

Special Education Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Special Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

- A1. Identify historical and current models, theories, and philosophies that provide the basis for special education practice including its relationship with regular education;
- A3. Identify the assurances and due process rights related to assessment, eligibility, and placement including the rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs;
- A4. Articulate a personal philosophy of special education;
- A5. Demonstrate the ability to conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures; and
- A6. Describe the continuum of placement and support services.
- B1. Differentiate among characteristics and needs including similarities, levels of severity, and multiple exceptionalities;

- B2. Demonstrate the ability to identify characteristics and effects of cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse, neglect, and substance abuse;
- B3. Describe the educational implications of characteristics of various disabilities;
- B5. Demonstrate an understanding of methods for the prevention of disabilities;
- C1. Demonstrate knowledge of basic terminology, legal provisions, regulations, and program standards regarding assessment of individuals and be able to articulate ethical concerns related to assessment;
- C5. Demonstrate knowledge of specialized terminology used in the assessment of students;
- C14. Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment;
- C15. Describe various methods of collecting data used in documenting progress;
- C16. Create and maintain educational records, including alternate assessments;
- C17. Demonstrate knowledge of the terminology and procedures used in adaptive behavior and life skills assessments;
- D7. Describe cultural perspectives influencing the relationships among families, schools, and communities as related to effective instruction;
- E1. Demonstrate an understanding of basic classroom management theories, methods, and techniques;
- E2. Describe research-based best practices for effective management of teaching and learning;
- E4. Describe model programs, including career/vocational and transition;
- E11. Describe the school setting adaptations necessary to accommodate the needs and abilities of the students;
- E12. Demonstrate an understanding of specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings;
- E13. Identify types and transmission routes of infectious disease;
- F11. Demonstrate an understanding of behavior problems, including self-stimulation and self-injury;
- F12. Identify communication and social interaction alternatives for individuals who are non-verbal.
- G1. Promote effective communication and collaboration with individuals, parents, school and community personnel in a culturally responsive program;
- G2. Demonstrate an understanding of the roles of students, parents, teachers, and other school and community personnel in planning and developing an individualized educational program;
- G7. Identify lists of resources, networks, and organizations for students and/or parents/primary care-givers;
- G9. Identify the roles and responsibilities of school-based and community-based medical and related services personnel;
- G11. Describe the role of all educators in the inclusion or reintegration of students into the general education classroom;
- G12. Identify the role of professional groups and referral agencies in identifying, assessing, and providing services to learners with mental health needs;
- H1. Identify personal cultural biases and differences that affect one's teaching;
- H2. Describe the teacher's role as a model for students with disabilities;
- H3. Demonstrate commitment to developing the highest educational and quality-of-life potential of students with disabilities;
- H4. Promote and maintain a high level of competence and integrity in the practice of the profession, including sensitivity to culture, religion, gender, and sexual orientation of individual students;
- H5. Demonstrate proficiency in oral and written communication;
- H9. Identify consumer and professional organizations, publications, and journals relevant to the field of mild and moderate disabilities; and
- H10. Describe the rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- B6. Describe the implications of disabilities on psychosocial, educational, vocational and leisure outcomes for individuals, families, and society;
- C2. Describe guidelines for student participation in group district-wide standardized achievement assessments, including the use of necessary accommodations and/or alternative assessments;
- C3. Identify typical procedures used for screening, pre-referral, referral, and classification;
- C6. Identify conditions and assessment instruments that ensure maximum performance for students;
- C7. Use appropriate assessment instruments for the identification of students;
- C8. Identify appropriate use, applications, interpretations, and limitations of various types of assessment instruments;
- C9. Use collaborative strategies in collecting background, assessment, and performance information from parents and a variety of other sources;
- C10. Design, implement, and evaluate individualized assessment;
- C11. Adapt and modify, as appropriate, existing assessment tools and methods to accommodate the unique abilities and needs of students;
- C12. Develop and use individualized technology plans based on specific assistive technology assessment;
- C13. Assess using valid and reliable method(s) of response of individuals who lack typical communications and performance abilities;
- D1. Recognize learning styles and how to adapt methods and materials for teaching in multiple environments;
- D3. Develop comprehensive, legally compliant, individualized educational programs;
- D5. Identify and use sources of specialized materials, equipment, and assistive devices;
- D6. Utilize approaches for creating positive learning environments;
- D11. Design age appropriate instruction based on the student's adaptive skills;
- D12. Implement instructional techniques to promote successful maintenance and generalization of skills and to make successful transitions;
- D13. Use verbal and non-verbal techniques to establish and maintain student support;
- D14. Utilize research-supported instructional strategies and practices;
- D15. Utilize research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication needs of individuals with disabilities;
- D16. Interpret sensory, mobility, reflex, perceptual, medical, and health information to create appropriate learning plans;
- D17. Select and use assistive technologies to accomplish instructional objectives and integrate them into the instructional process;
- D18. Select, adapt, and use instructional strategies and materials according to characteristics of the learner;
- D22. Adapt lessons to reflect the physical exertion of individuals with specialized health care needs;
- D23. Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs;
- E3. Identify ways in which technology can assist with planning and managing the teaching and learning environment;
- E5. Create a safe, positive, and supportive learning environment in which diversity, self-advocacy and increased independence are valued;
- E6. Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in a variety of settings;
- E7. Prepare and organize materials to implement daily lesson plans;
- E8. Incorporate evaluation, planning, and management procedures that match student needs with the instructional environment;

- E9. Design a learning environment that encourages active participation and optimal learning by students in a variety of individual and group learning activities;
- E10. Design, structure, and manage daily routines, including transition time for students and other staff in the instructional setting;
- E14. Practice appropriate universal precautions when interacting with individuals with physical and health disabilities;
- E15. Identify common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities;
- E16. Identify and use local, community, and state resources available to assist in programming for students with disabilities;
- E17. Integrate an individual's health care plan, including the effects of medication into daily programming;
- F2. Develop and implement a systematic non-aversive behavior intervention plan for students using a variety of behavioral principles (including observation, recording, charting, establishment of time-lines, intervention technique hierarchies, and schedules of reinforcement), and provide training for their parents;
- F3. Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events);
- F4. Analyze attitudes and behaviors that positively or negatively influence behavior of students with disabilities;
- F6. Design, implement, and evaluate strategies for crisis prevention and intervention;
- F7. Demonstrate a variety of effective behavior management techniques;
- F8. Implement behavior management techniques consistent with a student's needs;
- F9. Modify the learning environment (schedule and physical arrangement) to manage inappropriate or challenging behaviors;
- G3. Use collaborative strategies in working with students, parents/primary care-givers, school and community personnel in a variety of environments;
- G4. Communicate and consult with students, parents/primary care-givers, teachers, and other school and community personnel;
- G5. Plan and conduct collaborative conferences and training with families or primary care-givers;
- G10. Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and communicative needs;
- H6. Engage in professional activities that may benefit students with disabilities, their families, and/or colleagues;
- H7. Comply with local, state, and federal monitoring and evaluation requirements;
- H8. Practice within the CEC Code of Ethics and other standards and policies of the profession;
- H11. Participate in trans-disciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are in transition from home, hospital, or rehabilitation facility to school; and
- H12. Seek information regarding protocols, procedural program standards, and policies designed to assist students with disabilities as they participate in school and community-based activities.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

- D2. Explore curricula for the development of motor, cognitive, academic, social, language, affective, career/vocational, and functional life skills;
- D24. Integrate affective, social, life, and career/vocational skills with academic curricula; and
- D25. Provide appropriate instruction in independent living skills, vocational skills, and career education;
- G6. Communicate and collaborate with regular classroom teachers and other school and community personnel to integrate students into various learning environments; and
- G13. Apply the principles of collaborative teaching strategies in the general educational setting.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

- A2. Demonstrate an understanding of current definitions, identification procedures and related issues, including how these issues relate to students from culturally and/or linguistically diverse backgrounds;
- B4. Demonstrate an understanding of the etiology of common disabilities and syndromes, including medical, health, social and emotional aspects;
- C4. Demonstrate knowledge of legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures; and
- F1. Demonstrate an understanding of applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of behavior management techniques.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

- C18. Use results of performance-based measures and specialized evaluations to make instructional decisions for students;
- D4. Design programs that involve the individual and family in setting, sequencing, implementing, and evaluating instructional goals;
- D8. Develop and select instructional content materials, resources, and strategies that respond to cultural, linguistic, and gender differences based on assessment data;
- D9. Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment;
- D10. Teach students cognitive strategies for facilitating maintenance and generalization of skills across environments;
- D19. Assist students in the use of adaptations and assistive technology that allows for participation and access to curriculum in the general education curriculum;
- D20. Assist students in the use of appropriate physical management support techniques after consultation with health care specialists;
- D21. Assist students in the use and maintenance of orthopedic, prosthetic, and adaptive equipment after consultation with health care specialists;
- F5. Identify social skills needed for educational and functional living environments, and provide effective instruction in the development of social skills in an integrated curriculum;
- F10. Demonstrate procedures to increase the individual’s self-awareness, self-control, self-reliance, and self-esteem; and
- G8. Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment, community and independent functions in daily life, with maximum opportunities for full participation in community and decision making.

Peru State College Conceptual Framework Outcomes		
Pedagogical Knowledge/Skills		
PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7

PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7