

Competencies for Special Education 101 Academy Course

2023

“Special Education 101 Academy” means a three (3) credit hour course developed by institutions of higher education based on competencies developed in collaboration with the Division of Elementary and Secondary Education (DESE) Educator Preparation Unit, Special Education Unit, and public school districts, public charter schools, and education service cooperatives. This course is a requirement for certain licensure area programs and provides an overview of teaching individuals with exceptional learning needs. Upon completion of the Special Education 101 Academy, the teacher shall demonstrate the following knowledge and/or competencies.

<p>1. Engaging in Professional Learning and Practice within Ethical Guidelines</p> <p><i>CEC: Standard 1 Praxis 5354</i></p>	<p><u>CEC Standard 1:</u> <i>Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.</i></p> <p>1.1: Candidates practice within ethical guidelines and legal policies and procedures.</p> <p>1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</p>	<p>1.1</p> <ul style="list-style-type: none">• HLP 3: Collaborating with Families to Support Student Learning and Secure Needed Services
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<p>2. Understanding and Addressing Each Individual's Developmental and Learning Needs</p> <p><i>CEC: Standard 2 Praxis 5354</i></p>	<p><u>CEC Standard 2:</u></p> <p><i>Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.</i></p> <p>2.1 : Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> <p>2.2 : Candidates apply an understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p>	<p>2.1</p> <ul style="list-style-type: none"> ● HLP 11: Identify and Prioritize Long- and Short-Term Learning Goals ● HLP 12: Systematically Design Instruction Toward a Specific Learning Goal <p>2.2</p> <ul style="list-style-type: none"> ● HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs
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<p>3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge</p> <p><i>CEC: Standard 3</i></p>	<p><u>CEC Standard 3:</u> <i>Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.</i></p> <p>3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> <p>3.3: Candidates understand the key ideas and details of reading and writing across the content areas and how to develop experiences that integrate content with relevant collaborative and creative literacy processes to motivate and engage students.</p>	<p>3.1</p> <ul style="list-style-type: none"> ● HLP 11: Identify and Prioritize Long- and Short-Term Learning Goals ● HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals ● UDL - Multiple Means of Representation <p>3.2 HLP 12: Systematically Design Instruction Toward a Specific Learning Goal</p> <ul style="list-style-type: none"> ● HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals ● HLP 14: Teaching Cognitive and Metacognitive Strategies to Support Learning and Independence ● HLP 15: Provide Scaffolded Supports ● HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings
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<p>4. Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making</p> <p style="text-align: center;"><i>CEC: Standard 4 Praxis 5354</i></p>	<p><u>CEC Standard 4:</u> <i>Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</i></p> <p>4.1: Candidates know and understand multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p> <p>4.2: Candidates know and understand multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.</p> <p>4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short-and long-term planning and making ongoing adjustments to instruction.</p>	<p>4.1</p> <ul style="list-style-type: none"> ● HLP 4: Using Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs ● HLP 5: Interpreting and Communicating Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs <p>4.2</p> <ul style="list-style-type: none"> ● HLP 4: Using Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs ● HLP 5: Interpreting and Communicating Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs <p>4.3</p> <ul style="list-style-type: none"> ● HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. ● HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. ● HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. ● HLP 19: Use assistive and instructional technologies.
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<p>5. Supporting Learning Using Effective Instruction <i>CEC: Standard 5 Praxis 5334</i></p>	<p><i>CEC Standard 5:</i> <i>Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.</i></p> <p>51 : Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>52 : Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>	<p>5.1</p> <ul style="list-style-type: none"> ● HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments <p>5.2</p> <ul style="list-style-type: none"> ● HLP 13: Adapt curriculum tasks and materials for specific learning goals. ● HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. ● HLP 15: Provide scaffolded supports. ● HLP 19: Use assistive and instructional technologies. ● HLP 20: Provide intensive instruction.

<p>6. Supporting Social, Emotional and Behavioral Growth</p> <p><i>CEC: Standard 6 Praxis 5334</i></p>	<p><u>CEC Standard 6:</u> <i>Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</i></p> <p>6.1 : <i>Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</i></p> <p>6.2 : <i>Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</i></p> <p>6.3 : <i>Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</i></p> <p>6.4 : <i>Candidates demonstrate an awareness level of the DESE GUIDE for Life program and how to incorporate the concepts into the school experience.</i></p>	<p>6.1, 6.2</p> <ul style="list-style-type: none"> ● HLP 7: Establish a consistent, organized, and respectful learning environment. ● HLP 8: Provide positive and constructive feedback to guide students' learning and behavior. ● HLP 9: Teach social behaviors. <p>6.3</p> <ul style="list-style-type: none"> ● HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. ● HLP 9: Teach social behaviors. ● HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans. ● HLP 15: Provide scaffolded supports. ● HLP 16: Use explicit instruction. ● HLP 21: Teach students to maintain and generalize new learning across time and settings.

<p>7. Collaborating with Team Members <i>CEC: Standard 7 Praxis 5334</i></p>	<p><u>CEC Standard 7:</u> <i>Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.</i></p> <p>7.1: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.</p>	<p>7.1</p> <ul style="list-style-type: none">● HLP 1: Collaborating with Colleagues to Increase Student Success
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