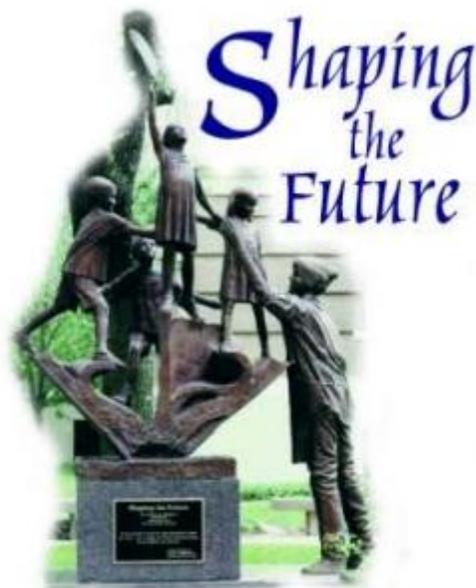


Special Education Teacher Preparation Student Handbook



Revised 2010

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PROGRAM DESCRIPTION

Overview and General Information

Welcome to the Special Education teacher preparation program. This handbook provides you important information concerning the program and options within the program. Upon receipt of this handbook, if you have any questions concerning the program contact the student advisor at csporter@tamu.edu. In addition, by signing the statement included in the handbook and submitting it to the program, you acknowledge that you have received, read, and understood the contents of the handbook.

Throughout your program of study, it is imperative that you keep the advisor informed of any changes in your legal name, address, or telephone number. As a student in the Special Education Program, you are required to provide an e-mail address through the Texas A&M University e-mail system. All program changes, notices, and updates will be disseminated to students through your Texas A&M University e-mail account. Therefore, it is important that at a minimum you check this account on a daily basis.

Since an individual is granted a teaching certificate by the Texas Education Agency (TEA) only upon the recommendation of a Texas teacher preparation institution, such as Texas A&M University, the institution is legally required to maintain records showing that each applicant it recommends has met all the requirements. As a student, you are expected to assume the responsibility for attending to details associated with the program requirements and deadlines explained in this and subsequent handbooks.

Special Education Purpose, Philosophy, Rationale, and Objectives

Purpose of Special Education Program

The purpose of degree programs in Special Education is to prepare professional educators to teach students with disabilities in grades EC (Early Childhood)-12. The degree prepares professional educators to become critical consumers of researcher and practitioners utilizing best practices

Philosophy of Special Education Program

The Special Education Program at Texas A&M University is designed to prepare educator practitioners to serve as skillful, ethical, and caring professionals. We take a broad, non-categorical view of disability, and include in our training knowledge and skills relevant to meeting the needs of those students classified as "at-risk" and "low-performing" as well as those identified as having disabilities. Student access to the full continuum of services so that the individual needs of students can be met is strongly supported. This is coupled with the belief that students should participate in the general

education curriculum to the maximum extent that is determined to be beneficial. Preservice educators in the Special Education Program at Texas A&M University possess an understanding of and a respect for the ethnic, linguistic, and cultural diversity of the students, families, and communities in which they may work.

The Special Education Program at Texas A&M University shares a commitment to the effective implementation of evidenced based practices and procedures in identification of students with disabilities as well as instructional planning, implementation, and progress evaluation to meet the diverse needs of each individual student with whom they work. Collaboration and partnership with the parents and other professionals are valued. Since we can expect continued change in the nature of special education in the future, we also assist our students in developing key skills in critical self-judgment and program evaluation to ensure their ability to continue to develop as effective professionals after leaving the university.

Rationale

The Special Education Program faculty, in collaboration with professional educators, health and human services agencies, community members, school representatives, and parents believe in their ability to develop a preparation program that will meet the needs of students with disabilities and their families. This program recognizes the diversity of students, families, environments, and abilities that are present in the schools today.

Program Objectives

1. The learner will demonstrate knowledge of the behavioral and learning characteristics of students with disabilities.
2. The learner will demonstrate the ability to work with students with exceptionalities from diverse cultural, linguistic, and ethnic backgrounds in a variety of settings.
3. The learner will demonstrate skills and use of collaboration with parents and other members of the educational team in programs for students with exceptionalities.
4. The learner will demonstrate the ability to assess students with exceptionalities using a variety of informal and formal procedures.
5. The learner will demonstrate the ability to select, design, and/or modify curricula for students with exceptionalities.
6. The learner will effectively utilize instructional strategies to facilitate learning in children and youth with exceptionalities.

7. The learner can effectively utilize instructional materials, media, devices, aids, technologies, and other means appropriate to meet the individual needs of children and youth with exceptionalities.
8. The learner will demonstrate the ability to identify and provide referral to appropriate professionals or agencies to address the needs of students with exceptionalities and significant others.
9. The learner will demonstrate the ability to utilize local, state, national, and international resources to assist in the delivery of services to the student with exceptionalities.
10. The learner will demonstrate knowledge of current trends, issues, legislation, litigation, and research with students with exceptionalities.
11. The learner will accept the responsibility of being a member of the teaching profession and will make a commitment to improve services and outcomes for students with exceptionalities.
12. The learner will demonstrate the ability to evaluate both instructional sequences and overall program effectiveness of various school programs and agencies for individual students.
13. The learner will demonstrate knowledge of philosophical, historical, and legal foundations of special education.
14. The learner will demonstrate professionalism and ethical practices.
15. The learner will demonstrate an ability to work with a variety of professional school staff in an effort to enhance inclusion practices.

Course objectives serve as benchmarks in Teacher Preparation.

Characteristics of Special Educators

The special education teacher preparation program at Texas A&M University is accredited by the Southern Association of Colleges and Schools (SACS). The program is based on essential knowledge and skills developed by the Council for Exceptional Children (CEC). Because certification in special education in Texas is non-categorical, special educators will be trained to work with students who have all types of disabilities in all grades and at all types of levels, from mild to severe. The CEC Common Core of Knowledge for Special Educators, along with skills and knowledge required for teachers of students in individualized general curriculums (mild-moderate) and for teachers of students in individualized independence curriculums (moderate-severe), are listed in Appendix A.

The decision to become a special education teacher is a very important one. The early part of the program is designed to build background knowledge about the profession of teaching, issues in education, and the nature of students in a classroom environment. This early awareness should help the student evaluate the decision and test the commitment to a very demanding, but rewarding profession. Later components of the program will build knowledge and skills necessary for successful classroom and behavior management, instructional planning for diverse groups of students, large and small group instruction, and evaluation of learning.

Special Education Programs

Currently, the special education training program is for all-level special education. Those on the all-level special education track obtain a baccalaureate degree in Interdisciplinary Studies and are certified to teach Special Education, Early Childhood through 12 (EC-12) within the constraints of Texas certifications and No Child Left Behind mandates. Degree and certification plans are included in Appendix B.

MEETING PROGRAM OBJECTIVES

Guidelines for Admission To and Retention In the Special Education Program

In an effort to provide students with the best possible educational experiences that meet their career goals, it is necessary to evaluate students in terms of the appropriateness of the special education program meeting their goals. In order to make the selection process as equitable as possible, and maintain high standards of excellence, a number of minimal criteria for admission to and continuation in the special education program beyond the introductory level have been established. All decisions regarding admission and continuation are made by the special education faculty.

Application to the Special Education Program

No student will be allowed to take special education courses other than INST 310 and SPED 302 until he or she has been admitted to the Special Education Program. Admission to the Special Education Program is a competitive process based on student qualifications and availability of preparation slots. **Thus, meeting criterion for admission is not a guarantee of admission to the program.** Admission occurs twice yearly, with materials submission deadlines of October 15 for the following spring semester, and March 15 for the following fall semester.

Application considerations include the following:

1. A minimum GPR of 2.75 if under catalog 134 or 2.5 if catalog 133 or prior. The GPR will be based on a minimum of 15 semester credits taken at Texas A&M University.
2. Have earned at least a B in INST 310 and SPED 302
3. Satisfaction of English proficiency requirement evidenced by:
 - a. earning a grade of B or higher in ENGL 104 (or receiving credit by exam for the course); or
 - b. earning a grade of B or higher in ENGL 210, 241, or 301; and
 - c. earning no grade below C in any course taken in (a) or (b) above.
4. Pass the THEA, ACCUPLACER, ASSET or COMPASS test or show proof of exemption from the test with appropriate TAKS, SAT, or ACT scores

Additionally, the following must be submitted by the October 15 or March 15 deadline prior to the semester for which they plan to take upper-level special education classes.:

1. A completed program application which can be accessed at:
http://epsy.tamu.edu/articles/application_to_special_education_certification_program

2. Current transcript from all universities attended (may be unofficial)
3. Written statements (a) describing your reasons for wanting to teach special education; (b) perceptions of demands of teaching students from diverse cultural and/or socioeconomic backgrounds, as well as students with disabilities; and (c) your strengths and weaknesses related to the teaching profession. These written statements will be reviewed not only for content, but also for clarity of thought, expression, organization, and writing style. Through these statements applicants should present an idea of their commitment to special education and students with exceptionalities. Each statement should not exceed one page double spaced with 12 point font.
4. A resume containing information regarding schools attended (secondary and post-secondary), work experience, extracurricular activities, honors, and related professional activities.
5. Three letters of recommendation: one from a College of Education faculty member (exclusive of special education faculty); one from a teacher, counselor, or administrator in a school; and one from a community member who knows you well. These recommendations should address your ability to complete the academic requirements as well as your potential as a special educator in the classroom setting. In addition, you may include a recommendation form from the professional organizations to which you belong.
6. A non-refundable fee of \$200 is charged by the college when the admission application is approved.

(All materials must be received by the undergraduate special education advisor by the October 15 or March 15 deadlines.)

Acceptance into the Special Education Program

All students who are accepted MUST let the program know of their acceptance by the date indicated on their acceptance letter. Students who were not admitted into upper-level Special Education Program may elect to apply during the next cohort selection. Students who are admitted must begin Block I the semester following admission. Deferrals will not be granted except in exceptional circumstances.

Students admitted to the Special Education Program must adhere to all regulations attached to the program. In addition to academic evaluation, students will also be evaluated on professional practices. Students must be successful and make satisfactory progress in all aspects of the Special Education Program in order to remain in the program.

Retention in the Special Education Program

Each year applicants selected on the basis of academic performance, statement of professional goals, and letters of recommendation will be accepted for continuance in the Special Education Program. It is apparent that some students may not be allowed to continue in the program even though they have completed the initial coursework successfully. It would therefore be to their benefit to complete INST 310 (Understanding Special Populations) and SPED 302 (Instructional Design for Students with Disabilities) as soon as possible in order that an early decision could be made regarding their status. Following admission, a student should anticipate four additional semesters and one summer semester to complete the program. Continuation in the special education program depends upon three critical factors: grades, progression in teaching skills, and professional demeanor in all settings.

Grades: Students must exhibit successful performance as evidenced by a grade of “A” or “B” in all 300 and 400 level courses that are a part of the program. Students must at all times maintain a GPR of 3.00 in courses identified as part of the special education program and an overall GPR of 2.75 if under catalog 134 or 2.5 if catalog 133 or prior. Students who fall below these minimum requirements will meet with the Undergraduate Program Coordinator and a probationary plan for academics will be developed. Probationary status means that students will have one semester to bring their GPR back up to the minimum.

Any student receiving a “D” or lower in any special education course will be required to repeat that course and will be placed on program probation. A probationary plan will be developed to assist the student in making progress toward GPR requirements. Failure to show progress and proficiency will result in the student not being allowed entry into more advanced level courses and/or in dismissal from the program.

Completion of core classes: Students in Special Education may only take the courses designated in each Block. Core classes, if lacking, may only be taken during Maymester or summer terms. Specifically, students who apply in the fall semester may only take Block I classes in the spring semester. If needed, students may take the needed core classes during the summer. However, **all** core classes must be completed with a “C” or better prior to the beginning of the Block II sequence in the fall semester. Likewise, students who apply in the spring semester and are scheduled to take Block I classes in the fall semester must have **all** core classes completed prior to the beginning of the Block I sequence in the fall semester. Courses on the degree plan must be passed with a grade of “C” or better.

Prerequisite teaching skills: Students must be proficient in prerequisite teaching skills by the time they are registering for student teaching. While students may start the program at various levels of ability, it is expected that by the completion of senior block students will be proficient in teaching criteria as evaluated by school-based mentor teachers and by university evaluators. If students do not meet criteria and are judged to need additional support and practice in teaching, they may be required to do additional field

experiences in the schools before being recommended for student teaching. If additional support and practice does not result in improvement, the student will be dismissed from the program.

Professional conduct: Students must exhibit professional conduct at all times. These behaviors are expected in all settings including, but not limited to, the field based classroom placement setting; the university classroom placement setting; interactions with field based personnel, students, and parents; interactions with university faculty; interactions with peers; and ability to fulfill professional requirements such as turning in paperwork in a timely manner. Students with areas of need will be advised, and if required, a support plan will be developed. Support plans identify cause/reason for the sanction, corrective actions to be completed by the student to have the sanction removed, and the timeline by which the corrective actions must be completed. If a student's professional conduct is judged by faculty to be inappropriate despite advising and a support plan, the student will be dismissed from the program. In exceptional cases of gross lack of appropriate behavior such as but not limited to assault or battery, sexual misconduct, and/or substance abuse, students will be excluded from field experiences immediately and will be dismissed from the program.

Advising: Students in the Special Education Program must also complete program requirements that will ensure their ability to progress through the program. Each student must visit with the advisor every semester to discuss progress in the program and to ensure that all degree plan and certification requirements are met. This will occur each semester prior to registration.

W Courses: Texas A&M University requires students to take two courses in their major that carry a W designation. This designation means that the class is writing intensive. SEFB 320 (Education and Employment Issues in Secondary Special Education) and EPFB 428 (Collaboration in School Settings) carry this designation.

Field-based experiences: Block I, Block II, and Block IV have associated paperwork and applications. All forms for field experiences and for student teaching must be filed within appropriate deadlines designated by the Field Placement Coordinator. Notification will be sent to students' university e-mail accounts. Additionally, **all** coursework must be completed prior to taking Block IV classes.

Field-based competencies: Students in Block I and Block II field-based placements must meet minimum expectations on targeted teaching competencies. These competencies are designed to prepare students for a successful student teaching experience. These competencies include the ability to:

- work collaboratively with school personnel
- follow rules established for school personnel
- display professional behavior at all times
- implement classroom behavior management strategies appropriately
- secure the student learners' attention while teaching
- redirect off task/inappropriate behavior (verbal/nonverbal)

- positively and specifically reinforce students' efforts and desired behaviors individually and collectively
- relate lesson to prior knowledge
- introduce the lesson to include stating the purpose and objective
- present lesson information in clear and sequential way
- relate the content to the students' interests/experiences
- incorporate modifications appropriately
- use questioning strategies for higher level thinking
- provide and model activities to support the lesson objective
- effectively re-state lesson objective and purpose to provide lesson closure
- engage students in participation in lesson closure

University e-mail accounts: Students must sign up for and respond appropriately to messages on the student listserv. Students must maintain and check in a timely manner their university e-mail account for messages. All program information will be distributed via the university e-mail system.

Student i-Folios: Students must develop and maintain an i-Folio. An i-Folio is an electronic portfolio of their professional experiences and products while in the undergraduate program at Texas A&M. i-Folio information will be distributed in your upper-level courses.

Review Process

Students who are admitted to the program will be subject to a review process. This review generally occurs at midterm or as needed during the semester. This process typically consists of, but is not limited to, any of the following:

- verbal review of progress
- development of a support plan with clear outcomes and time lines delineated. This may be in the form of a growth plan and/or probation contract.
- termination from the Special Education Program

The first step is a verbal review of progress. If progress is appropriate, the review process is completed for that situation.

The second step includes a written support plan or probation contract to assist the student in making appropriate progress. The support plan or probation contract is developed with the student, and a follow-up review is scheduled. If progress is appropriate, the review process is completed for that situation. The support plan can be one of two types, a growth plan or a probation contract.

A growth plan is individually developed to assist the student in developing and/or refining professional skills and/or professional practices. A review date is included in the plan. If students make expected progress, the plan should be considered complete.

If the student is not making expected progress, the growth plan may revert to a probation contract. Probation contracts may place students on probation status. Students with probation status are blocked from scheduling additional courses. A probation status block means the student must fulfill obligations in the probation contract. On rare occasions, students may be placed immediately on a probation contract. Typically the usual sequence is followed.

The third step is a letter written to the student with copies to the program advisor, program coordinator, program director, and student file regarding dismissal from the program. Students may appeal the dismissal using established university procedures.

Students will receive written notification of any of the sanctions. The notifications will include:

- cause/reason for the sanction
- corrective actions to be completed by the student to have the sanction removed
- the timeline by which the corrective actions must be completed

Any student placed under any of the above sanctions may access the University's Student Grievance Process to contest the sanction. Information relating to this process can be found at the following website: <http://student-rules.tamu.edu/part3.htm>

Timelines for Review

Several reviews occur in the professional sequence. Students are reviewed at least once during field placement blocks usually at mid-term, and twice during student teaching as scheduled by the university supervisor.

Block I: Mid-semester, the student will be reviewed by university faculty regarding grades, professional demeanor and practices, and teaching progress. As needed, a second review will be scheduled.

Block II: Mid-semester, the student will be reviewed by university faculty regarding grades, professional demeanor and practices, and teaching progress. As needed, a second review will be scheduled.

Block III: Reviews will be scheduled as needed.

Block IV: Mid-semester and end of semester reviews are conducted regarding professional demeanor and practices, as well as teaching progress. As needed, additional reviews can be scheduled.

Other reviews: If there are concerns about grades, professional demeanor, and/or teaching progress, a review can be scheduled as needed.

Dismissal Process

Termination from the program can be voluntary or involuntary.

Voluntary: Voluntary termination is for students who choose to voluntarily leave the special education program. Students should write a letter to the academic advisor stating their intention to terminate, rationale for termination (e.g., pursuing a different major), and semester of termination. No appeal is available.

Involuntary: Involuntary termination (dismissal) will occur where remediation efforts have been unsuccessful, and/or the student has violated Texas A & M University student rules. Students have a right to appeal the dismissal using the established university appeals process. See <http://student-rules.tamu.edu> for university rules and appeal process.

Information on additional procedures is available for the Undergraduate Program Coordinator.

SPECIAL EDUCATION UNDERGRADUATE COURSES AND PREREQUISITES (Catalog 132)

The following courses are open to all students enrolled at TAMU who have completed INST 310 (Understanding Special Populations) as a prerequisite:

SPED 302 Instructional Design for Students with Disabilities

The Special Education Undergraduate Program is arranged in a four block sequence. The following courses may only be taken by students who have been accepted into the Special Education program and who have degree plans or certification plans on file.

Block I

SEFB 310	Instructional Strategies for Students with Disabilities
SEFB 312	Reading for Students with Disabilities
SEFB 471	Classroom and Behavior Management
EPFB 428*	Collaboration in School Settings
EPFB 484	Field Experience. Field experiences are the full school day on Tuesdays and Thursdays. Associated seminar held on Wednesdays.

Block II

SEFB 311	Assessment for Students with Disabilities
MASC 351	Problem Solving in Math
SEFB 414	Methods & Issues in Low-incidence Disabilities
SEFB 442	Teaching Students with Emotional Disturbances and Behavior Disorders
EPFB 484	Field Experience. Field experiences are the full school day on Mondays and Wednesdays. Associated seminar held on Tuesdays.

Block III

SEFB 320*	Education and Employment Issues in Secondary Special Education
EDTC 311	Adapted/Assistive Technology
RDNG 460	Language and Reading
OR	
RDNG 468	Acquisition of Literacy by Culturally Diverse Learners
INST 463	Second Language Methodology: ESL/Bilingual
MASC 371	Inquiry in Life and Earth Science
OR	
MASC 475	Inquiries in Physical Science

* Indicates a writing course (W course)

Block IV

SEFB 425	Student Teaching in Special Education
SEFB 426	Effective Instruction of Students of Diverse Abilities

**SPECIAL EDUCATION UNDERGRADUATE
COURSES AND PREREQUISITES (Catalog 131)**

The following courses are open to all students enrolled at TAMU who have completed INST 310 (Understanding Special Populations) as a prerequisite:

SPED 302 Instructional Design for Students with Disabilities

The Special Education Undergraduate Program is arranged in a four block sequence. The following courses may only be taken by students who have been accepted into the Special Education program and who have degree plans or certification plans on file.

Block I

SEFB 310	Instructional Strategies for Students with Disabilities
SEFB 312	Reading for Students with Disabilities
SEFB 471	Classroom and Behavior Management
EPFB 428*	Collaboration in School Settings
EPFB 484	Field Experience. Field experiences are the full school day on Tuesdays and Thursdays. Associated seminar held on Wednesdays.

**All level special education certification only.*

Block II

EDTC 311	Adaptive/Assistive Technology
SEFB 311	Assessment of Students with Disabilities
SEFB 414	Methods & Issues in Low-incidence Disabilities
SEFB 442	Teaching Students with Emotional Disturbances and Behavior Disorders
EPFB 484	Field Experience. Field experiences are the full school day on Mondays and Wednesdays. Associated seminar held on Tuesdays.

Block III

SEFB 320*	Education and Employment Issues in Secondary Special Education
INST 322	Foundations of Education in a Multicultural Society
BEFB 472	Bilingual and Dual Language Methodology
OR	
INST 332	Second Language Interdisciplinary Studies and Assessment
KINE 429	Adaptive Physical Activities
	Other classes as needed to complete requirements

** Indicates a writing course (W course)*

Block IV

SEFB 425	Student Teaching in Special Education
SEFB 426	Effective Instruction of Students of Diverse Abilities

FIELD EXPERIENCES IN SPECIAL EDUCATION

Philosophy

It is the view of the Special Education Program faculty that the preservice teaching experience should be designed to provide concrete experiences in public schools that facilitate the development of acceptable and realistic perceptions of roles, responsibilities, and relationships.

Goals of the Special Education Field Experience

Our primary goal is to develop confident professional teachers who will offer strength and leadership to the teaching profession. In meeting this goal, the following objectives are established to provide students with a continuing sequence of opportunities to

- Observe in public school classrooms with a variety of exceptional students;
- Relate observational experience to theory and coursework; and
- Apply theory and coursework to preservice experience in the classroom.

Transportation

It is the student's responsibility to arrange for their transportation to and from their field placement sites.

Course Sequences

Paramount in the preparation of the preservice teacher is the sequence of planned field experiences which are purposefully designed to develop the novice teacher into a confident professional who has a clear understanding in researched methodology and effective teaching techniques. In preparing the preservice teacher for his/her role as a professional, the Special Education Program offers several types of experiences which sequentially introduce the preservice teacher into teaching. It is assumed that the student will have all core university requirements successfully completed at the time of admission.

The following required courses are open to all students enrolled at TAMU:

- | | |
|----------|------------------------------------|
| EPFB 210 | Family Involvement and Empowerment |
| INST 310 | Understanding Special Populations |

The follow course is open to students who have successfully completed INST 310 as a prerequisite:

- | | |
|----------|---|
| SPED 302 | Instructional Design for Students with Disabilities |
|----------|---|

The following courses may only be taken by students who have been accepted into the Special Education Program and who have degree plans or certification plans on file:

Catalog 131 and Catalog 132:**Block I**

This block of courses are taken after students have been admitted to the Special Education Program and involves 168 clock hours of practicum. This practicum is done in diverse settings. Practicum activities include application of methods to teach reading, development and delivery of instruction plans and modified materials, and development of behavior management plans.

SEFB 310	Instructional Strategies for Students with Disabilities
SEFB 312	Effective Reading for Students with Disabilities
SEFB 471	Classroom and Behavior Management
EPFB 428*	Collaboration in School Settings
EPFB 484	Field Experience. Field experiences are the full school day on Tuesdays and Thursdays. Associated seminar held on Wednesdays.

**Indicates a writing intensive course (W course)*

Catalog 131:**Block II**

This semester consists of advanced methods in special education. During this semester, students will spend approximately 160 clock hours of practicum in a variety of special education settings. Students will take coursework that include instructional methods in assessment and IEP development, teaching students with low incidence disabilities, and teaching students with emotional and behavior problems. Practicum activities include individual and small group teaching, applying methods to teach reading, development and delivery of instruction plans and modified materials, and development of behavior management plans.

SEFB 311	Assessment of Students with Disabilities
SEFB 414	Methods and Issues in Low Incidence Disabilities
SEFB 442	Teaching Students with Emotional Disturbances and Behavior Disorders
EPFB 484	Field Experience. Field experiences are the full school day on Mondays and Wednesdays. Associated seminar held on Tuesdays.

Block III

Block III includes education issues particular to adolescents, multicultural education, and students with limited English proficiency. SEFB 320 requires 36 clock hours of practicum working in a secondary classroom or related setting and focuses on transition from school to work. Other courses in this block may have associated labs that require additional practicum hours.

EDTC 311	Adaptive/Assistive Technology
SEFB 320*	Education and Employment Issues in Secondary Special Education
BEFB 472	Bilingual and Dual Language Methodologies
OR	
INST 322	Second Language Instruction and Assessment
INST 332	Foundations of Education in a Multicultural Society
KINE 429	Adaptive Physical Activities

* Indicates a writing course (W course)

Catalog 132:

Block II

This semester consists of advanced methods in special education. During this semester, students will spend approximately 160 clock hours of practicum in a variety of special education settings. Students will take coursework that include instructional methods in assessment and IEP development, teaching students with low incidence disabilities, and teaching students with emotional and behavior problems. Practicum activities include individual and small group teaching, applying methods to teach reading, development and delivery of instruction plans and modified materials, and development of behavior management plans.

SEFB 311	Assessment for Students with Disabilities
MASC 351	Problem Solving in Math
SEFB 414	Methods & Issues in Low-incidence Disabilities
SEFB 442	Teaching Students with Emotional Disturbances and Behavior Disorders
EPFB 484	Field Experience. Field experiences are the full school day on Mondays and Wednesdays. Associated seminar held on Tuesdays.

Block III

Block III includes education issues particular to adolescents, multicultural education, and students with limited English proficiency. SEFB 320 requires 36 clock hours of practicum working in a secondary classroom or related setting and focuses on transition from school to work. Other courses in this block may have associated labs that require additional practicum hours.

SEFB 320*	Education and Employment Issues in Secondary Special Education
INST 322	Foundations of Education in a Multicultural Society
BEFB 472	Bilingual and Dual Language Methodology
OR	
INST 332	Second Language Interdisciplinary Studies and Assessment
KINE 429	Adaptive Physical Activities

Other classes as needed to complete requirements

* Indicates a writing course (W course)

Catalog 131 and Catalog 132:

Block IV

The final semester consists of student teaching, which provides field experience in a special education setting. It is designed to provide applied experiences in public schools that facilitate the development of acceptable and realistic perceptions of roles, responsibilities, and relationships. The cooperating teacher becomes the vital force in articulating what is expected of a professional teacher and in interpreting the culture of the school and its attitudes, values, and behaviors. During the application process and prior to making student placements, the students are asked about their grade level and setting preferences. Students are placed in classroom settings appropriate to their training program, with certified teachers who have a minimum of three years experience in that setting. Taken concurrently with student teaching is SEFB 426, which consists of planned seminars to be conducted by the supervisor.

Because of the strong evaluation component, there are several limitations to the kind and place of the student teaching experience. Personnel in the Texas A&M Special Education Program and cooperating school districts make student teaching arrangements. Students are not to contact schools or school personnel regarding student teaching placement or attempt to make your own arrangements for student teaching. Generally, you will not be placed in a high school you attended, nor will you be placed with teachers you know or teachers whom your relatives or friends know. Typically, you are not placed in a school where your family, your friends, or friends of your relatives work or attend school. For the good of candidates, the Texas A&M Special Education Program makes every effort to avoid even the appearance of favoritism. Your degrees and licenses are based on successful completion of a teacher education program. Graduates of the Special Education Program should not be put in jeopardy by having the validity of their degrees and/or credentials questioned because their field experiences involved or were supervised by individuals whose relationships might be construed as partisan.

There are no remote or distance student teaching sites. Student teaching will be completed in local school districts (Bryan/College Station area) only.

SEFB 425 Student Teaching
SEFB 426 Seminar in Student Teaching

STEPS IN PROGRAM COMPLETION

Degree Planning

Freshmen, sophomores, and transfer students may designate their intention to major in Special Education. Once a student has designated their intent to major in Special Education, he or she should make an appointment with the Special Education Advisor to develop a degree plan. An example is included in Appendix B. The Special Education Advisor will assist students with degree/certification planning and scheduling of courses.

A completed degree plan/certification plan is an agreement between the student and Texas A&M University. When the listed courses and all other requirements and approvals on the degree plan/certification plan have been completed, the student will qualify for the degree and for certification.

Admission to Teacher Education

Admission to Teacher Education is the first step in the teacher certification process. Accreditation agencies require that criteria be established by the department and met by enrolled students before they continue in the program of studies leading to a teaching certificate. Admission to Teacher Education is a precondition to registering in advanced courses. A complete list of Teacher Education admission requirements will be provided by the advisor when the degree plan is completed. Additionally, the requirements and process is explained beginning on page 10 of this handbook under Guidelines for Admission To and Retention In the Special Education Program. It is the responsibility of each student to obtain a complete list of these requirements and to meet them before he or she will qualify for formal admission into teacher education.

Admission to Student Teaching

Student teaching is an important component of the Special Education teacher preparation program and occurs during the last semester for students in the Special Education Program. It is required of all students who plan to be certified as teachers in Texas. Student teaching is a full-time one-semester program.

Student teaching will not occur until all courses on the students' degree plan have been successfully completed. In addition, students must meet all College of Education requirements before entering student teaching. **Students are not allowed to take additional courses to complete program or university requirements during the student teaching semester.** There are no exceptions to this rule. Additional requirements are available in the student teaching handbook and can be accessed at <http://epsy.tamu.edu/uploads/files/Handbooks/FALL%2008-R%20ST%20HANDBOOK.pdf>

Student teaching will take place only in school districts with which Texas A&M University has formal student teaching agreements. There will be no remote or distance student teaching sites. Student teaching will be completed in local school districts (Bryan / College Station area) only. Additional information about student teaching and requirements are available in the Student Teaching Handbook.

Qualifying for Certification

In Texas, all teachers must have valid teaching certificates. Texas A&M University does not award the certificate, but recommends the student to the State Board for Educator Certification. Therefore, the student must apply for certification during student teaching. **When criteria are met for certification, the State of Texas will award the certificate(s).**

In 1981, the Texas Legislature enacted legislation requiring that all individuals who apply for state certification pass proficiency tests in their teaching fields or areas of specialization. Specific details of ExCET/TEExES tests, study guides, and applications are available through the Placement Coordinator. Students apply to take this test during their student teaching semester. Students must file for certification and pay the certification fee to the State Board for Educator Certification to receive certification. Information about certification and applications will be distributed to students during the student teaching semester.

The Teacher Education faculty and the Council for Teacher Education will judge the student's aptitude and attitude and recommend for or against certification. An appeals procedure is available for students denied a favorable recommendation. The Dean's Office will provide information on the procedure for appealing the decision. Upon successful completion of all certification requirements, the student is recommended by the department to the Texas Education Agency through the University Council on Teacher Education.

Completion of Requirements for Graduation

Satisfactory completion of all course work on the degree plan will meet basic graduation requirements for the bachelor's degree. Graduation is not automatic; therefore, the student must submit an application for graduation to the Office of the Registrar on forms provided. The guidelines state that such an application occur at least 90 days prior to the end of the semester in which the student will complete all requirements. A diploma fee must also be paid. Clearance for graduation is the responsibility of individual students.

Special Education Program Sequence of Activities

- ___ Complete INST 310 with a minimum grade of B
- ___ Apply for admission to Special Education Program (spring of sophomore year)
- ___ Complete SPED 302 with a minimum grade of B
- ___ Admission to Special Education Program
- ___ Admission to Teacher Education
- ___ Encouraged to join Student Council for Exceptional Children
- ___ Complete SEFB 320 with a minimum grade of B
- ___ Complete Block I
- ___ Complete Block II
- ___ Complete Block III AND any additional courses as needed
- ___ Apply for student teaching
- ___ Take TExES examinations
- ___ Apply for Certification
- ___ Complete Block IV
(SEFB 425 and SEFB 426)
- ___ Receive B.S. degree in Interdisciplinary Studies (all-level)
- ___ Receive teaching certificate through the state

STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children (CEC) is widely respected as the most active organization in the world serving all exceptional children who have disabilities and those who are gifted. It is a network of 53,000 professional members from every state and province who are involved in all aspects of special education. Texas A&M University sponsors a student chapter of the Council for Exceptional Children. Our chapter number is 784. All students in the Special Education program are strongly encouraged to join this professional organization.

Benefits of membership in CEC are listed below.

- * **Three publications:** *TEACHING Exceptional Children*, quarterly; *Exceptional Children*, bimonthly; and *CEC Today*, monthly.
- * **Automatic Membership** in local, state/provincial and international CEC.
- * **Seventeen CEC Divisions** centered on various interests or exceptionalities.
- * **Professional Development Activities** including the annual CEC Convention, academies, conferences, and workshops. Early notice and special rates for members.
- * **Effective Representation** at all levels of government.
- * **Information Services** through the ERIC Clearinghouse on Disabilities and Gifted Education.
- * **Discount of 30%** on over 100 CEC professional products and services--books, periodicals, multimedia kits and more.
- * **Access** to latest research, practice, and products linking technology and special education.
- * **Savings** on professional liability, major medical, and term life insurance through group plans.
- * **Opportunity** to receive a major credit card with no annual fee for the first year.
- * **Investment Opportunities** also available--CDs and money market accounts.

Appendix A
Council for Exceptional Children Standards

CEC Common Core of Knowledge for Special Education Teachers of Students in Individualized General Curriculums and in Individualized Independence Curriculums

Special Education Standard #1: Foundations

Common Core

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:	
CC1S1	Articulate personal philosophy of special education.

Individualized General Curriculum

Knowledge:	
GC1K1	Definitions and issues related to the identification of individuals with disabilities ^{1/} .
GC1K2	Models and theories of deviance and behavior problems.
GC1K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
GC1K4	The legal, judicial, and educational systems to assist individuals with disabilities ^{1/} .
GC1K5	Continuum of placement and services available for individuals with disabilities ^{1/} .
GC1K6	Laws and policies related to provision of specialized health care in educational settings.
GC1K7	Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities ^{1/} .
GC1K8	Principles of normalization and concept of least restrictive environment.
GC1K9	Theory of reinforcement techniques in serving individuals with disabilities ^{1/} .
Skills:	None in addition to Common Core

Individualized Independence Curriculum

Knowledge:	
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IC1K1	Definitions and issues related to the identification of individuals with disabilities ^{1/} .
IC1K2	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
IC1K3	The legal, judicial, and educational systems to assist individuals with disabilities ^{1/} .
IC1K4	Continuum of placement and services available for individuals with disabilities ^{1/} .
IC1K5	Laws and policies related to provision of specialized health care in educational settings.
IC1K6	Principles of normalization and concept of least restrictive environment.
IC1K7	Theory of reinforcement techniques in serving individuals with disabilities ^{1/} .
IC1K8	Theories of behavior problems of individuals with disabilities ^{1/} .
Skills:	None in addition to Common Core

Special Education Standard #2: Development and Characteristics of Learners

Common Core

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Individualized General Curriculum

Knowledge:	
GC2K1	Etiology and diagnosis related to various theoretical approaches.
GC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.
GC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities ^{1/} .
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities ^{1/} .
GC2K5	Common etiologies and the impact of sensory disabilities on learning and experience.
GC2K6	Types and transmission routes of infectious disease.
Skills:	None in addition to Common Core

Individualized Independence Curriculum

Knowledge:	
IC2K1	Etiology and diagnosis related to various theoretical approaches.
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.

IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities ^{1/} .
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities ^{1/} .
IC2K5	Types and transmission routes of infectious disease.
Skills:	None in addition to Common Core

Special Education Standard #3: Individual Learning Differences

Common Core

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Individualized General Curriculum

Knowledge:	
GC3K1	Impact of disabilities on auditory and information processing skills.
Skills:	
GC3S1	Relate levels of support to the needs of the individual.

Individualized Independence Curriculum

Knowledge:	
IC3K1	Complications and implications of medical support services.
IC3K2	Impact of disabilities may have on auditory and information processing skills.
IC3K3	Impact of multiple disabilities on behavior.
Skills:	
IC3S1	Relate levels of support to the needs of the individual.

Special Education Standard #4: Instructional Strategies

Common Core

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12)
CC4S3	Select, adapt, and use instructional strategies and materials according to

	characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Individualized General Curriculum

Knowledge:	
GC4K1	Sources of specialized materials, curricula, and resources for individuals with disabilities ^{1/} .
GC4K2	Strategies to prepare for and take tests.
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities ^{1/} .
GC4K4	Prevention and intervention strategies for individuals at-risk for a disability.
GC4K5	Strategies for integrating student initiated learning experiences into ongoing instruction.
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.
GC4K7	Methods for guiding individuals in identifying and organizing critical content.
Skills:	
GC4S1	Use research-supported methods for academic and non-academic instruction of individuals with disabilities ^{1/} .
GC4S2	Use strategies from multiple theoretical approaches for individuals with disabilities ^{1/} .
GC4S3	Teach learning strategies and study skills to acquire academic content.
GC4S4	Use reading methods appropriate to individuals with disabilities ^{1/} .
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities ^{1/} .
GC4S6	Modify pace of instruction and provide organizational cures.
GC4S7	Use appropriate adaptations and technology for all individuals with disabilities ^{1/} .
GC4S8	Resources and techniques used to transition individuals with disabilities ^{1/} into and out of school and post-school environments.
GC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .
GC4S10	Identify and teach basic structures and relationships within and across curricula.
GC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S15	Teach strategies for organizing and composing written products.
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

Individualized Independence Curriculum

Knowledge:	
IC4K1	Specialized materials for individuals with disabilities ^{1/} .
IC4K2	Prevention and intervention strategies for individuals with disabilities ^{1/} .
IC4K3	Strategies for integrating student initiated learning experiences into ongoing instruction.
IC4K4	Resources and techniques used to transition individuals with disabilities ^{1/} into and out of school and post-school environments.
Skills:	
IC4S1	Use research-supported instructional strategies and practices.
IC4S2	Use appropriate adaptations and assistive technology for all individuals with disabilities ^{1/} .
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .
IC4S4	Identify and teach basic structures and relationships within and across curricula.
IC4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.

Special Education Standard #5: Learning Environments and Social Interactions

Common Core

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skills:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest

	modifications in learning environments.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Individualized General Curriculum

Knowledge:	
GC5K1	Barriers to accessibility and acceptance of individuals with disabilities ^{1/} .
GC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
GC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
Skills:	
GC5S1	Provide instruction in community-based settings.
GC5S2	Use and maintain assistive technologies.
GC5S3	Plan instruction in a variety of educational settings.
GC5S4	Teach individuals with disabilities ^{1/} to give and receive meaningful feedback from peers and adults.
GC5S5	Use skills in problem solving and conflict resolution.
GC5S6	Establish a consistent classroom routine for individuals with disabilities ^{1/} .

Individualized Independence Curriculum

Knowledge:	
IC5K1	Specialized health care interventions for individuals with physical and health disabilities in educational settings.
IC5K2	Barriers to accessibility and acceptance of individuals with disabilities ^{1/} .
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
IC5K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
IC5K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities ^{1/} .
Skills:	
IC5S1	Provide instruction in community-based settings.
IC5S2	Use and maintain assistive technologies.
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
IC5S4	Plan instruction in a variety of educational settings.

IC5S5	Teach individuals with disabilities ^{1/} to give and receive meaningful feedback from peers and adults.
IC5S6	Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities ^{1/} in a variety of group and individual learning activities.
IC5S7	Use techniques of physical positioning and management of individuals with disabilities ^{1/} to ensure participation in academic and social environments.
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
IC5S10	Use skills in problem solving and conflict resolution.
IC5S11	Design and implement sensory stimulation programs.
IC5S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.

Special Education Standard #6: Communication

Common Core

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Individualized General Curriculum

Knowledge:	
GC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities ^{1/} .
GC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.
GC6K3	Typical language development and how that may differ for individuals with learning disabilities ^{1/} .
Skills:	
GC6S1	Enhance vocabulary development.
GC6S2	Teach strategies for spelling accuracy and generalization.
GC6S3	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.
GC6S4	Teach methods and strategies for producing legible documents.
GC6S5	Plan instruction on the use of alternative and augmentative communication systems.

Individualized Independence Curriculum

Knowledge:	
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IC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities ^{1/} .
IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.
Skills:	
IC6S1	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.
IC6S2	Teach methods and strategies for producing legible documents.
IC6S3	Plan instruction on the use of alternative and augmentative communication systems.

Special Education Standard #7: Instructional Planning

Common Core

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Individualized General Curriculum

Knowledge:	
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7K2	Model career, vocational, and transition programs for individuals with disabilities ^{1/} .

GC7K3	Interventions and services for children who may be at risk for learning disabilities.
GC7K4	Relationships among disabilities and reading instruction.
Skills:	
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3	Plan and implement age and ability appropriate instruction for individuals with disabilities ^{1/} .
GC7S4	Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
GC7S6	Design and implement instructional programs that address independent living and career education for individuals.
GC7S7	Design and implement curriculum and instructional strategies for medical self-management procedures.
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.

Individualized General Curriculum

Knowledge:	
IC7K1	Model career, vocational, and transition programs for individuals with disabilities ^{1/} .
Skills:	
IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities ^{1/} .
IC7S3	Select and plan for integration of related services into the instructional program.
IC7S4	Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans.
IC7S6	Design and implement instructional programs that address independent living and career education.
IC7S7	Design and implement curriculum strategies for medical self-management procedures.
IC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.

Special Education Standard #8: Assessment

Common Core

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.

CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.

Individualized General Curriculum

Knowledge:	
GC8K1	Specialized terminology used in the assessment of individuals with disabilities ^{1/} .
GC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities ^{1/} .
GC8K3	Types and importance of information concerning individuals with disabilities available from families and public agencies.
GC8K4	Procedures for early identification of young children who may be at risk for disabilities.
Skills:	
GC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .
GC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities ^{1/} .
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
GC8S4	Assess reliable methods(s) of response of individuals who lack typical communication and performance abilities.
GC8S5	Monitor intragroup behavior changes across subjects and activities.

Individualized Independence Curriculum

Knowledge:	
IC8K1	Specialized terminology used in the assessment of individuals with disabilities ^{1/} .
IC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities ^{1/} .
IC8K3	Types and importance of information concerning individuals with disabilities ^{1/} available from families and public agencies.
Skills:	
IC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .

IC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities ^{1/} .
IC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
IC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
IC8S5	Develop and use a technology plan based on adaptive technology assessment.
IC8S6	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.
IC8S7	Monitor intragroup behavior changes across subjects and activities.

Special Education Standard #9: Professional and Ethical Practice

Common Core

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Individualized General Curriculum

Knowledge:	
GC9K1	Sources of unique services, networks, and organizations for individuals with disabilities ^{1/} .
GC9K2	Organizations and publications relevant to individuals with disabilities ^{1/} .
Skills:	
GC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities ^{1/} .
GC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities ^{1/} .

Individualized Independence Curriculum

Knowledge:	
IC9K1	Sources of unique services, networks, and organizations for individuals with disabilities ^{1/} .
IC9K2	Organizations and publications relevant to individuals with disabilities ^{1/} .
Skills:	
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities ^{1/} .
IC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities ^{1/} .
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities ^{1/} as they participate in school and community-based activities.

Special Education Standard #10: Collaboration

Common Core

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate and provide feedback to paraeducators.

Individualized General Curriculum

Knowledge:	
GC10K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities ^{1/} .
GC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities ^{1/} .
GC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities ^{1/} .
GC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

Skills:	
GC10S1	Use local community, and state and provincial resources to assist in programming with individuals with disabilities ^{1/} .
GC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities ^{1/} .
GC10S3	Teach parents to use appropriate behavior management and counseling techniques.
GC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation

Individualized Independence Curriculum

Knowledge:	
IC10K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities ^{1/} .
IC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities ^{1/} .
IC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities ^{1/} .
Skills:	
IC10S1	Participate in the selection and implementation of augmentative or alternative communication systems.
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities ^{1/} .
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities ^{1/} .
IC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation.
IC10S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill.

Appendix B
Degree and Certification Requirements

Texas A&M University
College of Education / Department of Educational Psychology
Special Education Degree Plan (PK-12) Catalog 132

Name _____
 UIN _____

Foreign Language Requirement _____
 (2 semesters or 2 years in high school)

Basic Requirements (20 hours)			
POLS 206	3		
POLS 207	3		
EPSY 320 or 321	3		
VISUAL PERF ARTS	3		
STAT 303 or EPSY 435	3		
HLTH/KINE 214	3		
KINE 198	1		
KINE 199	1		

Courses Required to Complete Special Education Emphasis (33 hours)			
SPED 302 (a)	3		
*SEFB 310	3		
*SEFB 311	3		
*SEFB 312	3		
*SEFB 320 (W)	3		
*MASC 351	3		
*SEFB 442	3		
*SEFB 471	3		
*EPFB 428 (W)	3		
*EDTC 311	3		
*SEFB 314	3		

Professional Studies (18 hours)			
TEFB 273	3		
EPFB 210	3		
EPFB 484	6		
***SEFB 425	3		
***SEFB 426	3		

(a) Must make a grade of B or higher
 (W) Writing Intensive Course

Note:

- No grade of D will be accepted in any coursework.
- Students must maintain a minimum cumulative grade point average of 2.5.
- Degree plans are subject to change in order to meet state requirements.
- Students are responsible for adhering to course and degree plan requirements.

Student _____ Date _____
 Advisor _____ Date _____

Interdisciplinary Studies (29 hours)			
ENGLISH (9 hours)			
ENGL 104	3		
ENGL 203, 210, 241, 301	3		
ENGL 360, 361	3		
MATH (6 hours)			
MATH 141, 166	3		
MATH 131, 142	3		
SCIENCE (8 hours)			
BIOL 101, BIOL 107, BIOL 111, BIOL 113/123	4		
CHEM 106/116, GEOG 203/213, GEOL 101, GEOL 106	4		
SOCIAL STUDIES (6 hours)			
HIST 105 or 106	3		
HIST 226, 305, 307, 319, 451, 455, 460	3		

Professional Undergirding Disciplines (24 hours)			
INST 310 (a)	3		
INST 301	3		
**INST 322	3		
*MASC 371 or MASC 475	3		
**RDNG 460 or RDNG 468	3		
**INST 462	3		
**INST 463	3		
*EDCI 364	3		

* Admission to Teacher Education – students must be formally admitted into professional phase of program before enrollment in upper level coursework.

** Courses leading to ESL certification

*** Student Teaching semester

Certifies to teach:
 Special Education PK-12
 General Education PK-6
 ESL

Total Hours Required for Graduation: 124

Appendix C
CEC Code of Ethics

The Council for Exceptional Children (CEC) Code of Ethics

Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

CEC Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
3. Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.

4. Maintain class size and case loads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.
5. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
6. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.
8. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

1. Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
2. Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.
3. Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
4. Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
5. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Support Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.
2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

1. Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
2. Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
3. Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
4. Extend opportunities for parent education utilizing accurate information and professional methods.
5. Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.
6. Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.
7. Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.
2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
3. Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.
4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional Employment Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

1. Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
2. Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
3. Professionals give notice consistent with local education agency policies when intending to leave employment.
4. Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
5. Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
6. Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
7. Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
8. Professionals respond objectively when requested to evaluate applicants seeking employment.
9. Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

1. Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
2. Professionals promote educational quality and intra- and interprofessional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
3. Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
4. Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
5. The administration and supervision of special education professionals provides for clear lines of accountability.
6. The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

1. Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as inservice training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
2. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
3. Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals to the Profession

1. Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.
2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
3. Special education professionals refrain from using professional relationships with students and parents for personal advantage.
4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.
5. Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:
 - a. Adopt procedures that protect the rights and welfare of subjects participating in the research.
 - b. Interpret and publish research results with accuracy and a high quality of scholarship.
 - c. Support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.
 - d. Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

To Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

1. Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.
2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.
3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur.
4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities.
5. Provide consultation and assistance, where appropriate, to professionals in nonschool settings serving persons with exceptionalities.
6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

Appendix D

TExES

TEXES
Texas Examinations of Educator Standards
Field 161: Special Education EC–12
Test Framework

Domain Range of Competencies

- I. Understanding Individuals with Disabilities and Evaluating Their Needs 001–002
- II. Promoting Student Learning and Development 003–007
- III. Promoting Student Achievement in English Language Arts and Reading and in Mathematics 008–009
- IV. Foundations and Professional Roles and Responsibilities 010–012

TEST FRAMEWORK FOR FIELD 161: SPECIAL EDUCATION EC–12

Domain I: Understanding Individuals with Disabilities and Evaluating Their Needs (approximately 13% of the test)

Standards Assessed:

Special Education EC–12 Standard IV:

The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Special Education EC–12 Standard V:

The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Domain II: Promoting Student Learning and Development (approximately 33% of the test)

Standards Assessed:

Special Education EC–12 Standard VI:

The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

Special Education EC–12 Standard VII:

The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Special Education EC–12 Standard VIII:

The special education teacher understands assistive technology as defined by state and federal regulations.

Special Education EC–12 Standard IX:

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Special Education EC–12 Standard X:

The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Domain III: Promoting Student Achievement in English Language Arts and Reading and in Mathematics (approximately 33% of the test)

Standards Assessed:

Special Education EC–12 Standard XI:

The special education teacher promotes students' performance in English language arts and reading.

Special Education EC–12 Standard XII:

The special education teacher promotes students' performance in mathematics.

Domain IV: Foundations and Professional Roles and Responsibilities (approximately 20% of the test)

Standards Assessed:

Special Education EC–12 Standard I:

The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Special Education EC–12 Standard II:

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Special Education EC–12 Standard III:

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.