrate the ability to assist families in identifying their concerns, resources, and priorities.

Standard 9: Professional and Ethical Practice

Early Interventionists are guided by the profession's ethical and professional practice standards. Early Interventionists practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Early Interventionists engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Early Interventionists view themselves as lifelong learners and regularly reflect on and adjust their practice. Early Interventionists are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Early Interventionists understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Early Interventionists actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Early Interventionists know their own limits of practice and practice within them.

Special emphasis:
Early Interventionists are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, families, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. These Early Interventionists:

9.1   demonstrate the ability to serve as advocates on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood and early intervention.

9.2   demonstrate the ability to participate in activities of professional organizations relevant to the field of early childhood and early intervention.

9.3   demonstrate the ability to adhere to the profession's code of ethical conduct.

9.4   demonstrate the ability to develop, implement, and evaluate a professional development plan relevant to one's work with young children.

Standard 10: Collaboration

Early Interventionists routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, Early Interventionists embrace their special role as advocates for individuals with exceptional learning needs. Early Interventionists promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Early Interventionists are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach young individuals with exceptional learning needs. Early Interventionists are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Early Interventionists use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

Special emphasis:
Early Interventionists foster relationships with colleagues, families, and agencies in the larger community to support students' learning and well-being. These Early Interventionists:

10.1   demonstrate the ability to identify services and networks and organizations for young children with exceptional learning needs and their families.

10.2   demonstrate the ability to describe dynamics of team-building, problem-solving, and conflict resolution.

10.3   demonstrate the ability to discuss models and strategies of consultation and collaboration.

10.4   demonstrate the ability to identify roles of individuals with exceptional learning needs, families, and school and community personnel in planning an individualized program.

10.5   demonstrate knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

10.6   demonstrate the ability to assist the family in planning for transitions.

10.7   demonstrate the ability to communicate effectively with families about curriculum and their child's progress.

10.8   demonstrate the ability to apply models of team process in early childhood settings.

10.9   demonstrate the ability to apply various models of consultation in early childhood settings.

10.10   demonstrate the ability to maintain confidential communication about young children with exceptional learning needs.

10.11   demonstrate the ability to collaborate with families and others in assessment of young children with exceptional learning needs.

10.12   demonstrate the ability to foster respectful and beneficial relationships between families and professionals.

10.13   demonstrate the ability to assist families in becoming active participants in their child's team.

10.14   demonstrate the ability to plan and conduct collaborative conferences with families.

10.15   demonstrate the ability to collaborate with professionals and community members in integrating young children with exceptional learning needs into various settings.

10.16   demonstrate the ability to use group problem solving skills to develop, implement, and evaluate collaborative activities.

10.17   demonstrate the ability to model techniques and coach others in the use of instructional methods and accommodations.

10.18   demonstrate the ability to communicate with school personnel about the characteristics and needs of young children with exceptional learning needs.

10.19   demonstrate the ability to observe, evaluate and provide feedback to para-educators.

10.20   demonstrate the ability to discuss models of stress, coping, and adaptation.

10.21   demonstrate the ability to explain family systems and life cycle theories.

10.22   demonstrate the ability to identify effective communication strategies in working with families.

10.23   demonstrate the ability to describe differences in family structure and social and cultural backgrounds.

10.24   demonstrate the ability to discuss concerns of families of young children with exceptional learning needs and strategies to help address these concerns.

10.25   demonstrate the ability to articulate respect for family choices and goals for their children.

10.26   demonstrate the ability to discuss personal cultural biases and differences that impact relationships with families.

10.27   demonstrate the ability to describe factors that influence individual growth and development within the context of the family and community

10.28   demonstrate the ability to use family theories and principles to guide professional practice.

10.29   demonstrate the ability to involve families as partners in assessment, intervention planning, and program evaluation.

10.30   demonstrate the ability to empower families to advocate for their children.

10.31   demonstrate the ability to foster respectful and beneficial relationships between families and professionals.

10.32   demonstrate an understanding of diversity with application to real-life interactions.

10.33   demonstrate the ability to communicate effectively with families of young children with exceptional learning needs from diverse backgrounds.

10.34   demonstrate the ability to plan and collaborate with families on an ongoing basis.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
2. "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
   coexisting with one or more disabling condition.
3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence,
   self-advocacy

APPENDIX J

COMPETENCIES: SIGNIFICANT DISABILITIES

References: 1) Council for Exceptional Children Performance Based Standards and Review Procedures, and 2) Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue

Standard 1:   Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Special Emphasis:
Teachers of students with significant disabilities understand the central concepts, tools of inquiry, structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students. These teachers:

1.0   demonstrate a general knowledge of the Louisiana Content Standards and Benchmarks (in the areas of math, reading, English/language arts, science, social studies, and the arts) and the Foundation skills.

1.1   demonstrate knowledge of the specialized curricular content areas of social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction.

1.2   demonstrate knowledge of when and how to develop, structure, and implement accommodations, modifications (e.g., applying the principle of partial participation) and/or adaptations to provide access to the general curriculum.

1.3   demonstrate knowledge of services (e.g., supported living, supported employment), procedures, and policies that support transition from secondary school settings to postsecondary and work settings, as well as to participation in all aspects of community life.

1.4   demonstrate knowledge of the range of assistive technology (e.g., augmentative communication devices, student-specific software, optical devices) that support students in the learning environment and know how to access resources related to this technology (e.g., through the Internet, district/state agencies, professional organizations).

1.5   demonstrate knowledge of the requirements and responsibilities involved in developing, implementing, and evaluating individualized education programs (IEPs).

1.6   demonstrate knowledge of major trends and issues that define the history of special education and understand how current legislation and recommended practice fit within the context of this history.

1.7   demonstrate the ability to serve as a resource to others by providing information about the laws and policies that support students with disabilities (e.g., IDEA, Section 504, Americans with Disabilities Act) and how to access additional information when needed.

Standard 2:   Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special Emphasis:
Teachers of students with significant disabilities understand how children learn and develop, and can provide learning opportunities that support the intellectual, social, personal, and physical development of each learner in the least restrictive environment. These teachers:

2.1   demonstrate knowledge of a wide array of significant disabilities and are cognizant of the range and types of individual variations that exist within disability categories.

2.2   demonstrate knowledge of how a disability in one area (e.g., physical, cognitive, social/emotional) can impact learning and development in other areas.

2.3   demonstrate knowledge of how to develop a longitudinal record of training and employment experiences utilizing performance data collected at the training/employment sites.

2.4   demonstrate the ability to understand the current and evolving development and learning of individual students from a life-span perspective.

2.5   demonstrate the ability to seek a holistic understanding of each student's current learning and development, based on knowledge of the student's performance within a variety of settings (e.g., general education classroom, community, home, school, workplace).

2.6   demonstrate knowledge of how the presenting needs of students with multiple disabilities and/or complex health needs affect instructional programs. Specifically, teachers should know primitive and automatic reflexes, use appropriate handling and positioning techniques, and use appropriate adaptive and prosthetic equipment.

2.7   demonstrate the ability to support the physical needs of their students including implementing health care plans, suctioning, non-sterile catherization, g-tube feeding, toileting, seizure management, prescription medication, and eating/feeding.

2.8   demonstrate the ability to effectively handle emergencies through design of an emergency plan in school and community settings, use of CPR procedures, and the ability to perform basic first aid procedures.

Standard 3:   Individual Learning Differences

Special educators understand the effects that an exceptional condition[2] can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to

impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Special Emphasis:
Teachers of students with significant disabilities understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. These teachers:

3.1   demonstrate knowledge of the values and beliefs underlying special education services for individuals with disabilities, and advocate on their behalf with students, school personnel, families, and community members. They seek to understand ways in which these are compatible or in conflict with those of the family, school, and community.

3.2   demonstrate knowledge of the fact that second language learners can also have language-based disabilities.

3.3   demonstrate the ability to actively ask questions, seek information from others, and take actions to guard against inappropriate assessment and identification of students whose cultural, ethnic, gender, and linguistic differences may be confused with manifestations of a disability.

3.4   demonstrate knowledge of the importance of communication and increase communication skills with every student, regardless of the students' perceived level of ability and/or eligibility for related services.

3.5   demonstrate the ability to support a variety of communication forms (verbal, nonverbal, low-tech, high tech) and functions of communication (e.g., requesting, protesting, providing information)

3.6   demonstrate the ability to expand opportunities for communication and provide both the technology and environmental support needed for communication.

Standard 4:   Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula[3] and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Special Emphasis:
Teachers of students with significant disabilities understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers:

4.1   demonstrate the ability to ensure the appropriate delivery of instruction for students with disabilities, including assessing students' strengths and needs with respect to the curriculum, designing and modeling instructional strategies, working with general education teachers to develop or implement instructional strategies to meet the needs of individual students, collaboratively teaching with general educators, directly teaching students with disabilities, and monitoring student progress.

4.2   demonstrate the ability to use a range of specialized instructional strategies (e.g., prompting and reinforcement strategies, arranging antecedent stimuli to increase the likelihood of successful student performance, time delay, graduated guidance, self-managed prompts, fading and natural cues, environmental supports, errorless learning,

the use of task analysis, backward chaining, teaching activities at appropriate times for instruction and within natural environments) that have been found through research and best practices to support learning in individual students with disabilities.

4.3   demonstrate the ability to manage consequences to increase the likelihood of successful student performance (e.g., error correction, shaping, natural correction procedures).

4.4   demonstrate the ability to implement systematic plans for delivery of instruction that include, at a minimum, the following components: behavior targeted for learning, instructional strategies, staff providing instructions, environments where instruction will occur, reinforcement strategies, data collection, and evaluation procedures.

4.5   demonstrate the ability to collaborate with general education teachers to infuse individualized goals and specialized strategies into instruction for students with disabilities.

4.6   demonstrate the ability to keep abreast of research-based instructional practices for students with disabilities. They locate, evaluate, and use instructional materials, programs, software, and equipment (communication devices, switches) that are appropriate for individual students with disabilities.

4.7   demonstrate the ability to identify instructional strategies that have been successful in different learning environments (such as general education class, community, home, workplace and school) and work to embed these strategies across environments for individual students with disabilities.

Standard 5:   Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Special Emphasis:
Teachers of students with significant disabilities use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. These teachers:

5.1   demonstrate the ability to utilize a repertoire of strategies (e.g., Circle of Friends) to build students' awareness, sensitivity, acceptance and appreciation for students with disabilities, to foster quality interactions between students with disabilities and typical peers, and collaborate with general education teachers to implement these strategies.

5.2   demonstrate the ability to utilize a repertoire of effective strategies, including explicit teaching and adult-mediated and peer-mediated learning, for promoting positive behavior and building constructive relationships between students with disabilities and their age appropriate peers.

5.3   demonstrate knowledge of behavioral principles.

5.4   demonstrate the ability to conduct functional behavioral assessments, including identifying the functional antecedents, consequences, and setting events.

5.5   demonstrate the ability to design, implement and evaluate positive behavioral support plans that are linked to the results of a functional behavioral assessment.

5.6   demonstrate knowledge of ethical considerations associated with the design of positive behavioral support plans.

5.7   demonstrate the ability to individualize curriculum and instruction so that students with disabilities are motivated, challenged, and successful.

5.8   demonstrate the ability to prepare students with disabilities to take an active role in their IEP planning process, when it is appropriate to do so, in order to support their commitment to learning, self-motivation and self-advocacy.

Standard 6:   Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Special Emphasis:
Teachers of students with significant disabilities use knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. These teachers:

6.1   demonstrate the ability to assess, design, implement, and evaluate strategies that foster the language and communication development of students with disabilities, including non-verbal and verbal communication. They are proactive in collaborating with speech/language pathologists and other language specialists, and in communicating their knowledge of communication and language development and disorders to others who are involved in the student's learning. They assist the general education teacher in implementing strategies and making accommodations that facilitate students' communication and language skills.

6.2   demonstrate knowledge of a variety of types of assistive communication devices and know how to access support specialists and services within and outside the school setting.

6.3   demonstrate the ability to monitor students' use of assistive communication devices across environments (e.g., special class, general education class, after school child care center, home, community, workplace) and provide assistance in using the devices or in changing the device in response to changes in need.

Standard 7:   Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also 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. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Special Emphasis:
Teachers of students with significant disabilities plan instruction based on knowledge of subject matter, students, the community and curriculum goals. These teachers:

7.1   demonstrate the ability to incorporate their knowledge of the impact of disabilities on individual student learning and information gathered in assessment of specific students to guide and oversee the development of the Individualized Education Programs (IEPs).

7.2   demonstrate the ability to oversee the development of transition objectives to guide learners' transitions from elementary school to middle school, middle school to high school, and high school to post-school opportunities. They work within the context of family and community to carry out the educational, and sometimes, life goals of students with disabilities.

7.3   demonstrate the ability to provide for the active involvement of students, families, and other professionals in constructing the student's education program.

7.4   demonstrate the ability to take the primary responsibility for planning and developing an expanded curriculum, such as the development of functional life skills and communication skills, when needed.

Standard 8:   Assessment

Assessment is integral to the decision-making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. 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 policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Special Emphasis:
Teachers of students with significant disabilities understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner. These teachers:

8.1   demonstrate the ability to review prior assessment results and appropriately interpret this information for instructional purposes. They can communicate the findings from these assessments to all team members, including parents.

8.2   demonstrate the ability to plan and conduct assessments (e.g. informal and formal assessments of academic achievement, functional behavioral analyses, curriculum-based assessments, ecological assessments, discrepancy analyses) in the school, home, and community in order to make eligibility and placement decisions about individual students with disabilities.

8.3 demonstrate the ability to initiate, contact, and collaborate with other professionals (e.g., general education teachers, psychologists, social workers, speech/language pathologists, medical personnel) throughout the identification and initial planning process. They seek multiple perspectives on the strengths and needs of students with disabilities, and obtain related services when appropriate.

8.4 demonstrate the ability to regularly use ongoing assessment and student progress monitoring to make instructional decisions including: documentation of effective strategies, identification of adaptations and modifications for instruction.

8.5 demonstrate the ability to ensure that students with disabilities participate in district and statewide assessments and document on the IEP the use of accommodations or an alternate assessment when appropriate. They ensure that decisions regarding accommodations or alternate assessments are aligned with state guidelines and are consistent with accommodations or modifications provided routinely in the classroom.

8.6 demonstrate the ability to utilize Louisiana Department of Education Extended School Year Criteria in determining eligibility for extended school year services.

Standard 9:   Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and 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 understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. 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.

Special Emphasis:
Teachers of students with significant disabilities are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. These teachers

9.1 demonstrate the ability to reflect on the progress of individual students with disabilities and work with general education teachers, other professionals, and families to consider ways to build on the students' strengths and meet their needs.

9.2 demonstrate the ability to reflect on their work, develop improvement plans, and identify appropriate supports to engage in professional development.

Standard 10:   Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Special Emphasis:

Teachers of students with significant disabilities foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being. These teachers:

10.1   demonstrate the ability to provide leadership for their IEP teams to accomplish their purposes. They understand factors that influence how teams develop and employ skills (e.g., problem-solving, action planning, conflict resolution) that ensure optimal team functioning, promote decision-making, and support the use of appropriate learning activities.

10.2   demonstrate the ability to take a life span view of students with disabilities and use their broad knowledge of disabilities, legislation, special education services, and instructional strategies to ensure implementation of each student's individual education program.

10.3   demonstrate the ability to work with related services professionals to design, implement, and evaluate instructional plans for students with disabilities. They collaborate on integrating related services into these plans to enhance students' performance in the general curriculum or on other identified goals.

10.4   demonstrate the ability to include, promote, and facilitate family members as partners on parent-professional, interdisciplinary, and interagency teams. They identify, develop, and manage structures that support interagency collaboration, including interagency agreements, referrals, and consultation, and home-school communication.

10.5   demonstrate the ability to collaborate with families and with school and community personnel to include students with disabilities in a range of instructional environments in the school and community, including general education settings and classrooms.

10.6   demonstrate the ability to understand the impact that having a child with a disability may have on family roles and functioning at different points in the life cycle of a family. They understand the implications of a variety of different approaches to family involvement and parent-professional partnerships, and use this knowledge to facilitate families' participation and involvement in the instructional program.

10.7   demonstrate knowledge of how having a child with disabilities may influence a family's views of themselves as caregivers and as members of their communities.

10.8   demonstrate the ability to provide hands-on demonstration and training to paraprofessional and other instructional team members across environments and activities.

10.9   demonstrate the ability to recognize the signs of child abuse and make the appropriate referrals.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2. "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 coexisting with one or more disabling condition.

3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

APPENDIX K

COMPETENCIES: DEAF/HARD OF HEARING

Reference: Council for Exceptional Children (CEC) Performance Based Standards and Review Procedures

Standard 1:   Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and skills.

Special Emphasis:
Special educators are able to apply theories, philosophies, and models of practice to the education of individuals who are deaf or hard of hearing. These teachers:

1.0   demonstrate knowledge of educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals who are deaf or hard of hearing.

1.1   demonstrate knowledge of models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or hard of hearing.

1.2   demonstrate knowledge of etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences.

1.3   demonstrate knowledge of issues and trends in the field of education of individuals who are deaf or hard of hearing.

1.4   demonstrate knowledge of major contributors to the field of education of individuals who are deaf or hard of learning.

1.5   demonstrate knowledge of major principles and parameters of federal disabilities legislation.

Standard 2:   Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, these educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. They understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills for students who are Deaf or Hard of Hearing.

Special Emphasis:
Teachers of students who are deaf or hard of hearing understand how children learn and develop, and can provide learning opportunities that support the intellectual, social, personal, and physical development of each learner. These teachers:

2.0   demonstrate knowledge of cognitive development of individuals who are deaf or hard of hearing and/or have multiple disabilities and special needs.

2.1   demonstrate knowledge of the impact of the onset of hearing loss, age of identification, and provision of services on the development of the individual who is deaf or hard of hearing.

Standard 3:   Individual Learning Differences

Special educators understand the effects that a hearing loss can have on an individual's learning in school and throughout life. These educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, these educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty areas of Special Education Teachers of Students who are Deaf or Hard of Hearing.

Special Emphasis
Teachers of students who are deaf or hard of hearing understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. These teachers:

3.0   demonstrate knowledge of the impact of educational placement options with regard to cultural identity and linguistic, academic, and social-emotional development.

3.1   demonstrate knowledge of the cultural dimensions of hearing loss that may impact the individual.

3.2   demonstrate knowledge of the influence of families on the overall development of the individual who is deaf or hard of hearing.

3.3   demonstrate knowledge of the impact of hearing loss on learning and experience.

Standard 4:   Instructional Strategies

Special educators use appropriate strategies to facilitate integration into various settings. They select, adapt and use instructional strategies and materials according to characteristics of the individual student with exceptional learning needs. Educators of students with hearing loss emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. They teach students to use procedures to increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. They teach students to use strategies that promote successful transitions for individuals with exceptional learning needs.

Special Emphasis:

Special educators must demonstrate Proficiency in the relevant mode or language(s) used to teach individuals who are deaf or hard of hearing (Oral, Cued Speech, ASL, Signing Exact English). They must provide activities to promote literacy in English. They must prepare students who are deaf or hard of hearing in the use of interpreters/transliterators. They must apply first and second language teaching strategies to the needs of the individual student. These teachers:

4.0   demonstrate knowledge of sources of specialized materials for individuals who are deaf or hard of hearing.

4.1   demonstrate knowledge of required procedures and technologies consistent with program philosophy educating individuals who are deaf or hard of hearing.

4.2   demonstrate knowledge of instructional strategies for teaching individuals who are deaf or hard of hearing.

Standard 5:   Learning Environments/Social Interactions

Educators of the deaf and hard of hearing actively develop ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. They demonstrate knowledge of basic classroom management theories and strategies for individuals with exceptional learning needs.

Special Emphasis;
Special educators ensure a process for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing. They ensure opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels. These teachers:

5.0   demonstrate the ability to modify the instructional environment to meet the physical, cognitive, cultural, and communication needs of the individual who is   deaf or hard of hearing.

5.1   demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing.

5.2   demonstrate the ability to manage assistive/augmentative technology for individuals who are deaf or hard of hearing.

5.3   demonstrate the ability to select, adapt, and implement classroom management strategies considering deaf cultural factors.

5.4   demonstrate the ability to design a classroom environment that maximizes opportunities for visual and/or auditory learning for individuals who are deaf or hard of hearing.

Standard 6:   Language

Educators of students who are deaf or hard of hearing understand the effects of cultural and linguistic differences on growth and development. In addition, they understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language. They have knowledge of augmentative and assistive communication strategies. They are able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Special Emphasis:
Educators of the deaf and hard of hearing are able to gather and analyze verbal and nonverbal communication samples. They also facilitate independent communication and communication between the individual who is deaf or hard of hearing and the primary caregivers. These teachers:

6.0   demonstrate knowledge of communication features salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional,   and social development.

6.1   demonstrate knowledge of the impact of early communication on the development of the individual who is deaf or hard of hearing.

6.2   demonstrate knowledge of the effects of sensory input on the development of language and cognition.

6.3   demonstrate knowledge of the components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing.

6.4   demonstrate the ability to use communication modes used by and with individuals who are deaf or hard of hearing.

6.5   demonstrate knowledge of current theories of language development in individuals who are hearing and those who are deaf or hard of hearing.

6.6   demonstrate the ability to use strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing.

6.7   demonstrate knowledge of strategies for stimulating and using residual hearing.

Standard 7:   Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, these educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, these educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also 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. These educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Special Emphasis
Special educators demonstrate knowledge of model programs, including career/vocational and transition, for individuals who are deaf or hard of hearing. These teachers:

7.0   demonstrate the ability to select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing.

7.1   demonstrate the ability to integrate speech skills as consistent with educational philosophy into academic areas.

7.2   demonstrate the ability to participate in an authentic(s) field experience in planning and implementing instruction for individuals who are deaf or hard of   hearing and who have multiple disabilities and special needs.

Standard 8:   Assessment

Assessment is integral to the decision-making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. 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 policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. These educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, these educators understand the appropriate use and limitations of various types of assessments. These educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. These educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Special Emphasis:
Special educators demonstrate knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing. They demonstrate knowledge of specialized procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing. They know the special policies on referral and placement procedures for individuals who are deaf or hard of hearing. These teachers:

8.0   demonstrate the ability to administer assessment tools using the natural/native/preferred language of the individual who is deaf or hard of hearing.

8.1   demonstrate the ability to use disability specific assessment instruments.

8.2   demonstrate the ability to act as a "resource" person in various educational settings.

Standard 9:   Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. These educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. These educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others" attitudes, behaviors, and ways of communicating can influence their practice. They understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. They actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. They know their own limits of practice and practice within them.

Special Emphasis:
Special educators evidence knowledge of the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing. They participate in professional development to acquire knowledge of philosophies and skills in communication modes. They support organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing. These teachers:

9.0   demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.

9.1   demonstrate the ability to participate in the activities of professional organizations in the field of hearing impairment.

Competency 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, these educators embrace their special role as advocate for individuals with ELN. These educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. These educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. They use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Special Emphasis:
Special educators understand the effects of communication on the development of family relationships. They are familiar with services and networks for and organizations of individuals who are deaf or hard of hearing. They understand and are able to implement collaboration strategies and techniques needed to work with general education teachers and support staff. These teachers:

10.0   demonstrate the ability to coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing and the primary caregivers.

10.1   demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.

10.2   demonstrate the ability to provide families with knowledge, skills, and support to make choices regarding communication modes/philosophies and educational   options across the life span.

10.3   demonstrate the ability to exchange knowledge of general education curriculum and special education accommodations/strategies with general education teachers and support staff.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

APPENDIX L

COMPETENCIES: VISUAL IMPAIRMENTS/BLIND

Reference: Council for Exceptional Children (CEC) Performance Based Standards and Review Procedures

Standard 1:   Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty area of Visual Impairments Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:

Teachers of students with visual impairments understand the central concepts, tools of inquiry, structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2:   Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development, and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty area of Visual Impairments Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:

Teachers of students with visual impairments understand how children learn and develop, and can provide learning opportunities that support the intellectual, social, personal, and physical development of each learner. These teachers:

2.0 demonstrate knowledge of the development of the human visual system and how a visual impairment affects development, learning, and experience.

2.1 demonstrate knowledge and understanding of the impact of a visual impairment on family-social interactions and the implications of attitudes toward the student with visual impairments.

Standard 3:   Individual Learning Differences

Special educators understand the effects that an exceptional condition[2] can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty area of Visual Impairments Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments understand how students differ in their approaches to learning and create instructional opportunities that are adapted to the diverse learning needs of each student.

Standard 4:   Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula[3] and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty area of Visual Impairments Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills, including the skills of blindness. These teachers:

4.0 demonstrate the ability to determine visual efficiency and teach strategies for effective use of residual vision.

4.1 demonstrate basic knowledge of orientation and mobility.

4.2 demonstrate a basic knowledge of Braille technology.

4.3 demonstrate the ability to modify material to other formats.

4.4   demonstrate the ability to facilitate the inclusion of the student with visual impairments into the classroom, the community, etc.

4.5   demonstrate a basic knowledge of direct and related services.

4.6   demonstrate knowledge of how to teach self-advocacy strategies.

4.7   demonstrate knowledge of low vision devices.

4.8   demonstrate the ability to address the life-long literacy needs of students with visual impairments.

4.9   demonstrate knowledge of and the ability to teach adaptive living skills.

4.10   demonstrate knowledge of teaching strategies for the content areas.

4.11   demonstrate the ability to read and write contracted Braille.

4.12   demonstrate the ability to read braille at a minimum reading speed of 70 words per minute as tested on a 6th grade literacy reading level and transcribe a page of literary Braille consisting of a minimum of 250 words with no errors using a Braillewriter, slate and stylus, and computer generated Braille.

Standard 5:   Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty area of Visual Impairments Knowledge and Skills for which the program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and self-advocacy.

Standard 6:   Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their

communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the CEC Specialty Area of Visual Impairments Knowledge and Skills for which the preparation program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments use knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7:   Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also 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. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area of Visual Impairments Knowledge and Skills for which the preparation program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments plan instruction based on knowledge of subject matter, students, and the community and curriculum goals. These teachers:

      7.0   demonstrate the ability to adapt, interpret, and use assessment data for instructional planning.

      7.1   demonstrate knowledge and understanding of what constitutes a curriculum for students with visual impairments.

Standard 8:   Assessment

Assessment is integral to the decision-making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. 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 policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for

individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area of Visual Impairment Knowledge and Skills for which the preparation program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner. These teachers:

      8.0   demonstrate knowledge of current laws and regulations related to the education of students with visual impairments.

Standard 9:   **Professional and Ethical Practice**

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and 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 understand that culture and language can interact with exceptionalities and are sensitive to the many aspects of diversity of individuals with ELN and their families. 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.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area of Visual Impairments Knowledge and Skills for which the preparation program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. These teachers:

      9.0   demonstrate the ability to participate in professional development activities.

Standard 10:   **Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area of Visual Impairments Knowledge and Skills for which the preparation program is preparing candidates.

Special Emphasis:
Teachers of students with visual impairments foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being. These teachers:

      10.0   demonstrate knowledge of the transition process.

10.1 demonstrate knowledge of vocational rehabilitation services and connect students and their families to these services.

10.2 demonstrate the ability to team and collaborate with service providers, other teachers, and family members.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2. "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 coexisting with one or more disabling condition.

3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.