



NEW/REVISED PROGRAM SPECIAL EDUCATION

2012 Standards

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the "Continuing Application".)

Please check the area below that applies:

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:**

2. **Program Name:**

Program
3. **Compiler:**

Date of
4. **Submission:**

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A NEW PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- Program Plan of Study that provides:
 - Coursework required of all candidates (include coursework that meets the 4X12 requirement)
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 - Clear information about the sequence in which candidates take courses
 - Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:

Standard	Course(s)	Course Description(s)
<i>Field Experiences And Clinical Practice Standard</i>		
Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.		
<i>Standard 1: Learner Development and Individual Learning Differences</i> <i>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</i>		
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.		
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		

Standard	Course(s)	Course Description(s)
Standard 2: Learning Environments		
<i>Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i>		
<p>2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		
<p>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
<p>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>		
Standard 3: Curricular Content Knowledge		
<i>Beginning special education professionals use knowledge of general (15) and specialized (16) curricula to individualize learning for individuals with exceptionalities.</i>		
<p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and</p>		

Standard	Course(s)	Course Description(s)
develop meaningful learning progressions for individuals with exceptionalities.		
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities		
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.		
<p><i>Standard 4: Assessment</i></p> <p><i>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i></p>		
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.		
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.		
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of		

Standard	Course(s)	Course Description(s)
assessment information in making decisions about individuals with exceptionalities.		
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.		
<p><i>Standard 5: Instructional Planning and Strategies.</i></p> <p><i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies (15) to advance learning of individuals with exceptionalities.</i></p>		
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.		
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		

Standard	Course(s)	Course Description(s)
<p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</p>		
<p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>		
<p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p>		
<p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>		
<p><i>Standard 6: Professional Learning and Ethical Practice</i></p> <p><i>Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i></p>		
<p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.</p>		

Standard	Course(s)	Course Description(s)
<p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>		
<p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>		
<p>6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.</p>		
<p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p>		
<p>6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.</p>		
<p>Standard 7: Collaboration</p> <p><i>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i></p>		
<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration.</p>		

Standard	Course(s)	Course Description(s)
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</p>		
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>		