

Upon completion of the Special Education 101 Academy, the teacher shall demonstrate knowledge and/or competencies in the following areas:

<p>1. Learner Development and Individual Learning Differences</p> <p>CEC: Standard 1</p>	<p>1.1 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p>1.2 Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities</p>
<p>2. Learning Environments</p> <p>CEC: Standard 2</p>	<p>2.1 Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p> <p>2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</p> <p>2.3 Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis</p>
<p>3. Curricular Content Knowledge</p> <p>CEC: Standard 3</p>	<p>3.1 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> <p>3.2 Ability to understand and apply intervention strategies for learners with exceptionalities that affect progress in science, mathematics, English language arts, and social studies.</p>
<p>4. Assessment</p> <p>CEC: Standard 4</p>	<p>4.1 Ability to analyze and use formal and informal assessments to plan instruction and interventions for students with exceptionalities</p> <p>4.2 Ability in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities</p> <p>4.3 Ability to engage individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them</p> <p>4.4 Ability to follow legal guidelines, emphasizing the importance of using technically sound formal and informal assessments that minimize bias and guide individual programming and placement</p>
<p>5. Instructional Planning and Strategies</p> <p>CEC: Standard 5</p>	<p>5.1 Ability to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p> <p>5.3 Ability to apply Universal Design for Learning (UDL)</p>

	principles
<p>6. Professional Learning and Ethical Practice</p> <p>CEC: Standard 6</p>	<p>6.1 Knowledge of legal foundations for special education including</p> <ul style="list-style-type: none"> • Federal/state definitions • Federal requirements for pre-referral, referral, and identification • Federal safeguards of the rights of stakeholders • Components of a legally defensible individualized education program (IEP) • Roles and responsibilities of the special education teacher • Roles and responsibilities of the general education teacher • Roles and responsibilities of other professionals who deliver special education services • Potential bias issues that may impact teaching and interactions with students and their families <p>6.2 Knowledge of legal issues of disciplining individuals with exceptionalities</p> <p>6.3 Ability to use professional Ethical Principles and Professional Practice Standards to guide teaching</p> <p>6.4 Ability to serve as an advocate for individuals with exceptionalities</p>
<p>7. Collaboration</p> <p>CEC: Standard 7</p>	<p>7.1 Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>