

Certification Preparation Program Guidelines for Special Education Grades PK-12

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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WHY QUALITY TEACHER PREPARATION PROGRAMS ARE IMPORTANT

The fundamental purpose of a teacher preparation program approved by the Commonwealth of Pennsylvania is to admit, prepare, and support candidates for the teaching profession who, upon graduation, have the knowledge and skills to enable PK-12 students in Pennsylvania to achieve academic success. Pennsylvania's preparation of new teachers is one component of a Standards-Based Instructional System.



Figure 1

The six components of the Standards-Based Instructional System do not stand in isolation as supports for PK-12 student achievement in the Commonwealth of Pennsylvania. Design and delivery of high-quality teacher preparation programs are functions of an aligned instructional system; institutional success in producing new teachers with the knowledge and skills to promote student learning is the ultimate outcome of the overall system. High quality teacher preparation programs are an essential part of Pennsylvania's efforts to build capacity for an aligned PK-16 system.

PHILOSOPHY FOR PREPARING HIGHLY EFFECTIVE TEACHERS IN PENNSYLVANIA

Six linked circles in the previous standards-based system define core elements of Pennsylvania's emerging instructional system: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Together, these system components are intended to produce strong results for students. For this to happen, the work encompassed in each circle such as instruction must build capacity for the activities captured by the other five circles.

In the case of teacher preparation programs and their contribution to **(1) instruction**, all programs are expected to align their course content with **(2) state standards**. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a **(3) standards-based curriculum** effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use **(4) materials and resources for instruction** (including technology) to meet the individual needs of each student in their classroom. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use **(5) assessment skills**, enabling them to understand and respond to pupil results on state standardized tests (PSSA, Keystone Exams, and PASA), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge and teaching skills must enable every candidate for the teaching profession in the Commonwealth to implement **(6) appropriate interventions** in the classroom to improve student learning. Teacher preparation programs and the new teachers who complete them will be judged according to their success in achieving the six key goals described above.

Since program and candidate success do not happen by accident, program design, the components of that design, and the ongoing assessment of their effectiveness must all point in the same direction. The needs and interests of PK-12 students and their schools are at the center of the program. This means that PK-12 teachers and administrators must be involved in program assessment activities, decisions about selection and use of clinical sites, and asked regularly for their feedback on candidate and program performance. Program outcomes must include strong subject matter content preparation, more extensive clinical experiences for students, and the use of technology in curriculum and instruction.

Because teaching is a clinical profession, candidates for the profession should spend extensive time in school settings beginning early in their teacher preparation program sequence guided by university faculty and appropriately prepared PK-12 mentor teachers. Teacher preparation programs must be able to demonstrate how they use evidence about program graduates and evidence about the PK-12 students of their graduates to make continuous program improvements.

INTRODUCTION

Act 82 of 2018 established a Special Education Grades PK-12 standalone certificate. This legislation replaced the Special Education PK-8 and Special Education 7-12 certificates. A PDE-approved Special Education program provider must now prepare students to teach prekindergarten through grade 12 or up to 21 years of age. The Special Education Grades PK-12 certificate does not require certification in an additional content area.

These guidelines describe the program approval requirements for those entities interested in preparing students for a Pennsylvania certificate in Special Education Grades PK-12.

PROGRAM DESIGN

Preparation programs leading to the Special Education Grades PK-12 certificate will provide candidates with the skills, knowledge, and competencies necessary for meeting the needs of students with disabilities in multiple settings. The certificate is designed so that the candidate can accept a Special Education teaching position in multiple education settings across the PK-12 continuum. Candidates will demonstrate knowledge and competencies in the areas of academic, behavioral, social, and emotional growth, and methods to maximize a student's capabilities. Utilizing research-based effective instructional strategies and diagnostic tools, candidates will develop a thorough understanding of child and adolescent development and appropriate diagnostic and instructionally adaptive strategies for all learners, as well as competence in applying appropriate instructional practices to meet the diverse needs of all early, middle level, and high school level students..

Credits and Course Requirements

Preparation programs leading to the Special Education Grades PK-12 certificate must address the special education competencies described in these guidelines. Competencies in Special Education include all of the competencies within the 9 credits/270 hours of educating diverse learners that Chapter 49 requires for all teacher candidates. The English Learner requirement of 3 credits/90 hours is expected to be met within the core area for the certificate level. (Refer to Appendix A.)

Institutions are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, concepts, and skills essential for successful Special Education instruction. The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

In order to help all teachers better understand ways to accommodate and adapt learning for students with disabilities in an inclusive setting, it is essential that courses and course content be developed and taught by faculty with deep expertise in Special

Education. While preparation programs may infuse the necessary competencies into existing courses or add additional courses as appropriate, it is critical that the faculty who deliver the content be Special Education content experts.

PROGRAM DELIVERY

PDE maintains that all PK-12 teacher preparation programs, including Special Education Certificate Preparation Programs, should be comprehensive and delivered through a combination of university classroom, school, and other appropriate settings. While certification preparation programs and coursework may be offered online, PDE-approval requires that all field experience be face-to-face.

PROFESSIONAL CORE COMPONENT OF PROGRAM DESIGN

The Professional Core courses, competencies, and experiences for the Special Education Grades PK-12 teacher preparation program should be designed to address the broad set of issues, knowledge, and competencies that are relevant to PK-12 teaching and learning. The program must prepare teachers who will be able to ensure students' mastery of academic standards. The Professional Core component of the program design must be maintained regardless of the configuration or options that the training program selects. The Professional Core in the PK-12 certification program consists of required competencies and includes field experiences. A minimum 12-week student teaching experience is a requirement of the PK-12 teacher certification program. Programs have flexibility in how they address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (9 credits or 270 hours or equivalent combination embedded in coursework, activities, or projects), and meeting the needs of English Learners (3 credits or 90 hours or equivalent combination embedded in coursework, activities, or projects). See Appendix A.

The Professional Core of courses, competencies, and experiences for PK-12 teacher preparation programs must be designed to address the issues and knowledge that are relevant for PK-12 teaching and learning. The philosophy and standards (Pennsylvania standards as well as those of the learned societies of the content areas, such as the Council of Exceptional Children Professional Preparation Standards, must permeate the candidates' course experiences, as well as their field experiences and student teaching.

For candidates preparing to be teachers in grades PK-12, all courses should be grounded in child and adolescent development and enable them to gain the knowledge and experience to work successfully with family members and the broader community. Faculty who teach in the professional core must have demonstrated expertise in education methods appropriate to the grades PK-12 content they are teaching, as well as advanced degrees in disciplines appropriate to teaching in the program.

Professional Core for PK-12-level teacher preparation must include:

I. Development, Cognition, and Learning

- A. Child Development Theory
- B. Early Childhood Theory
- C. Adolescent Development
- D. Behavioral Theory
- E. Social Cognitive Theory
- F. Organizational Structure of Schools

II. Subject Matter Content and Pedagogy

Pedagogy and Curriculum Development

III. Assessment

IV. Professionalism

V. Adaptations and Accommodations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners §49.13(4)(i)

PROFESSIONAL CORE RATIONALE

For Pennsylvania teachers, Title 22 of the Pennsylvania Code, §354.25(3), as well as §354.32 (a)(1) and §354.33(1)(i)(A)-(H) enumerate aspects of the knowledge and skills that candidates for teaching in the commonwealth are expected to learn and demonstrate. While this set of knowledge and skills is developed in university academic classroom settings and clinical practice, the program curriculum should reflect this centrality to the process of educator preparation.

I. Development, Cognition, and Learning

A. and B. Cognitive Development and Learning Theory

Through PK-12 Professional Core content and experiences, candidates must learn and be able to apply the major concepts and theories related to the development of young children and their learning. They must become familiar with the research on human development, motivation, and learning. The courses should be designed and taught in such a way that faculty and candidates are able to integrate their knowledge of child development and learning theory and make explicit connections with academic delivery content areas, cognitive development, literacy, Special Education, and English Language Learning. Teacher preparation in this area should be geared toward the social, emotional, and intellectual development of the child, and should be grounded in the notion of communities of practice.

Essential knowledge and skills are needed to provide appropriate environments that support learning in each content area for all children. PK-12 professionals must know the essential concepts, inquiry tools, and structure of their content area. Basic knowledge of the research base underlying the content area is needed, as well as an

understanding of the core concepts and standards of the professional organization in the content area. Candidates must be able to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental learning outcomes for all children, and must be adept at using assessment and incorporating results into ongoing classroom instruction and practice.

C. Child and Adolescent Development

The study of child and adolescent development is critical for any PK-12 teacher. A teacher should have a working knowledge of the concepts, principles, and theories of child and adolescent development, which will support the teacher in ensuring the healthy social, intellectual, sexual, emotional, and moral development of all students. Likewise, awareness of diversity issues and responding culturally supports the motivation and self-esteem of students in grades PK-12, as well as encouraging academic excellence.

D. Organizational Structure of Schools

Understanding the organizational structure of the school system is central to the work of teachers. Such work is guided by knowledge of the philosophical, historical, and social foundations of education, including the development of the school, the diverse needs of students in grades PK-12, and the particularities of the need for active citizens and community members, as well as the labor market. Teacher preparation in this area should be geared toward the social, emotional, and intellectual development of children and adolescents and should be grounded in the notion of communities of practice.

II. Pedagogy and Content Development

Pedagogy and Curriculum Development

Institutions are charged with producing evidence to demonstrate that their graduates understand and can apply the knowledge, concepts, and skills essential for successful grade PK-12 instruction. Pedagogy includes the understanding of how a particular content area's concepts are related to one another and to other content areas, the historical and evidence-based variety of approaches to teaching the content, engaging and maintaining the interest of typical and atypical learners, utilizing a range of resources and technology to facilitate learning, knowing how to differentiate instruction, and supporting literacy and mathematics development in a variety of contexts (e.g., calculators, computers, textual, media).

Candidates must be able to develop, implement, assess, and modify curriculum and lessons for a wide variety of students at various ages. This includes the ability to explain how individuals acquire and process information. Candidates should be able to describe the developmental stages of learners and the physical, cognitive, and psychosocial implications. Candidates must also relate how attention, memory, conceptual knowledge and its formation, the ability to make an inference, reasoning,

decision making, problem solving, executive functioning, elaboration, principles and mechanisms of development, intelligence, action, communication needs, and motor control influence learning. Candidates must be able to identify appropriate interactions with adults and peers, the teaching methods and curricula that are applicable for the various age groups, and interventions that support learning and development. All candidates must demonstrate an understanding of the legal rights and responsibilities of the teacher for Special Educational referral and evaluation as well as the rights and procedural safeguards that students are guaranteed, to not misinterpret behaviors that represent cultural or linguistic differences as indicative of learning problems.

Content Specific Guidelines

PDE has PK-12 program framework guidelines for all PK-12 program areas, developed by the PDE Division of Professional Education and Teacher Quality. PK-12 education programs are expected to follow the guidelines to ensure that the required subject-area content is completed prior to the completion of the program. Those guidelines are available on the PDE website content-specific guidelines for all PK-12 program areas.

In developing the guidelines, efforts were made to align the content with the Pennsylvania Academic Standards, including eligible content and alternate eligible content, the standards of the professional associations, the content of the state-required assessments, and specific language and conditions of the state's professional education community.

III. Assessment

Assessment Overview

Assessment skills, extensive practice, and the application of assessment results to design effective individualized interventions are essential Special Education Grades PK-12 teaching skills. Successful demonstration of these abilities is an expected outcome through the PDE 430, *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice*. Assessment knowledge has an important role in the standards and rubrics adopted by the national associations of different content and professional areas. The "Assessment in a Standards Aligned System" section of this document has an overview of the types of assessments used in PK-12 settings and competencies for all professional education candidates.

The preparation program coursework content should be organized to provide candidates with the knowledge and skills to recognize students having difficulty, identify student challenges, design interventions (with collaborative assistance from colleagues when needed), and test the effectiveness of appropriate interventions. Course content must enable candidates to learn how to understand and use data about student learning (standardized tests and other assessment practices), adapt and modify instruction effectively, use technology appropriately, and adapt curriculum successfully. Translating diagnostic information about student learning into successful teaching strategies that

will improve student learning requires formal preparation, proficiency with assessment tools, and extensive practice under careful supervision and mentoring. The content must also include explicit attention to Pennsylvania's Academic Standards and Assessment and Alternate Eligible Content (and Pennsylvania Early Learning Standards) for Pre-K through PK-12, as well as be consistent with authentic, screening, diagnostic, formative, benchmark, and summative diagnostic assessments.

Definitions of Assessments

The following definitions describe different types of assessments used in classroom settings. The definitions for diagnostic, benchmark, formative, and summative can be found on the "[Standards Aligned System](#)" web pages on the PDE Education Hub. This web portal contains resources helpful to teacher candidates as well as classroom teachers on designing standards-based curriculum and assessments. Candidates are expected to understand the differences between screening, authentic, diagnostic, formative, and summative assessments. The program design must include instruction and assessments of candidates demonstrating the appropriate use of each type of assessment.

Authentic. A form of assessment in which students are asked to perform real world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform and a rubric is used to evaluate their performance.

Screening. Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, social, or medical).

Diagnostic. The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's, Running Records, GRADE, GMADE.)

Formative. Pennsylvania defines formative assessment as classroom-based assessment that allows teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessment can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Black and William (1998) define formative assessment broadly to include instructional formats that teachers utilize in order to get information that when used diagnostically alter instructional practices and have a direct impact on student learning and achievement. Under this definition,

formative assessment encompasses questioning strategies (e.g., popsicle sticks for open-ended questions), active engagement check-ins (e.g., response cards, white boards, random selection, think-pair-share, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as providing individual student's corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students.

When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.

Benchmark. Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing toward demonstrating proficiency on grade level standards. Well-designed benchmark and standards-based assessments:

- measure the degree to which students have mastered a given concept
- measure concepts, skills, and/or applications
- are reported by referencing the standards, not other students' performance
- serve as a test to which teachers want to teach
- measure performance regularly, not only at a single moment in time

(Examples of benchmark assessments are: 4Sight, DIBELS, Work Sampling System.)

Summative. Summative assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often these assessments occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. These are considered high-stakes assessments and the results are often used in conjunction with federal and state accountability. They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessments are PSSA, Keystone, PASA, and Terra Nova.)

IV. Professionalism

PK-12 education candidates need to develop professional attitudes and behaviors. Candidates will demonstrate knowledge of and competence in fostering professionalism

in school and community settings. Because students in grades PK-12 are developing from children to adults and may exhibit behaviors and interests that resemble relationships along the complete age band, it is vital for all PK-12 education candidates to become thoroughly aware of their ethical behavior and the [Code of Professional Practice and Conduct for Educators](#) of 22 Pa. Code §235.

Professional practice is influenced by the work of professional education associations. PK-12 education candidates should become familiar with the work of the various professional associations that conduct research, prepare resources for PK-12 teachers, and provide professional development opportunities. Candidates should be guided to think of themselves as lifelong learners who continue to develop deep understandings of the content and pedagogy that relate to their area of PK-12 education.

V. Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Learners

PK-12 education candidates will need to be instructed on ways to deliver instruction to students with diverse needs. Students for whom English is not their first language may need accommodations so that they can participate in PK-12 education. The State Board's regulation (22 Pa. Code §49.1) defines a diverse learner as a "student who because of limited English language proficiency or disabilities may have academic needs that require varied instructional strategies to help the student learn" (22 Pa. Code §49.1). All teacher certification programs must include minimum credits (or hours) addressing these specific populations.

Refer to the [Accommodations and Adaptations and EL Program Framework Guidelines](#) for the candidate competencies that must be addressed in the credits or hours that institutions of higher education will use to implement Chapter 49.13.

Core Competencies can be found here: [PK-12 Framework Guidelines](#).

SPECIAL EDUCATION GRADES PK-12 CANDIDATE COMPETENCIES

I. Special Education System in the United States

The candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

A. Foundations

1. Describe considerations and procedures for diagnosis evaluation, and assessment of individuals with disabilities.
2. Describe models and theories of behavior with respect to Special Education and develop effective behavioral intervention plans.

3. Summarize historical foundations, classic studies, major contributors, major legislation, major court cases, and current issues related to knowledge and practice (e.g., Individuals with Disabilities Education Act [IDEA]).
4. Identify the legal structure and access information related to legal, judicial decisions impacting the educational practices relating to individuals with disabilities.
5. Identify the need for and implement a full continuum of placement and services available for individuals with disabilities.
6. Identify laws and policies related to the provision of specialized health care in educational settings and effectively plan for their implementation.
7. Understand and identify the Least Restrictive Environment (LRE) for individual students and implement Individualized Education Programs (IEPs) that meet LRE.
8. Define continuum of services and implement at each level.
9. Describe the relationship and organization of Special Education to the organization and functions of schools, school systems, and other agencies and plan for students with disabilities accordingly.

B. Understanding and Preventing Over and Under-Representation of Diverse Students in Special Education

1. Identify factors contributing to the over- and under-representation of economically disadvantaged, culturally diverse, and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
2. Implement processes that successfully avoid inappropriate placement and ensure that the opportunities for educational achievement of diverse student populations are equally distributed across all student groups.
3. Demonstrate an understanding of over and under-representation of economically disadvantaged and culturally and linguistically diverse populations in Special Education to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
4. Demonstrate the ability to positively interact and effectively communicate with economically, culturally, and linguistically diverse families.
5. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
6. Identify how the family's culture and values affect how they view disabilities.
7. Link heritages and cultures directly to learning and include positive and widespread representation.
8. Incorporate stories and resources from many cultural and ethnic traditions.
9. Build on students' strengths when teaching literacy skills to language minority students.
10. Use evidenced-based practices for teaching students from diverse backgrounds.

C. Prevention and Early Intervening

1. Align general education curriculum, compensatory, and Special Education in providing high quality standards-based instruction/intervention that is matched to students' academic, social emotional, and behavioral needs.
2. Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
3. Implement universal screening of all students with periodic monitoring of students' progress in the curriculum.
4. Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need and progress.
5. Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
6. Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
7. Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.
8. Participate in school-wide approaches to intervention and effective instruction.
9. Demonstrate evidence-based practices for use in both the special and regular education settings in the school.

II. Cognition and Development of Students with Disabilities

The candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

Development of Academic and Functional Performance Needs of Students with Disabilities

1. Identify the pre-, peri-, and post-natal etiologies and medical aspects of various diagnoses affecting individuals with disabilities in order to contribute to effective program planning.
2. Demonstrate knowledge and understanding of relevant characteristics of each of the disability categories and develop effective instructional plans for students.
3. Identify the psychological and social-emotional characteristics of individuals with disabilities.
4. Plan evidence-based learning and educational experiences to demonstrate knowledge of common etiologies and the impact of sensory disabilities on learning and the educational experience.
5. Interpret the impact of sensory impairments, physical and health disabilities, emotional and behavioral disabilities as well as cognitive disabilities on individuals, families, and society.

6. Understand the similarities and differences of human development and the characteristics between and among learners and identify, assess, and consider inter-individual and intra individual differences.
7. Identify ways factoring into instructional planning that are individual appropriate, age appropriate, cultural development, temperament, gender, and pace of learning.
8. Identify core concepts of development that are evidence-based in order to contribute to effective program planning and IEP (or IFSP) development. *

Individual Learning Differences

1. Identify and demonstrate an understanding of learning differences and reflect these differences in the IEP. *
2. Apply characteristics associated with specific areas of disability and their impact on learning.
3. Identify present educational levels of academic and functional educational performance based on formative assessment and student performance. *
4. Determine evidence-based interventions that meet students' needs, based on formative assessment, developmental, and educational information.
5. Identify and differentiate learner differences based on a student's level of functioning rather than classification.
6. Identify and implement a level of appropriate support based on individual differences, multi-tier system of support (MTSS) and identify providers or methods of providing necessary supports.

Cognitive Development of Diverse Learners in a Standards Aligned System*

1. Disabilities and Implications for Learning in a Standards Aligned System
Candidates will be able to: *
 - a. Demonstrate an understanding of the type, identification, and prevalence of different disabilities and plan accordingly, for effective, evidenced-based instructional practices and adaptations. *
 - b. Demonstrate an understanding of the legal rights and responsibilities of the teacher for Special Educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. *
 - c. Demonstrate an understanding of over and under-representation of minorities in Special Education to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. *
 - d. Understand that functional caps on numbers of students with disabilities is unacceptable under the law (e.g., Texas).
2. Skill Development to Ensure Achievement of Students with Disabilities in a Standards Aligned System to Include All School Environments*
 - a. Cognitive – Delineate how individuals acquire and process information.
 - i. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, problem solving. *

- ii. Describe the developmental patterns of change in physical, cognitive, and psychosocial areas identified for each stage of development. *
- iii. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control. *
- iv. Specify the experiences children need from birth to age 21 to prepare them to learn, read, become mathematics literate, and succeed in school. *
- v. Identify early interactions with adults and peers, the PK-12 education teaching and Special Education methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. *
- b. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. *
- c. Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. *
 - i. Recognize areas of development for students with disabilities, identify attachment models and their effects on learning, and plan effectively for interpersonal processes and forming and maintaining relationships (including parent-child, caregiving, peer, friend, sibling). *
 - ii. Apply principles in social competence, social withdrawal, social role formation and maintenance, pro-social behaviors, and aggression as they affect learning. *
- d. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning and pro social interactions. *
- e. Language – Apply reading predictors, analyzing the effect individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. *
 - i. Apply principles of the developmental sequence of language to early learning in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics. *
 - ii. Apply and teach skills of spoken language as a precursor of reading and academic development. *
 - iii. Assess, develop, and deliver explicit lessons for language comprehension and expression skills to correlate to early childhood development and or a criterion of ultimate functioning in areas such as:
 1. Object identification;
 2. Naming and description of pictures, directions, and concepts of order, location, and quantity;

3. Major and sequential parts of events, situations, or stories;
 4. Words, phrases, sentences using common objects, including naming, description, and function;
 5. Word association – opposites, categories, completion;
 6. Content, including main idea, inferences, outcomes, and sequence; and
 7. Phrase production, sentence production, and descriptions.
- iv. Develop and deliver lessons for language comprehension and expression skills directly related to early literacy in the following areas:
 1. Listen responsively to directions, stories and conversations;
 2. Follow simple and multiple-step directions;
 3. Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books;
 4. Recognize expressions, gestures and body language cues; and
 5. Understand that communication occurs in different ways including various languages, devices, and gestures.
 - v. Develop spoken language skills in the following areas:
 1. Auditory memory;
 2. Vocabulary and concept development;
 3. Sentence development; and
 4. Listening for meaning.

Assessment

The candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

- A.** Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system: *
 1. Authentic
 2. Screening
 3. Diagnostic
 4. Formative
 5. Benchmark
 6. Summative
- B.** Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines. *
- C.** Demonstrate an understanding of the components of the IEP process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel. *

- D. Articulate differences between achievement tests, aptitude tests, and observational data used in Special Education placement decisions. *
- E. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision-making process. *
- F. Articulate the strengths and weaknesses of solicited input from stakeholders in a summary.
- G. Apply specialized terminology used in the assessment of students with disabilities.
- H. Implement the laws and policies regarding referral and placement procedures for students with disabilities.
- I. Access and use different types of information concerning students with disabilities available from families and public agencies.
- J. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of students with disabilities.
- K. Use targeted formal and informal assessment tools (including vocational) as appropriate for students with disabilities. *
- L. Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
- M. Evaluate and use reliable and valid methods of response from individuals who lack typical expressive communication and performance abilities. Evaluate and use reliable and valid methods of presentations for individuals who lack typical receptive communication abilities.
- N. Monitor intra-individual behavior changes across subjects and activities.
- O. Design, implement, and monitor student progress in academic and behavioral settings. *
- P. Identify the screening, pre-referral, and classification process and placement procedures.
- Q. Identify the timelines related to referral, evaluation, placement, and programming related to state rules for Special Education.
- R. Design and implement data collection systems and tools to effectively and efficiently monitor progress and adjust instruction.
- S. Identify and implement permissible accommodations on Pennsylvania statewide assessments. *
- T. Interpret assessment data and communicate effectively to parents and other stakeholders.

Pedagogy – Specially Designed Instruction

The candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

- A. Instructional Strategies such as antecedent stimulus control, differentiated assessment through binary, choice and production types of responses of students and increased density of responses about time.**

1. Provide instructional strategies to all students.
2. Use strategies from multiple instructional approaches for individuals with disabilities.
3. Identify and use specialized resources in order to implement specially designed instruction for individuals with disabilities.
4. Use evidence-based methods for academic and non-academic instruction of individuals with disabilities.
5. Use appropriate adaptations and technology for all individuals with disabilities.
6. Recommend and use evidence-based practices validated for specific characteristics of learners and settings.
7. Apply prevention and intervention strategies for individuals at-risk for academic or behavioral failure.
8. Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs within the framework of Pennsylvania Core Standards in English Language Arts and Mathematics and Pennsylvania Academic Standards in Science.
9. Demonstrate the use of opportunities to integrate learning into daily routines and activities.
10. Identify and implement differentiated instructional strategies through the use of matching appropriate strategies to student characteristics, integrating student-initiated learning opportunities and experiences into ongoing instruction (e.g., universally designed approaches).
11. Provide strategies to prepare students to foster continuous learning and performance on standards-based assessments.
12. Implement methods for guiding students in identifying and organizing critical content.
13. Modify pace of instruction and provide organizational cues.
14. Teach learning, organizational, time-management, and study strategies and skills to acquire academic content. Also, facilitate development and use of self-regulated strategies.
15. Use appropriate methods to teach mathematics for individuals with disabilities.
16. Implement methods for increasing accuracy and proficiency in basic mathematic and literacy skill development for students with disabilities.
17. Implement explicit and systematic instruction to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading.
18. Identify resources and techniques used across all transition points to allow for the effective transition of individuals with disabilities.
19. Identify and teach common instructional features within and across curricula.
20. Use and teach instructional methods to strengthen and compensate for weaknesses in perception, comprehension, memory, and retrieval.
21. Identify and teach essential concepts, vocabulary, and content across the general curriculum.

22. Teach strategies for organizing and composing written products.

B. Learning Environments and Social Interactions

1. Define the scientific principles influencing academic and social behavior. *
2. Implement positive behavioral interventions based on a functional assessment and/or analysis of behavior. *
3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. *
4. Design a learning environment that is respectful and inclusive of students with disabilities.
5. Foster positive, inclusive, learning settings in cognitive, behavior, language, physical, sensory, and social domains.
6. Establish and maintain consistent standards of classroom and individual student behavior using positive techniques and resources.
7. Use a variety of positive techniques to promote, modify, and maintain appropriate behavior and maintain attention of students with disabilities.
8. Identify barriers to accessibility and acceptance of individuals with disabilities as well as potential strategies and skills necessary to overcome potential barriers.
9. Implement classroom management theories and strategies for all students, especially students with disabilities through a school-wide methodology utilizing tiered approaches.
10. Obtain and analyze student-specific data and implement strategies based on behavioral data to develop interventions. *
11. Identify and monitor antecedent behavior, and consequence events to address inappropriate behavior.
12. Recognize the contribution of family, students, and environment in identifying causes and preventions of inappropriate behaviors.
13. Identify and explicitly teach social skills and prosocial behaviors needed for all educational settings.
14. Identify and implement crisis prevention and intervention techniques indicated in a student's behavior plan.
15. Participate and contribute in the development of positive behavioral support plans.
16. Develop, support, and demonstrate positive, inclusive learning environments for all students by promoting the engagement and independence of students with disabilities in classroom environments.
17. Adapt physical environments to provide optimal learning opportunities for students with disabilities.
18. Identify and implement methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
19. Provide instruction in community-based settings to students with disabilities.
20. Use and maintain assistive technologies that support student participation and learning.
21. Plan instruction in a variety of educational settings.

22. Teach students with disabilities to give and receive meaningful feedback from peers and adults.
23. Use skills in problem solving and conflict resolution for educational plans.
24. Establish, teach, and reinforce consistent and appropriate classroom routines for students with disabilities.
25. Demonstrate the ability to integrate the IEP within the classroom routine.
26. Apply appropriate reinforcement techniques in serving individuals with disabilities.
27. Differentiate treatments for students in emotional support classrooms based upon the nature of the condition (e.g., externalizing disorders versus internalizing disorders).

C. Language (Communication) Development

Candidates will, in consultation with other specialists, e.g., speech & language, augmentative communication, assistive technology (AT), physical/occupational therapists), be able to:

1. Consider the implications of language development in working with students with disabilities.
2. Describe and assess the impact of language development and listening comprehension on academic and non-academic learning of students with disabilities.
3. Delineate language and communication development for students with and without identified disabilities.
4. Teach communication and social interaction alternatives for non-speaking individuals.
5. Plan instruction on the use of alternative and augmentative communication systems
6. Enhance communication development through the use of research validated instructional strategies and techniques.
7. Teach students skills for monitoring errors in oral and written language.
8. Depict the impact of increased emotionality on language and communication ability.
9. Demonstrate knowledge of language systems, structures, functions, and variation. **
10. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development. **
11. Identify the differences between academic language and social language. **
12. Identify socio-cultural characteristics of English Learners (ELs) including educational background and demographics. **
13. Describe how ELs' cultural communication styles and learning styles affect the learning process. **
14. Describe how ELs' cultural values affect their academic achievement and language development. **
15. Identify cultural and linguistic bias in instruction, materials, and assessments. **

16. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, and students and their families. **
17. Observe culturally and/or linguistically diverse instructional settings. **

D. Literacy Development and Instruction in Core and Intervention Areas

1. Foundations in Research
 - a. Demonstrate an ability to match instructional evidence-based literacy interventions to identified student needs. *
 - b. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities; *
 - i. Phonological awareness & phonics,
 - ii. Fluency,
 - iii. Vocabulary,
 - iv. Comprehension,
 - v. Language,
 - vi. Word study (investigate and understand the patterns in words).
 - c. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs. *
 - d. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy. *
 - e. Demonstrate an understanding of the evidence-based connection between literacy and behavior. *
 - f. Demonstrate extensive research-based knowledge and skill in language and literacy regardless of the age group or setting in which the candidates intend to practice.
 - g. Implement effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
2. Word Level Instruction
 - a. Become familiar with a four-processor model of reading (context, meaning, phonological, and orthographic) and understand that reading depends on language proficiency.
 - b. Explain the relationship between phoneme awareness, phonological processing, and phonics.
 - c. Provide phonemic awareness and phonics instruction for students who struggle in reading.
 - d. Provide instruction in deep syntax, semantics, morphology, and speaking in vocabulary development.
 - e. Define, identify, and segment important linguistic units including vowels, consonants, syllables, and onset-rime.
 - f. Achieve accuracy with matching, producing, counting, blending, segmenting, and manipulating phonemes in one-syllable words.

- g. Review the characteristics of dyslexia.
 - h. Respond to a range of phonological tasks.
 - i. Provide effective instruction in word-level strategies that result in student literacy gains.
3. Text Level Comprehension
- a. Explicitly address comprehension instruction directly to Academic Standards and Assessment Anchor Content Standards, including Alternate Eligible Content, conduct assessment, and design appropriate interventions.
 - b. Demonstrate an understanding of the relationship between decoding and comprehension in reading instruction, critical literacy knowledge, and skills in decoding.
 - c. Demonstrate the relationship between vocabulary knowledge and reading comprehension.
 - d. Provide instruction in vocabulary and text comprehension.
 - e. Identify the ways in which word meanings are learned, in oral and written language.
 - f. Generate multiple meanings for words and understand why instruction of multiple meanings and multiple uses are important.
 - g. Provide direct explicit comprehension instruction in the strategies proficient readers use to understand what they read (e.g., summarizing, monitoring one's own comprehension).
 - h. Apply concepts of automaticity and reading fluency.
 - i. Demonstrate why fluency is necessary for comprehension.
 - j. Identify several common causes for dysfluency and explain the consequences for dysfluency.
 - k. Implement fluency-based measurement with an understanding of its importance and identify those students who may benefit from fluency building instruction.
 - l. Practice several effective strategies for fluency building.
 - m. Practice semantic feature analysis to appreciate how words are related in meaning.
 - n. Elaborate how the text itself, the context in which reading occurs, the reader's characteristics, and the specific task can determine how well a student comprehends.
 - o. Explore the challenges of academic language at the phrase, sentence, and discourse level and become familiar with techniques for teaching sentences and text structure directly.
 - p. Demonstrate concepts, knowledge, and skills essential for direct and explicit reading instruction, including comprehension, fluency, and vocabulary.
4. Reading-Writing Connection
- a. Demonstrate a conceptual understanding of the following components of writing and describe how these areas pose challenges for students with disabilities: *

- i. Text production. *
 - 1. Recognize phonological influences on children's inventive spelling.
 - 2. Identify grapheme units including consonant digraphs, silent letter consonant combinations, and combinations with marker e, vowel teams, and vowel-r combinations.
 - 3. Explore the most common consonant correspondences and versatile uses of some letters.
 - 4. Develop concepts of print.
- ii. Spelling. *
 - 1. Sort words to find spelling patterns that are determined by the sequence and position of sounds in a word.
 - 2. Locate the major spellings for each vowel sound on the vowel spelling chart.
 - 3. Differentiate between the concepts of "high frequency" and "irregular" word.
 - 4. Recognize and classify six syllable types and combine those syllables to make words.
 - 5. Apply the three major rules for adding endings: the "y" rule, the silent e rule, and the doubling rule.
 - 6. Recognize the difference between a syllable and a morpheme; find syllable and morpheme divisions in words.
- iii. Composition for different types of writing. *
 - 1. Write with a sharp, distinct focus identifying topic, task, and audience.
 - 2. Write using well-developed content appropriate for the topic.
 - 3. Gather and organize information.
 - 4. Write a series of related sentences or paragraphs with one central idea.
 - 5. Incorporate details relevant and appropriate to the topic.
 - 6. Write with controlled and/or subtle organization.
 - 7. Sustain a logical order.
 - 8. Include a recognizable beginning, middle, and end.
 - 9. Write with an awareness of the stylistic aspects of composition.
 - 10. Use sentences of differing lengths and complexities.
 - 11. Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).
 - 12. Use descriptive words and action verbs.
 - 13. Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly.
 - 14. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.
 - 15. Edit writing using the conventions of language.
 - 16. Spell common, frequently used words correctly.

17. Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”).
 18. Punctuate correctly (e.g., period, exclamation point, question mark, commas in a series).
 19. Present and/or defend written work for publication when appropriate.
 20. Conduct fine-grain analyses of written language, including spelling, to generate intervention that matches the needs of individual students.
 21. Extend experiences with a variety of written texts.
 22. Develop writing strategies.
 23. Provide models for a variety of writing styles and purposes such as persuasive, narrative, etc.
- b. Make overt connections between and across the curriculum, students’ lives, literature, and literacy.
 - c. Plan lessons that connect with each other, with test demands, and with students’ growing knowledge and skills.
 - d. Provide strategies for delivering content.

5. Instructional Approaches and Materials

- a. Demonstrate expertise in language and reading development.
- b. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. *
- c. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels. *
- d. Demonstrate instructional strategies to enhance comprehension of material. *
- e. Demonstrate an understanding of the challenges that students with disabilities face in content area literacy. *
- f. Assess the readability of content area reading materials. *
- g. Demonstrate the ability to adapt content area material to the student’s instructional level. *
- h. Prepare to teach a text by reading it, segmenting it into major sections, summarizing the meanings to be taught, generating questions to ask before, during, and after reading, and planning specific activities that enhance comprehension of the text such as:
 - i. Provide adult models of fluent reading.
 - ii. Develop sense of story/text.
 - iii. Develop vocabulary.
 - iv. Encourage prediction.
 - v. Build a community of readers.
 - vi. Demonstrate awareness of text.
 - vii. Develop sense of story or content.
 - viii. Promote reading strategies.

- ix. Develop fluency and phrasing.
 - x. Increase comprehension.
 - xi. Encourage independent reading.
 - xii. Encourage strategic reading.
 - i. Develop skills in listening.
 - j. Implement text-based collaborative learning, which involves students interacting with one another around a variety of texts.
 - k. Use content-area texts and content-area instruction and practice in reading and writing skills specific to subject areas.
 - l. Provide instruction from multiple sources of diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.
 - m. Demonstrate proficiency with strategic tutoring, which provides students with intense individualized reading, writing, and content instruction based on assessment.
 - n. Direct instruction in reading strategies for different content areas.
 - o. Provide intensive writing instruction including instruction connected to the kinds of writing tasks students will have to perform well in school and beyond.
 - p. Include technology as a tool for and a topic of literacy instruction, including using technology-based reading materials.
 - q. Provide rubrics that students review, use, and assist in literacy development for different content areas.
 - r. Design models and guides that lead students to understand how to approach each literacy task.
 - s. Supply prompts that support thinking.
 - t. Develop ideas in writing that go beyond the superficial.
 - u. Design follow-up lessons that cause students to move beyond their initial thinking.
6. Assessment of Literacy
- a. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards-based curriculum (core literacy program for students with disabilities). *
 - b. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities. *
 - c. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities. *
 - d. Conduct ongoing, formative assessment of students, which is informal, and often daily to obtain information on student progress under current instructional practices.
 - e. Apply assessment skills, extensive practice, and the application of assessment results to design effective individualized interventions that are essential to teaching literacy skills.

- f. Recognize students having difficulty in reading, writing, and speaking and assist in diagnosing their areas of need.
- g. Design and test the effectiveness of interventions to determine appropriateness.
- h. Translate diagnostic information about student learning into successful teaching strategies.
- i. Adapt and modify instruction, use technology effectively, and adapt curriculum successfully.

E. Instructional Planning

1. Integrate academic instruction and behavior management for students with disabilities.
2. Develop and implement an IEP that integrates assessment data with the general curriculum.
3. Implement different instructional models in order to address specially designed instruction including team teaching, co-teaching, and assistance of para-educators.
4. Develop career, vocational, and transition programs and plans for students with disabilities.
5. Intervene with strategies and interventions for students who may be at risk for learning or behavioral disabilities.
6. Plan and implement individualized education plans for students with disabilities based on multiple sources of assessment information.
7. Plan and implement individualized reinforcement systems and environmental modifications appropriate to the intensity of the behavior.
8. Select and use specialized instructional strategies appropriate to the abilities and needs of the student.
9. Plan and implement age and ability appropriate instruction for students with disabilities.
10. Select, design, and use technology, materials, and resources required to educate students whose disabilities interfere with expressive and receptive communication.
11. Interpret sensory, mobility, reflex, and perceptual needs to create or adapt appropriate learning plans.
12. Design and implement instructional programs that address post-secondary education, independent living, and career education for individuals.
13. Design and implement curriculum and instructional strategies for medical self-management procedures.
14. Design, implement, and evaluate instructional programs that enhance social participation pro-social behavior across educational environments.
15. Align instructional programming and outcomes with the standards and alternate eligible content of the general education curriculum.
16. Develop Individualized Family Service Plans, IEPs, and Section 504 Plans in conjunction with all team members based on assessment data and the needs of the student.

F. Interventions and Procedures Especially for Students with Low Incidence Disabilities

1. Meaningful assessments
 - a. Adaptive Behavior
 - b. Ecological Analysis
 - c. Efficacy of the developmental approach
2. Promoting Participation and Partial Participation
 - a. School
 - b. After School Activities
 - c. Home and Community
3. Special Health Care Procedures
 - a. Infection control
 - b. Monitoring growth and feeding management (Glucose control etc.)
 - c. Skin care
 - d. Non-oral feeding
 - e. Atypical elimination procedures
 - f. Maintenance of Respiratory exceptions (trach, suction etc.)
 - g. Toileting
 - h. Dressing
 - i. Children who are dying

Inclusion in the Least Restrictive Environment

Candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same as competencies required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

A. Least Restrictive Environment-School Wide Delivery

1. Provide high-quality and well-defined instruction in a whole class structure in order to demonstrate learning connections and learning strategies.
2. Instruct small groups and provide a differentiated instruction period in the general education classroom.
3. Model the learning and instructional strategies portion of “core curriculum” with prioritized content specified in the district curriculum and specific core strategies selected at each grade level.
4. Implement strategic instruction in addition to core instruction.
5. Provide explicit instruction and guided practice in targeted, key areas for students who show evidence of falling behind.
6. Provide support in small groups either inside the classroom or outside the classroom through specific remedial classes or supplemental/ extended day program (e.g., reading comprehension lab, vocabulary lab). Using specific evidence-based interventions.
7. Demonstrate the direct relationship between IEP development, implementation, and progress monitoring to the general education curriculum via PA Core Standards in English Language Arts and Mathematics,

Pennsylvania Academic Standards in Science, and Alternate Eligible Content.

8. Demonstrate the direct relationship between present educational levels and the IEP goals and specially designed instruction, as measured by progress monitoring data.
9. Demonstrate present educational levels in detailed narrative form, ensuring the inclusion of progress monitoring data in a standards aligned curricula. *
10. Demonstrate that the impact of accommodations is directly related to assessment information and includes items that the student needs across all settings. *
11. Demonstrate how accommodations are to be implemented by all teachers who teach the student, not specific to a subject, rather, related to a student's skills deficits.
12. Demonstrate the IEP provides a detailed outline of what the student needs to be successful in the general education curriculum; it is not a lesson plan or curriculum.

B. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings*

1. Identify effective instructional strategies to address areas of need. *
2. Scaffold instruction to maximize instructional access to all students. *
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. *
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. *
5. Strategically align standard based curriculum with effective instructional practices. *
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent. *
7. Analyze performance of all students with disabilities and make appropriate modifications. *
8. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse needs of students with disabilities. *
9. Use research supported methods for academic and non-academic instruction for students with disabilities. *
10. Develop and implement universally designed instruction. *
11. Demonstrate an understanding of the range and appropriate use of assistive technology (i.e., no tech, low tech, mid-tech, high tech). *
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings. *

C. Inclusion in State Academic Standards

1. Document how Pennsylvania's statewide standards and Alternate Eligible Content are used in*
 - a. IEP development;
 - b. Lesson planning;
 - c. Instructional development and implementation;
 - d. Evaluation;
 - e. Formative and summative assessment; and
 - f. Behavioral/social/emotional programming.
2. Utilize Pennsylvania Core Standards in English Language Arts and Mathematics and Pennsylvania Academic Standards in Science as the foundation for the development of IEPs with the grade level standard as the benchmark. The annual IEP is intended to demonstrate an incremental step toward that standard benchmark.
3. Identify how the Pennsylvania Core Standards in English Language Arts and Mathematics and Pennsylvania Academic Standards in Science apply regarding the disability in relation to the different content areas (e.g., science, social studies).
4. Document the direct relationship between IEP development, implementation, and progress monitoring to the general education curriculum.
5. Demonstrate the direct relationship between assessment, present educational levels, and the IEP goals and specially designed instruction, as measured by progress monitoring data. *
6. Describe present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards-aligned curriculum including benchmark-based information representing the student's learning. *
7. Demonstrate the impact of specially designed instruction that is directly related to assessment information and includes items that the student needs across all settings, explicitly describing how it is to be implemented by all teachers who teach the student, and is not specific to a subject or content, but related to a student's skill deficits.
8. Demonstrate that specially designed instruction must be more descriptive to allow for correct implementation. (Reflect that the program would need to show specially designed instruction.)
9. Demonstrate that the IEP is not a lesson plan or curriculum; it provides a detailed outline of what the student needs to access and benefit from the general education curriculum and make adequate progress and growth in areas of need.

Professional and Ethical Practice

Candidates will be able to:

- A.** Demonstrate an understanding of, and apply, FERPA (Family Educational Rights and Privacy Act) and other privacy laws requiring confidentiality in all educational interactions with students, families, and community.

- B.** Demonstrate effective advocacy procedures, including facilitating self-advocacy skills in students as they move through PK-12 settings and beyond.
- C.** Promote positive relationships to support collaboration and partnerships in order to effectively implement the IEP.
- D.** Identify methods to increase knowledge and pedagogical skills through participation in meaningful professional development.
- E.** Demonstrate integrity, ethical behavior, and professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators, and local, state, and federal laws and regulations.
- F.** Implement procedures and legal requirements for safeguarding student health and welfare.
- G.** Demonstrate an understanding of ethical practice for assessment. *

Collaboration

Candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same as competencies required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the EL.

- A.** Collaborate with all team members, including family members, to plan for and educate the student in a way that will maximize his/her educational experience and growth outcomes. *
- B.** Use local, state, and federal resources to assist in programming for students with disabilities.
- C.** Select, plan, and coordinate activities of related services personnel to maximize direct instruction for students with disabilities.
- D.** Collaborate with parents and other IEP team members for effective behavior management techniques that have been successful with students.
- E.** Collaborate with team members to plan for transition at designated times throughout the student's education (PK-12). *
- F.** Demonstrate evidence-based co-planning and co-teaching methods that strengthen acquisition of content and skills for students with disabilities. *
- G.** Identify and demonstrate an understanding of the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities (especially in regard to planning an IFSP and transition). *
- H.** Work collaboratively with various general educators as students participate in the general education curriculum. *
- I.** Utilize culturally responsive strategies that promote effective communication and collaboration with students with disabilities, families, school and agency personnel, and community members. *
- J.** Implement strategies to address concerns of students and families, facilitate solutions, and communication effectively. *

Secondary Transition

Candidates will be able to:

- A.** Apply the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.
- B.** Identify the evidence-based research on student outcomes and effective transition practices.
- C.** Collaborate with the student and family to identify and plan post-school outcomes (vocational, social, and employment needs) based on student's functional, academic, vocational needs, and extra-curricular/social needs.
- D.** Develop and implement a transition plan that integrates functional, social/emotional, academic and vocational data aligned to identified post school outcomes.
- E.** Describe post school services available to specific populations of individuals with IEPs.
- F.** Administer and interpret formal and informal career and vocational assessment approaches in order to determine a student's interests and preferences related to post school goals and educational experiences
- G.** Utilize a variety of experiential outcomes and instructional options specific to the community for each post school outcome area.
- H.** Evaluate the student's educational program with respect to measurable post school goals and alignment of those goals with instructional activities.
- I.** Interact with interagency bodies in order to develop appropriate post school outcomes for specific students with IEPs.
- J.** Describe activities to develop self-determination and self-advocacy competencies in students with disabilities including students with high and low incidents disabilities.

ALIGNMENT WITH PENNSYLVANIA'S CORE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS, PENNSYLVANIA ACADEMIC STANDARDS IN SCIENCE, AND ALTERNATE ELIGIBLE CONTENT

The PK-12 Special Education teacher(s) must have deep understanding and mastery of the Core Standards in English Language Arts and Mathematics, Pennsylvania Academic Standards in Science Alternate Eligible Content for those grade levels (including Alternate Eligible Content Standards, see below). Section 49.14 (iii) of the Pennsylvania School Code identifies how the Core Standards in English Language Arts and Mathematics and Pennsylvania Academic Standards in Science are included in certification programs: "Institutions are able to demonstrate that educator candidates have participated in instructional activities that enable the candidates to provide instruction to students to meet the provision of Chapter 4 (relating to core and academic standards and assessment)." Furthermore, preparation programs must be designed to enable candidates to integrate general, core, and professional coursework so the candidate can teach and assist public school students in achieving the core and academic standards under Chapter 4 (22 Pa. Code §354.25(b)).

The preparing institution's program should enable candidates to identify the alignment and purpose of the Core Standards in English Language Arts and Mathematics and Pennsylvania Academic Standards in Science and Alternate Eligible Content. For the PK-12 Special Education teacher candidate, this awareness would include the Pennsylvania Early Learning Standards. All Special Education teachers need the knowledge of the continuum in order to develop effective instructional procedures as well as IEP goals and specially designed instruction linked to grade level standards. This knowledge will enable the candidate to address the needs of students who have not met the standards including students with disabilities or English Learners in inclusive settings.

Candidates must demonstrate mastery of core and academic standards beyond superficial levels in order to be able to prepare students to be successful on state and local assessments. This mastery will allow the candidate to guide and assist the public-school student in achieving proficiency on all state assessments. The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced state assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and math. Every Pennsylvania student in grades 4 and 8 is assessed in science.

The annual Pennsylvania Alternate System of Assessment (PASA) is a standards-based, alternate eligible content aligned, criterion referenced state assessment for students with the most significant cognitive disabilities and determined to be eligible per the IEP. The PASA measures a student's attainment of the PA Core and Academic Standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student who qualifies for the PASA is assessed on the PASA in English Language Arts and math in grades 3-8. Every Pennsylvania student who qualifies for the PASA is assessed on the PASA in science in grades 4 and 8.

The preparation program requirements must ensure that candidates understand and make effective use of the Academic Standards, have the skills to develop and implement appropriate interventions to improve student learning, have the content and pedagogical knowledge to teach the curriculum effectively, understand and make regular use of standardized and curriculum-based assessment data, and use the instructional materials and resources necessary to support standards-based instructional practices. Preparing institutions must provide evidence that there is an alignment of the candidates' course work, clinical experiences, and assessments with the standards adopted by the Commonwealth. Collaboration among "professional educator faculty and faculty from liberal arts and other academic disciplines in program planning and evaluation of all facets of the curriculum" is essential to facilitating deep understanding of the standards by candidates (as regulated by 22 Pa. Code §354.26(a)(1)).

Electronic Access to Standards

This link provides access to the [State Academic Standards](#) website. It contains the Pennsylvania Academic Standards, the Assessment Anchor Content Standards, the Alternate Eligible Content, the Early Learning Standards, and the Language Proficiency Standards for English Language Learners.

FACULTY

Certification programs submitted for review to PDE will include the qualifications of faculty assigned to teach each course in the Special Education domain portion of the program. Faculty who teach in the Professional Core must have demonstrated expertise in Special Education, including the appropriate grade level or content program application, as well as advanced degrees in disciplines appropriate to the content they are teaching in the program (Pa. Code § 351.41).

Programs are expected to facilitate and document evidence of successful alignment and collaboration between arts and sciences faculty and education faculty; public and nonpublic schools; and with current practicing teachers and administrators in all content areas to design, deliver, and facilitate effective programs for the preparation of professional educators (refer to Chapter 354.25 and 354.26).

FIELD EXPERIENCES AND STUDENT TEACHING

All professional educator programs must include the components of field experiences and student teaching into the program design. As regulated by Chapter 354 of the Pennsylvania Code (Title 22), the planned sequential field experiences may begin as early as the initial semester of college enrollment, prior to the required minimum 12-week full-time student teaching experience (§354.25(d)&(f)). These experiences are to benefit the candidate's preparation by providing opportunities to apply principles and theories from the program to actual practice in the classroom and provide practice with diverse populations, and different age groups, and in varying school settings (§354.25(d)(1-2)).

Field Experience and Student Teaching Requirements

The professional education program is required to provide evidence of the candidate's participation in developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, highly qualified, and demonstrate competence in teaching and mentoring in the field of Special Education. The program must also provide evidence that the criteria and competencies required for exit from the Special Education certification program are assessed through coursework, field experiences, and student teaching. In addition to incorporating a self-reflective emphasis, the program is expected to require candidates to demonstrate their knowledge and competence in fostering student learning and well-being. To the extent

possible, candidates should be assigned to field experiences and student teaching sites in which staff have Special Education certification or are able to provide supervision from an external certified teacher.

Definitions of Field Experience and Student Teaching

There are four stages of field experience and student teaching. Each one is progressively more intensive and requires the candidate to assume gradually more responsibility. The experiences should take place in collaborative settings to give candidates higher level of understanding for the values, culture, and working styles of learning environments. This includes learning about the socio-emotional and academic traits of students and gaining experience with the teaming approach to teaching through direct observation and participation in teamwork and collaboration at the PreK-12 level.

Field experiences are defined as a range of formal, required school and community activities participated in by students who are enrolled in teacher preparation programs. These activities generally do not include student teaching under the supervision and mentorship of a classroom teacher. Effective field experiences provide candidates with increasing exposure to schools, under the guidance of program faculty and trained teacher mentors, throughout the preparation program. Institutions should explain:

1. How they implement field experiences to allow candidates to progress from observing, to working with small groups of students, to teaching small groups of students under the direction of a certified teacher, to the culminating student teaching experience.
2. The duration of candidate field experiences.
3. How these experiences are closely integrated with coursework, assessment practices, and program goals.

Student teaching is defined as a set of organized and carefully planned classroom teaching experiences required of all student teachers in a preparation program. Student teachers are assigned to one or more classrooms, closely supervised and mentored by a certified teacher, the cooperating teacher, who provides regular feedback to the student on his or her classroom teaching performance. General supervision of student teachers is provided by a university or college professional educator.

Field Experience Guiding Principles:

- Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation, and learning styles.
- Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty and under the mentorship of certified teachers.
- Field experiences must allow teacher candidates to progress from observation to teaching small groups of students under the mentorship of a certified educator at the pre-student teaching level, to the culminating student teaching experience.
- Field experiences are on-going throughout the program, aligned with coursework, and include varied experiences in diverse environments.
- Candidates need time to learn and demonstrate the complex competencies and responsibilities required by teachers.

Types of Field Experiences and Student Teaching

Each candidate must participate in field experiences prior to student teaching. Students must have experiences at the lower level (PreK -6) as well the upper level (7-12) across both high incidence and low incidence disabilities. At least one placement during Stage 3 or Stage 4 (student teaching) must include students in inclusive settings. An inclusive setting is defined as an educational setting which includes children with and without special needs, such as MTSS implementation. Inclusive setting includes at least one child with an IFSP/IEP.

A minimum of twelve weeks of the student teaching experience shall be under the supervision of a certified Special Education teacher.

The student teaching component of approved programs in the Commonwealth is expected to involve institution faculty with knowledge and expertise in the certification area being pursued by a teacher candidate. Classroom mentor teachers (sometimes called cooperating teachers), under whose direct supervision the student teachers work, are expected to be trained by the institution, preferably in Special Education best practices, and to have appropriate certification.

Candidates must learn to identify and conduct themselves as members of the teaching profession. They need to know and use ethical guidelines and other professional standards related to Special Education practice. Candidates must also have opportunities to collaborate with other professionals and become informed advocates for sound educational practice and policies.

Professional Behaviors to be Demonstrated throughout the Field Experiences

- Understand and adhere to Codes of Conduct.
- Recognize the need for and adhere to maintaining student, family, and staff confidentiality.
- Acquire and maintain appropriate clearances.
- Understand and adhere to policies and procedures of the specific institution.
- Advocate for high quality, student centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status.

Field Experience Stages

The following section describes the four stages of Field Experience required for all certificate areas. The descriptions include minimum time requirements. A complete summary is shown in the table on the next page.

Stage 1: Observation

Candidates are observers in a variety of education and education-related settings including community-based childcare, Head Start, early intervention, and school districts. Observations should occur in a range of early learning and school settings (e.g., urban, suburban, rural, high and low-performing schools) so that candidates have a broad experience and learn as much as possible about Special Education including its philosophy.

Stage 2: Exploration

This is an experience in which the candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include engaging in reading, math, and other subject matter experiences, tutoring children, facilitating small group conversations, and assisting with outdoor play and classroom routines and procedures.

Stage 3: Pre-Student Teaching

This is the beginning experience prior to student teaching in which candidates teach small groups of students in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Candidates work with materials that they have prepared and created for classroom instruction.

Stage 4: Student Teaching

There is a minimum of 12 weeks full-time student teaching required in §354.25(f). The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a cooperating teacher with appropriate professional educator certification (3 years certified teaching experience and 1-year experience in the placement school) who is trained by the preparation program faculty (22 Pa. Code, §354.25(f)).

Field Experiences and Student Teaching Required for Special Education

Stage #	Stage Title	Description	Required Elements
1 & 2	Observation (1) and Exploration (2)	Linked to PK-12 Special Education competencies and PK-12 Special Education courses that require a minimum number of hours across various grade levels and content areas.	<ol style="list-style-type: none"> 1. Observation log signed by cooperating teacher. 2. Observation write-up by teacher candidate with feedback provided by university instructor. 3. Group meeting once a week with university instructor so that field experience is linked to current courses and practices. This can include the class meeting time.
3	Pre-Student Teaching	Linked to PK-12 Special Education competencies and PK-12 Special Education courses that require a minimum number of supervised hours across various grade levels and content areas. Pre-student teaching experiences include teaching small to large groups of students under the supervision of PK-12 higher education faculty and the mentorship of a certified PK-12 education teacher. Pre-student teaching experiences are closely integrated with coursework, assessment practices, and program goals.	<ol style="list-style-type: none"> 1. Course assignments (e.g., journal, time log, reflective teaching) with feedback provided by university instructor. 2. Observation and feedback provided by university instructor. 3. Group meeting once a week with university instructor so that pre-student teaching experience is linked to current courses and practices.
4	Student Teaching	Student teaching includes a minimum of 12 weeks full time in the classroom with increasing teaching responsibility to	<ol style="list-style-type: none"> 1. Observation log signed by cooperating teacher. 2. Observation write-up by teacher candidate.

Stage #	Stage Title	Description	Required Elements
		completely simulate the role of the PK-12 educator. For greater than half of the student teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom.	3. Observation feedback provided by university instructor. 4. Onsite visitation by university instructor. 5. Group meeting once a week with university instructor so that field experience is linked to current courses and practices. 6. PDE 430 form.

* At least one experience during field experience 3 or student teaching must include students with special needs in inclusive settings. An inclusive setting is defined as an educational setting which includes children with and without special needs, such as MTSS implementation. Inclusive setting includes at least one child with an IFSP/IEP.

NEW TEACHER SUPPORT

According to §49.16 (22 Pa. Code), all school entities must submit a plan for the induction experience for first-year teachers. This plan is submitted as part of the school entity or local educational agency (LEA's) strategic plan written every six years as required by Chapter 4. Preparing institutions have a role in a new teacher's induction experience. The preparing institution shall provide, "...ongoing support for novice educators in partnership with local education agencies during their induction period, including observation, consultation and assessment." (22 Pa. Code §49.14(4)(ix))

APPENDIX A

ACCOMMODATIONS AND ADAPTATIONS
FOR STUDENTS WITH DISABILITIES IN AN INCLUSIVE SETTING AND MEETING
THE NEEDS OF ENGLISH LANGUAGE LEARNERS PROGRAM GUIDELINES



INTRODUCTION

Pennsylvania's teacher preparation programs must include the competencies and skills needed to equip teachers to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners.

Final rulemaking of the State Board of Education published in *The Pennsylvania Bulletin* on September 22, 2007 requires **all instructional and educational specialist preparation programs to include the following by January 1, 2011:**

1. At least 9 credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting (instruction in literacy skills development and cognitive skill development for students with disabilities must be included); and
2. At least 3 credits or 90 hours regarding the instructional needs of English language learners. (22 PA Code, Chapter 49, §49.13(b) (relating to policies)).¹

Competencies and skills to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners must be identifiable during the program review process. Candidates who apply for a Pennsylvania instructional and/or educational specialist certificate on or after **January 1, 2013** must have completed the credits/hours described above.

¹ (4) Evaluation and approval of teacher education programs leading to the certification and permitting of professional personnel.

(i) The evaluation by the Department will provide assurance that, on or before January 1, 2011, teacher education programs will require at least 9 credits or 270 hours, or an equivalent combination thereof, regarding accommodations and adaptations for students with disabilities in an inclusive setting.

Within the content of these 9 credits or 270 hours, instruction in literacy skills development and cognitive skill development for students with disabilities must be included, as determined by the institution. At least 3 credits or 90 additional hours, or an equivalent combination thereof, must address the instructional needs of English language learners. For purposes of this requirement, 1 credit equals 30 hours of coursework. Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. (22 Pa. Code §49.13(4)(i)).

DESIGN

Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. In order to help all teachers better understand ways to accommodate and adapt learning for students with disabilities in an inclusive setting, it is essential that courses and course content be developed and taught by faculty who have thorough knowledge and expertise in using evidence-based practices to teach individuals with disabilities. The preferred approach is the use of faculty with post-graduate training and certification in Special Education. While preparation programs may infuse the candidate's competencies related to accommodations and adaptations for students with disabilities into existing courses or add additional courses as appropriate, it is the explicit application and relationship to students with disabilities that require faculty who deliver the content to have thorough knowledge and expertise in Special Education. Training for higher education faculty may include the use of modules and other educational activities prepared by Special Education faculty.

COMPETENCIES: ACCOMMODATIONS AND ADAPTATIONS FOR STUDENTS WITH DISABILITIES IN AN INCLUSIVE SETTING (9 CREDITS OR 270 HOURS)

The following outline includes the competencies for the 9 credits or 270 course hours addressing the academic needs and adaptations for students with disabilities.

I. Types of Disabilities and Implications for Learning

Candidates will be able to:

- A.** Demonstrate an understanding of the type, identification, and characteristics of different types of disabilities and plan accordingly for effective, evidence-based instructional practices and adaptations.
- B.** Demonstrate an understanding of the legal rights and responsibilities of the teacher related to Special Education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
- C.** Demonstrate an understanding of possible causes and implications of over-representation of minorities in Special Education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

- A. Cognitive** – Delineate how individuals acquire and process information.
 - 1. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.

2. Describe the developmental patterns of change in physical, cognitive, and psychosocial areas that have been identified for each stage of development.
 3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.
 4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.
 5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.
- B. Physical** – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.
- C. Social** – Initiate, maintain, and manage positive social relationships with a range of people in a range of contexts.
1. Recognize areas of development for students with disabilities, identify attachment models and their effects on learning, and plan effectively for interpersonal processes and forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling).
 2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.
- D. Behavioral** – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.
- E. Language** – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.
1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.
 2. Apply and teach skills of spoken language as a precursor of reading and academic development.
- F. Positive Environments for Learning for Students with Disabilities**
1. Define the scientific principles influencing academic and social behavior.
 2. Implement positive behavioral interventions based on a functional analysis of behavior.
 3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.
- G. Collaboration and Communication**
1. Identify effective co-planning and co-teaching strategies.

2. Identify collaborative consultative skills and models (e.g., understanding the role on the IEP team, teaming, and parallel teaching).
3. Identify the instructional levels of students through collaboration with members of the IEP team.
4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).
5. Demonstrate an understanding of the meaningful roles that parents, and students play in the development of the student's education program.
6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.
7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.
8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.

III. Assessments

Candidates will be able to:

- A. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standard aligned system.
 1. Authentic – A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.
 2. Screening – Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).
 3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's, Running Records, GRADE, GMADE.)
 4. Formative – Pennsylvania defines formative assessments are classroom-based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessments broadly to include instructional formats that teachers utilize in order to get information that are used diagnostically to alter instructional

practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.

5. **Benchmark** – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS.)
 6. **Summative** – Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the ESSA requirements. They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment are PSSA, PASA, and Terra Nova.)
- B.** Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision-making process.

- C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for Special Education and related services based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.
- D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.
- E. Demonstrate an understanding of the components of the Individualized Education Program (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.
- F. Articulate differences between achievement tests, aptitude tests, and observational data used in Special Education placement decisions.
- G. Create an instructional plan using assessment information related to individual student achievement.
- H. Analyze and interpret formative assessment (e.g., curriculum-based assessment [CBA]).
- I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.
- J. Systematically monitor student performance to identify areas of need.
- K. Use evaluative data on an individual, class, and district level to identify and implement instructional and/or programmatic revisions for quality improvement.
- L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment of students with disabilities.
- M. Demonstrate an understanding of ethical practice for assessment.
- N. Recognize the need to consult with multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment.

IV. Literacy Development and Instruction in Core and Intervention Areas

Candidates will be able to:

- A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.
- B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
 - Phonological Awareness & Phonics;
 - Fluency;
 - Vocabulary;
 - Comprehension;
 - Language; and
 - Word Study (investigate & understand the patterns in words).

- C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.
- D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.
- E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.
- F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:
 - Text production;
 - Spelling; and
 - Composition for different types of writing.
- G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.
- H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.
- I. Demonstrate instructional strategies to enhance comprehension of material.
- J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.
- K. Assess the readability of content area reading materials.
- L. Demonstrate the ability to adapt content area material to the student's instructional level.
- M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards-based curriculum (core literacy program for students with disabilities).
- N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.
- O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- A. Identify effective instructional strategies to address areas of need.
- B. Scaffold instruction to maximize instructional access to all students.
- C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
- E. Strategically align standard based curriculum with effective instructional practices.

- F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.
- G. Analyze performance of all students and make appropriate modifications.
- H. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse needs of students with disabilities.
- I. Use research supported methods for academic and non-academic instruction for students with disabilities.
- J. Develop and implement universally designed instruction.
- K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LEARNERS (EL) (3 CREDITS OR 90 HOURS)

The following outline includes the competencies for the 3 credits or 90 course hours addressing the academic needs and adaptations for EL students.

I. Foundations for Pre-service Candidates

Candidates will be able to:

A. Language

1. Demonstrate knowledge of language systems, structures, functions, and variation.
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.
3. Identify the differences between academic language and social language.

B. Culture

1. Identify sociocultural characteristics of ELs including educational background and demographics.
2. Describe how ELs' cultural communication styles and learning styles affect the learning process.
3. Describe how ELs' cultural values affect their academic achievement and language development.
4. Identify cultural and linguistic bias in instruction, materials, and assessments.
5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, and students and their families.
6. Observe culturally and/or linguistically diverse instructional settings.

II. Applications for Pre-service Candidates

Candidates will be able to:

A. Standards-based Instruction

1. Apply research, concepts, and theories of language acquisition to instruction.
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELs.
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Learners PK-12 (ELPS) and PA academic standards.

B. Assessment specific to EL

1. Use PA ELPS to design content assessment.
2. Identify issues related to standards-based formative and summative assessment for all ELs.
3. Use assessment data to differentiate and modify instruction for optimal student learning.

C. Professionalism

1. Describe the legal responsibilities related to serving ELs.
2. Demonstrate collaborative, co-teaching models for serving ELs.
3. Define common terms associated with English Language Learners.
4. Identify professional resources and organizations related to serving ELs.