

Curriculum and Instruction – Special Education

Alignment of Austin Peay State University Professional Educational Standards, Council for Exceptional Children Standards, and NCATE Standards

Austin Peay State University Professional Educational Standards	Council for Exceptional Children	NCATE Standards
<p>STANDARD ONE: PROFESSIONAL GROWTH AND DEVELOPMENT Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.</p> <p>1.1 Candidates reflect on effective teaching practices as demonstrated by mentor teachers and colleagues</p> <p>1.2 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students</p> <p>1.3 Candidates monitor their teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.</p> <p>1.4 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development</p> <p>1.5 Candidates demonstrate a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.</p>	<p>Standard 5: Learning Environments and Social Interactions</p> <p>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</p>	<p>1.c. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement</p> <p>1.c They are aware of current research and policies related to schooling, teaching, learning, and best practices.</p> <p>1.c They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p> <p>1.d. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.</p> <p>1.c. They engage in professional activities.</p> <p>1.c They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students.</p> <p>1.d They are aware of and utilize</p>

<p>1.6 Candidates effectively communicate with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>1.7 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.</p> <p>1.8 Candidates use knowledge of effective verbal, and nonverbal communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom</p> <p>1.9 Candidates use media to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>1.10 Candidates write at a professional level, using proper grammar and writing techniques and appropriately referencing research.</p>	<p>volunteers and tutors.</p> <p>Standard 7: Instructional Planning</p> <p>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</p>	<p>school and community resources that support student learning</p>
---	---	---

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.

[Edit](#)

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

	<p>professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p> <p>Standard 10: Collaboration</p> <p>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.</p>	
<p>STANDARD TWO: KNOWLEDGE OF INSTRUCTION Candidates plan instruction based upon knowledge of subject</p>	<p>Standard 4: Instructional Strategies</p> <p>Special educators possess a</p>	<p>1.d. They analyze student, classroom, and school performance data and make data-driven decisions about</p>

<p>matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>2.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>2.2 Candidates organize instruction to create learning experiences that content to real life experiences and enable students to apply learning to future careers.</p> <p>2.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.</p> <p>2.4 Candidates use a wide variety of resources and methods, including technology and assessment data, teacher-created materials, textbooks, technology, community and business resources to develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>2.5 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p> <p>2.6 Candidates support acquisition of English necessary for continuous</p>	<p>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 curricula³ 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.</p> <p>Standard 7: Instructional Planning</p> <p>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</p>	<p>strategies for teaching and learning so that all students learn.</p>
---	--	---

<p>learning in the content area of students whose first language is not English.</p> <p>2.7 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>2.8 Candidates evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>2.9 Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>2.10 Candidates work with others in developing individualized plans, adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p> <p>2.11 Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>2.12 Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and</p>	<p>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.</p>	
--	---	--

<p>helping students express their ideas.</p>		
<p>Standard Three: Knowledge of Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.</p> <p>3.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>3.2 Candidates understand state and federal accountability requirements.</p> <p>3.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>3.4 Candidates actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>3.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>3.6 Candidates collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments</p>	<p>Edit</p> <p>Standard 8: Assessment</p> <p>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</p>	<p>1.d. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.</p>

	<p>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.</p>	
<p>STANDARD FOUR: KNOWLEDGE OF STUDENTS</p> <p>Candidates understand the diverse needs of students and that students differ in their approaches to learning. Candidates can create learning opportunities that meet the needs of all students. Candidates support students’ intellectual, social and personal development.</p> <p>4.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development</p> <p>4.2. Candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains when making instructional decisions.</p> <p>4.3 Candidates recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area</p>	<p>Standard 2: Development and Characteristics of Learners</p> <p>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.</p> <p>Standard 3: Individual Learning Differences</p> <p>Special educators understand the effects that an exceptional</p>	<p>1.d. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice.</p>

<p>4.4 Candidates use this knowledge of students to optimize learning opportunities for each student</p> <p>4.5 Candidates understand and identify differences in student approaches to learning and performance</p> <p>4.6 Candidates design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>4.7 Candidates create a learning community which is inclusive and in which individual differences are respected</p> <p>4.8 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures and Candidates provide equitable access to and participation in the general curriculum for students with disabilities.</p> <p>4.9 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>4.10 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.</p>	<p>condition2 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.</p> <p>Standard 6: Language</p> <p>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</p>	
--	---	--

	<p>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.</p>	
<p>STANDARD FIVE: CLASSROOM MANAGEMENT Candidates 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.</p> <p>5.1 Candidates understand human motivation and behavior and create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 Candidates organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.</p> <p>5.3 Candidates develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of</p>	<p>Standard 2: Development and Characteristics of Learners</p> <p>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.</p> <p>Standard 5: Learning Environments and Social Interactions</p> <p>Special educators actively create learning environments for individuals with ELN that foster</p>	<p>1.c They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students.</p>

<p>classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 Candidates can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.</p>	<p>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.</p>	
<p>Standard Six: Knowledge of Technology Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning. and to enhance their professional growth and productivity</p> <p>6.1 Candidates integrate instructional technology to facilitate learning in their</p>	<p>Standard 7: Instructional Planning</p> <p>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</p>	<p>1.a Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p> <p>1.b Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.</p>

<p>classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving</p> <p>6.2 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.</p> <p>Candidates apply technology to analyze assessment data and to guide classroom decisions regarding student learning</p> <p>6.4 Candidates use technology in their own learning process and to change their current educational practice.</p> <p>Candidates use technology to gather, sort, and analyze information needed for their own research projects</p> <p>6.6 Candidates use technology to effectively communicate with students, parents, and colleagues.</p> <p>6.8 Candidates effectively use and manage all technology available to them and explore uses of emerging resources.</p> <p>6.7 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.</p> <p>6.9 Candidates model the legal and ethical use of technology resources</p>	<p>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.</p>	<p>1.b They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice</p>
<p>Standard 7. Knowledge of Content Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) Candidates teach and can create learning experiences that develop student</p>	<p>Standard 1 Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and</p>	<p>1.a Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p> <p>1.b Candidates in advanced programs</p>

<p>competence in the subject matter.</p> <p>7.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline Candidates teach, including those addressed in the licensure standards for the teaching endorsement(s) Candidates seek</p> <p>7.2 Candidates understand and are able to use assumptions and the processes of inquiry for the discipline being taught.</p> <p>7.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>7.4 Candidates use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p>	<p>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</p>	<p>for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.</p> <p>1.b They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice</p>
--	---	---