Standards for Special Education Teachers

Introduction

The new standards for special education teachers have been developed to align with the Core Standards For Teachers developed by the North Carolina Professional Teaching Standards Commission, The North Carolina ABC Plus accountability outcomes, and the US Department of Education’s accountability standards established in the Leave No Child Behind legislation. The standards for special education teachers reflect three underlying principles: (1) the quality and effectiveness of special education teachers should be measured by the progress of students with disabilities, (2) the standards must reflect research-validated teaching methods and procedures, and (3) the standards should be explicitly stated and include competency indicators and competency evaluation criteria. Evaluation criteria will be developed during the 2002-2003 school year.

The new special education initial teacher licensing system is designed to emphasize the instructional and educational services that individual students are receiving. In the past the special education teacher licensing system reflected a categorical approach (e.g., BED, MD, SLD) to initial teacher licensing. The initial categorical licenses are replaced with two instructional oriented licenses, Special Education General Curriculum and Special Education Adapted Curriculum. The new license system is designed to emphasize (1) the academic, behavioral and/or developmental progress of students with disabilities; (2) access to, and maintenance in, the standard and/or an adapted standard curriculum; and (3) full participation of students with disabilities in North Carolina’s ABCs of Public Education accountability program.

To assure continued professional development and progress in the multidisciplinary assessment, identification and treatment of students with specific disabilities, specialized advanced licenses, built on the initial licenses, will be maintained as advanced licenses. New standards and competency indicators are presented in this document for the two initial licenses and four advanced licenses as follows:

1. Special Education: General Curriculum (Initial Entry License)

Teachers demonstrating the competencies reflected in the standards for this initial entry license will be qualified to provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Curriculum. The professional responsibilities of teachers holding this license will include (1) intensive and explicit individual and small group instruction for students with disabilities who are demonstrating below grade level achievement in basic skills; (2) planning and maintaining positive behavior supports for students with disabilities; (3) collaboration with general education teachers to maintain students with disabilities at grade level in the standard curriculum; (4) leadership in implementing special education procedures and policies; and (5) special education consultation with general education teachers, parents and other professionals.
This Special Education: General Curriculum license standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized General Curriculum Referenced Standards. In addition the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced, with INTASC standards for beginning teachers. This license replaces the initial teaching licenses in the categorical areas of SLD, MD, BED, and CC.

2. Special Education: Adapted Curriculum (Initial Entry License)

Teachers demonstrating the competencies reflected in the standards for this initial entry license will be qualified to provide research-validated instruction, learning supports and behavior supports to assure appropriate progress of students with disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. The professional responsibilities of teachers holding this license include (1) intensive and explicit individual and small group instruction in communication, self-help, and social skills for independent living; (2) intensive and explicit individual and small group instruction in functional academic abilities and occupational skills; (3) a knowledge of language arts and mathematics skills taught in the standard course of studies and its extensions, (4) planning and maintaining positive behavior supports; (5) collaboration with general education teachers to support participation of students with disabilities in the general curriculum to extent appropriate; (6) leadership in implementing special education procedures and policies for students with disabilities enrolled in an adapted curriculum including school and community transitions; and (7) special education consultation with general education teachers, parents and other professionals.

The Special Education: Adapted Curriculum license standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized Independence Curriculum Referenced Standards. In addition the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced, with INTASC standards for beginning teachers. This license will replace the initial licenses in the categorical areas of MD and S/PMD.

3. Behavioral-Emotionally Disabled (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Behavioral-Emotionally Disabled will be qualified to plan, provide and evaluate research-validated instruction and learning to ameliorate, accommodate and/or maintain grade level performance and appropriate behavior of students identified as Behavioral-Emotionally Disabled. In addition to the responsibilities of the Special Education: General Curriculum teacher, the responsibilities of teachers holding the advanced license in Behavioral-Emotionally Disabled also include (1) planning and conducting school-based instructional evaluation and research in managing and improving behavior; (2) development and implementation of advanced assessment and diagnostic-prescriptive (clinical) instruction for individual students with emotional and/or behavioral disabilities; (3) assistance with planning, development and implementation of preventive early interventions for students at-risk for being identified as Behavioral-Emotionally Disabled; (4) extended knowledge of the research validated practices in the application of teaching and management strategies to promote improvement of behavior, learning, and social skills; (5) leadership in translating instructional research into classroom practice for students with behavioral and emotional disabilities; and (6) school-wide leadership, consultation and
collaboration with general education teachers, parents and other professionals to promote quality educational programs for students with emotional, social, and/or behavior disabilities.

Teachers can add a specialized license in teaching Behavioral-Emotionally Disabled (BED) students to the Special Education: General Curriculum initial license. The CEC content standards for the specialty area of Emotional and Behavioral Disorders are aligned with the standards for this license.

4. Mental Disability (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Mental Disabilities will be qualified to plan, implement and evaluate research-validated instruction, learning supports, and behavior supports to assure appropriate progress of students with disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. In addition to the responsibilities of the Special Education: Adapted Curriculum teacher, the responsibilities of teachers holding the advanced license in Mental Disabilities also include (1) planning and conducting school-based evaluation and research to guide the development of quality education programs for students with mental disabilities; (2) advanced assessment skills and the development and implementation of diagnostic-prescriptive (clinical) instruction for individual students; (3) leadership in translating instructional research into classroom practice for students with mental disabilities; and (4) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals in the promotion of quality educational programs for students with mental disabilities.

Teachers can add a specialized license in Mentally Disabilities (MD) to the Special Education: General Curriculum initial license or the Special Education: Adapted Curriculum initial license. The CEC content standards for the specialty area of teaching Mentally Retarded are aligned with the standards for this license.

5. Specific Learning Disabilities (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Specific Learning Disabilities will be qualified to plan, provide and evaluate research-validated instruction and learning to ameliorate, accommodate and/or maintain grade level performance of students with learning disabilities. In addition to the responsibilities of the Special Education: General Curriculum teacher, the responsibilities of teachers holding the advanced license in Specific Learning Disabilities also include (1) planning and conducting school-based instructional evaluation and research to improve instruction and learning for students with learning disabilities; (2) advanced assessment skills and the development and implementation of diagnostic-prescriptive (clinical) instruction for individual students; (3) assistance with planning, development and implementation of preventive early interventions for students at-risk for being identified as learning disabled; (4) leadership in translating instructional research into classroom practice for students with learning disabilities; and (5) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals to promote quality educational programs for students with learning disabilities.

Teachers can add a specialized license in teaching students with Specific Learning Disabilities to the Special Education: General Curriculum initial license. The CEC
content standards for the specialty areas of Specific Learning Disabilities are aligned with the standards for this license.

6. Severe/Profound Mental Disability (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Severe/Profound Mental Disabilities will be qualified to plan, provide and evaluate research-validated instruction, learning supports, and behavior supports to assure appropriate progress of students with severe and profound disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. In addition to the responsibilities of the Special Education: Adapted Curriculum teacher, the responsibilities of teachers holding the advanced license in Severe/Profound Mental Disabilities also include (1) planning and conducting school-based instructional evaluation and research; (2) an advanced knowledge and skills in research validated instruction and learning for developing basic life skills; (3) development and implementation of diagnostic-prescriptive and clinical instruction for individual students with severe/profound disabilities; (4) leadership in translating instructional research into classroom practice for students with mental disabilities; and (5) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals in the promotion of quality educational programs for students with severe/profound disabilities.

Teachers can add a specialized license in teaching Severely-Profoundly Mentally Disabled (S/PMD) to the Special Education: Adapted Curriculum license. The CEC content standards for the specialty areas of Mentally Retarded are aligned with the standards for this license.
SPED: General Curriculum Licensure Standards (Initial Entry License)

CONTENT

Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics.

Indicator 1: Know language arts content and curriculum sequence included in the North Carolina Standard Course of Studies, K through 8th grade

Indicator 2: Know the specific structure of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, and Semantics and Syntax)

Indicator 3: Know the mathematic content and curriculum sequence included in the North Carolina Standard Course of Studies K through 8th grade

Standard 2: Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.

Indicator 1: Know research-validated learning strategies including strategies related to acquiring, storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement routines

Indicator 2: Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy

PEDAGOGY

Standard 3: Teachers teach students to use behaviors that promote success in the learning environment.

Indicator 1: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan
Indicator 2: Demonstrate competency to effectively teach a specific, research-validated, social skills development program

Indicator 3: Demonstrate ability to implement, at classroom and individual student levels, a positive behavior supports school wide program

Indicator 4: Demonstrate competency to implement a positive classroom behavioral management program

Indicator 5: Demonstrate competency to design a self-monitoring program and instruct students on implementation of program

Indicator 6: Instruct students in the utilization of positive communication techniques

**Standard 4:** Teachers organize effective student learning environments.

Indicator 1: Demonstrate ability to plan, organize, implement and evaluate research-validated peer tutoring approaches to instruction

Indicator 2: Demonstrate ability to maximize the percentage of time students are on task

Indicator 3: Demonstrate ability to plan and organize learning settings for success to include implementation and evaluation of individual, small group, and large group instruction and the communication of schedules, routines and rules

**Standard 5:** Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress.

Indicator 1: Demonstrate ability to conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations

Indicator 2: Demonstrate ability to conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests

**Standard 6:** Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.
Indicator 1: Demonstrate ability to assess individual students’ in the use of learning strategies including reading comprehension, writing, mathematics, memory, test-taking, time management, content area learning, self determination and advocacy and effective communications

Indicator 2: Demonstrate ability to plan and implement a series of lessons to teach effective use of the learning strategies in the content and behavior areas indicated in Indicator 1 above

Indicator 3: Demonstrate ability to monitor student progress in the use of learning strategies and the impact on academic performance

Indicator 4: Demonstrate ability to scaffold instruction and procedures to promote student independence (e.g., moving from more supports to few supports)

Indicator 5: Demonstrate ability to assess implement and monitor student use of technology (including assistive technology) throughout the curriculum

Indicator 6: Instruct students in the use of problem-solving techniques relevant to their functioning level (e.g., conflict resolution strategies, self-monitoring of behavior)

Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.

Indicator 1: Demonstrate ability to assess individual students’ reading abilities to include a summary of the students reading performance level and assessment of the students’ phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary, and reading comprehension

Indicator 2: Demonstrate ability to effectively plan and teach a comprehensives series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension, and monitoring students’ progress in the development of reading skills

Indicator 3: Demonstrate ability to assess individual students writing abilities to include a summary of writing performance and an assessment of the student’s fine motor skills, mechanics of writing, writing fluency and written expression
Indicator 4: Demonstrate ability to effectively plan and teach writing using a continuous series of daily instructional lessons, which include explicit, multisensory teaching strategies

Indicator 5: Demonstrate ability to assess and summarize an individual student’s mathematical abilities to include an assessment of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts

Indicator 6: Demonstrate ability to effectively plan and teach a continuous series of daily instructional lessons that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the NC General Curriculum, using multisensory methods, continuing cycles of review, sequence from concrete to abstract, real word applications, and monitoring the students progress in the development of mathematical skills

Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

PROFESSIONALISM

Standard 9: Teachers know the process and procedures for providing special education services.

Indicator 1: Demonstrate knowledge of pre-referral intervention and facilitate effective referral process

Indicator 2: Demonstrate ability to participate effectively in the multidisciplinary evaluation to include the administration and interpretation of educational assessments and understanding and interpreting psychological reports

Indicator 3: Demonstrate ability to appropriately participate in the case conferencing and writing of effective IEPs that are aligned with the general curriculum and facilitate student and parent involvement
Indicator 4: Demonstrate ability to effectively implement the objectives of the IEP including transition planning and post-school education and employment

Standard 10: Teachers collaborate and consult with general education teachers, parents and other professionals.

Indicator 1: Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills

Indicator 2: Demonstrate knowledge of a variety of effective instructional modifications and the ability to use them appropriately in general education classrooms

Indicator 3: Demonstrate ability to effectively communicate with and supervise para-educators

Standard 11: Teachers pursue continued professional development and learning to improve schools and advance knowledge.

Indicator 1: Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations

Indicator 2: Demonstrate advocacy for effective services for students with disabilities through a variety of activities including staff development presentations and communications with other professionals and community groups
SPED: Adapted Curriculum Licensure Standards (Initial Entry License)

CONTENT

Standard 1: Teachers have an in-depth knowledge base for each of the functional academic areas of the North Carolina Standard Course of Study and its extensions as required for independent living.

Indicator 1: Demonstrate knowledge of speaking, listening, comprehending, reading, and writing for everyday personal and social needs

Indicator 2: Demonstrate knowledge of occupational and career preparation for economically independent living and other life roles

Indicator 3: Demonstrate knowledge of basic mathematical skills required for employment and independent living

Indicator 4: Demonstrate knowledge of a healthy life style, healthy relationships, safety and science-based concepts

Indicator 5: Demonstrate knowledge of problem solving and self-determination

Indicator 6: Demonstrate knowledge of acceptable behavior for active citizenship and community participation

Standard 2: Teachers have knowledge of language arts and mathematics skills, as outlined in the North Carolina Standard Course of Study and its extensions.

Indicator 1: Know how typically developing students acquire skills in reading, writing and mathematics

Indicator 2: Know how to adapt and modify reading, writing, and mathematics to meet the unique learning needs of individual students

PEDAGOGY

Standard 3: Teachers use behaviors that promote success in the learning environment.
Indicator 1: Design self-monitoring program and instruct students on implementation of program

Indicator 2: Use appropriate positive behavioral support techniques

Indicator 3: Instruct students in the utilization of positive communication techniques

Indicator 4: Demonstrate competency to effectively teach a specific, research-validated, social skills development program

Indicator 5: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan

Indicator 6: Demonstrate competency to effectively teach a specific, research-validated, social skills development program

Indicator 7: Demonstrate ability to implement, at classroom and individual student levels, a school-wide program of positive behavioral supports

Standard 4: Teachers organize the educational environment for student learning.

Indicator 1: Design physical environment appropriate to individual student needs

Indicator 2: Analyze and structure learning environments to enhance student participation in a variety of settings

Indicator 3: Develop schedules and lesson plans that incorporate instruction of IEP objectives into naturally occurring routines

Indicator 4: Use adapted positioning techniques and assistive technology to optimize student participation in learning activities (e.g. prone stander w/tray for fine motor activities)

Indicator 5: Structure student schedules to integrate related service objectives in the instructional routines (e.g. physical therapy, speech therapy, occupational therapy, medical procedures/services.)

Indicator 6: Locate and develop sites for community-based instruction

Standard 5: Teachers use a variety of assessment techniques to determine instructional content, procedures, methods, and document student learning and progress.
Indicator 1: Use a variety of formal and informal assessments to evaluate and
document behaviors in the following domains: sensory, physical,
cognitive, social, functional, behavioral

Indicator 2: Conduct adaptive technology assessments

Indicator 3: Utilize a variety of sources (e.g., parent/caregiver, general educators,
support staff.) to gather information related to educational needs of student

Indicator 4: Use assessment information to develop appropriate instructional plans and
monitor and communicate student progress

Standard 6: Teachers instruct students in the use of a variety of strategies to facilitate
learning across the curriculum.

Indicator 1: Instruct students in the use of problem-solving techniques relevant to their
functioning level (e.g., conflict resolution strategies, self-monitoring of behavior)

Indicator 2: Teach functional communication strategies in order to communicate basic
wants choices, relay personal information, and engage in basic
conversation in a variety of situations and environments

Indicator 3: Teach students to use augmentative communication systems (e.g., sign
language, eye gaze, picture systems) to increase learning across environments

Indicator 4: Teach students skills to optimize independence across environments and
situations (e.g., self-determination, choice making)

Standard 7: Teachers use a variety of methods to teach and generalize skills across
environments and people.

Indicator 1: Use appropriate adaptations and assistive technology for individualization
of instruction

Indicator 2: Use materials that are functional, age-appropriate, and that can be
transferred across a variety of learning environments

Indicator 3: Apply instructional techniques to optimize student skill attainment such as
prompt sequence, task analysis, and chaining techniques, across learning environments
Indicator 4: Apply instructional strategies in a variety of instructional settings including community-based environments.

Standard 8: Teachers facilitate student participation in the NC state assessment program including large scale and alternate assessments.

Indicator 1: Develop IEP objectives that are aligned with the NC Standard Course of Study and competencies evaluated in the state assessment system.

Indicator 2: Develop and implement documentation systems that correspond to specific objectives and use data to inform instructional decision-making.

Indicator 3: Evaluate student progress using a variety of alternate assessment procedures, including portfolios, inventories and situational assessments.

Indicator 4: Provide measurable and objective evidence of student mastery, generalization, and initiation of task.

Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced.

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum.

**PROFESSIONALISM**

Standard 10: Teachers know the process and procedures for providing special education services.

Indicator 1: Know the laws, policies, and procedures related to implementation of special programs including LRE, continuum of placement and intensity of services.

Indicator 2: Know the pre-referral process and interventions and effectively facilitate the referral process.
Indicator 3: Implement procedures for assessing and referring individuals with disabilities to appropriate services

Indicator 4: Facilitate person-centered planning to compliment the IEP process (e.g., MAPs person futures planning)

Indicator 5: Facilitate age appropriate, self-determined IEPs

Indicator 6: Participate effectively in planning for transitions (e.g., preschool, school, post secondary/adult)

Indicator 7: Work with IEP team to develop quality IEP's which build upon individual's strengths and focus on appropriate, measurable, functional goals

Indicator 8: Align IEP goals and objectives with daily instruction

Standard 11: Teachers contribute to the development and implementation of IEP transition components.

Indicator 1: Implement objectives that address the domains of post-school education, recreation and leisure, residential, and employment to prepare students for post-school environments

Indicator 2: Facilitate the transition planning process with the IEP team

Indicator 3: Utilize appropriate community resources to successfully transition student from school to community

Standard 12: Teachers collaborate with families, general education teachers and other professionals.

Indicator 1: Collaborate with general educators to provide quality services

Indicator 2: Collaborate with related services staff to assess needs in order to select, implement, and integrate appropriate services

Indicator 3: Collaborate with mental health, medical professional, employers and other community resources to coordinate services for students

Indicator 4: Effectively supervise and communicate with para-educators

Indicator 5: Collaborate with families to promote family focused partnerships
Indicator 6: Demonstrate effective communication and parent conferencing skills

Standard 13: Teachers demonstrate professional behavior.

Indicator 1: Pursue continued professional development opportunities
Indicator 2: Use appropriate reflective practices through dialog with mentors, colleagues, and others, to analyze teaching practices and student growth

Standard 14: Teachers know and practice ethical responsibilities to insure the provision of a quality education for each student.

Indicator 1: Maintain confidentiality of student/family information
Indicator 2: Practice code of ethics and standards for professional practice for special educators
Indicator 3: Implement procedural guidelines, and policies designed to assist individuals in the participation in school and communities to their fullest potential
SPED: Behavior and Emotionally Disabled Licensure Standards
(Advanced License)

CONTENT

Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.

Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature of literacy: reading, writing, speaking, and listening

Indicator 2: Know the structure of mathematical concepts, knowledge, procedures, and understand the processes and theories that define number systems and number sense

Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of students with BED.

Indicator 1: Demonstrate ability to teach the generalization of learning strategies to a variety of learning tasks and settings

Indicator 2: Demonstrate ability to match strategies to specific learning needs of students

Standard 3: Teachers have extended knowledge of the scope of social/emotional skill content across age levels.

Indicator 1: Know research-based social skill curricula and how to implement them

Indicator 2: Know the influence of age, culture and gender on determination of specific social skills to teach

PEDAGOGY

Standard 4: Teachers employ systematic screening and evaluation procedures specific to the identification of students with BED.
Indicator 1: Know research-based systematic screening assessments and how to administer and interpret them

Indicator 2: Know research-based behavioral rating scale assessments and how to administer and interpret them

Indicator 3: Conduct ecological assessments

Indicator 4: Know systematic observations techniques and how to administer and interpret them

Standard 5: Teachers employ procedures involving curriculum-based, strength-based and functional assessments to guide instructional planning and teaching techniques for individual students with BED.

Indicator 1: Conduct a curriculum-based, strength-based, and functional assessment

Indicator 2: Develop correct and comprehensive IEPs based on assessments with a strong behavioral component

Indicator 3: Develop a positive behavior support plan based on the assessment

Standard 6: Teachers develop highly structured classroom designs and management systems for students with BED.

Indicator 1: Develop a classroom design for students needing intensive/tertiary intervention within a school wide positive behavioral support system

Indicator 2: Develop a classroom management system including clear rules, procedures, and routines for students needing intensive/tertiary intervention within a school wide positive behavioral support system

Standard 7: Teachers employ crisis management techniques for management and instruction for students in crisis.

Indicator 1: Create a pre-crisis intervention plan for prevention of escalating behavior
Indicator 2: Demonstrate non-aversive techniques for managing crisis episodes

Indicator 3: Demonstrate post-crisis interview and instruction

**Standard 8: Teachers employ instructional strategies for addressing disruptive, aggressive, school survival, withdrawal, self-stimulatory and injurious behavior.**

Indicator 1: Develop behavior intervention plans for reinforcing alternative/replacement behavior

Indicator 2: Develop social skill lesson plans for teaching new or replacement behaviors

Indicator 3: Develop lesson plans for teaching self-monitoring or evaluation

**Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.**

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

**PROFESSIONALISM**

**Standard 10: Teachers know the legal/medical/historical and philosophical foundations and the major milestones in the field of emotional behavioral disorders.**

Indicator 1: Know current terminology and definitions

Indicator 2: Know historical antecedents and milestones related to current practice

Indicator 3: Know legal protections afforded students with behavioral-emotional disabilities
Indicator 4: Know common pharmacological interventions employed for students with behavioral-emotional disabilities including side effects, appropriate administration, and appropriate collaboration with medical professionals.

Indicator 5: Know roles and contributions of systems and agencies providing wraparound services.

Indicator 6: Consult and provide assistance and support with teachers and support personnel working with students with behavioral issues.

Standard 11: Teachers know the research, theories and issues related to the causes, identification and instruction of students with BED.

Indicator 1: Know theories of behavioral-emotional disability (etiology, diagnosis, and characteristics) and applications to practice.

Indicator 2: Know current issues regarding services to students with behavioral-emotional disability in historical context.

Indicator 3: Know seminal research studies in the field of behavioral-emotional disability.

Standard 12: Teachers use research knowledge and conduct informed classroom research on the instruction and management of students with BED.

Indicator 1: Know theories of reinforcement and positive behavior support.

Indicator 2: Know research designs that promote action-based classroom research.

Indicator 3: Conduct data-based classroom research.

Standard 13: Teachers practice their profession with ethical commitments to confidentiality and to advocacy for appropriate services for students with BED.
Indicator 1: Know special challenges associated with related services for students of BED and how to advocate for related services

Indicator 2: Know special inclusion challenges associated with students of BED and how to advocate for more inclusive services

Indicator 3: Know the primary importance of families, partnerships with families, and how to promote family focused services

Standard 14: Teachers know and provide support for resources and information to assist students, parents and other professions in providing services for students with BED.

Indicator 1: Know about system of care and wrap around services

Indicator 2: Demonstrate effective participation on a child-family wrap around team

Indicator 3: Assist parents in employing appropriate behavior management techniques

Indicator 4: Assist parents in accessing community resources to support the education of the child

Standard 15: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as BED.

Indicator 1: Know the research-validated early intervention curriculum

Indicator 2: Promote the use of early intervention to address basic needs of children to access the general curriculum
Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics as required for independent living.

Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature of literacy (reading, writing, speaking, and listening) as required for independent living by individuals with mental disabilities

Indicator 2: Know the structure of mathematical concepts, knowledge, practical applications, and are able to identify those needed for independent living by individuals with mental disabilities

Standard 2: Teachers have an extended knowledge of research-based learning strategies, accommodations, and assistive technology and their relationship to the learning of students with mental disabilities.

Indicator 1: Demonstrate the ability to teach the generalization of learning strategies to a variety of learning tasks and settings

Indicator 2: Demonstrate the ability to take complex learning tasks and task analyze them by breaking them into component subtasks that can be taught to students and generalized across home, school, and community settings

Indicator 3: Demonstrate the ability to match learning strategies, accommodations, and assistive technology to the specific needs of students with mental disabilities.

Standard 3: Teachers have an extended knowledge base of the functional academic areas addressed in the North Carolina Standard Course of Study (SCS) and its extensions.

Indicator 1: Draw on specialized knowledge of curricula and specific disabilities to set meaningful goals for students with mental disabilities
Indicator 2: Demonstrate the ability to design learning tasks for students that integrate functional academic skills across curricular domains

Standard 4: Teachers have an extended knowledge of concepts, requirements, laws, and philosophy that guide the development of an appropriate occupational preparation program for high school students with disabilities.

Indicator 1: Know the strands, competency goals and objectives that are contained in curriculum frameworks for Occupational Preparation I-IV

Indicator 2: Know the basic tenets of the laws (Carl Perkins III, IDEA, Vocational Rehabilitation Act, Social Security, Workforce Investment Act, Fair Labor Standards Act, and NC Child Labor) that govern the teaching of occupational preparation skills to students with disabilities

PEDAGOGY

Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessments to guide instructional planning and teaching techniques for individual students.

Indicator 1: Design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and helps students reflect on their own progress (NBPTS – ENS. IX)

Indicator 2: Demonstrate extended knowledge of the theory and application of formal and informal assessments of cognitive and functional skills

Indicator 3: Demonstrate ability to integrate assessment information to develop comprehensive instructional plans

Indicator 4: Demonstrate ability to facilitate school-wide use of student assessment data to guide instructional planning and teaching techniques for individual students with mental disabilities

Standard 6: Teachers create an environment that models, teaches, and practices equal and equitable treatment of all learners and staff.
**Indicator 1:** Establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

**Indicator 2:** Provide opportunities for students to work on their own strengths as well as learn from others with different strengths.

**Indicator 3:** Collaborate with (school, home, community) colleagues to ensure a clear understanding of student needs.

**Indicator 4:** Cultivate a sense of efficacy and independence in students through development of students’ character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others (NBPTS-ENS-VIII).

**Standard 7:** Teachers apply a wide variety of instructional strategies and methods that result in meaningful student learning outcomes across a variety of curricula, environments, and people.

**Indicator 1:** Create and implement strategies for integrating instruction across curricular areas that respond to individual student educational goals.

**Indicator 2:** Differentiate instruction based on individual student curricular goals and learning environment (e.g., service learning, community-based instruction, direct instruction, and cooperative learning).

**Indicator 3:** Scaffold instruction by building on student capacity to apply knowledge and achieve increased independence.

**Indicator 4:** Demonstrate instructional strategies that advance student communication and coping skills across environments.

**Indicator 5:** Facilitate student use of assistive technology across learning environments to maximize learning experiences.

**Standard 8:** Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.
Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught, and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

PROFESSIONALISM

Standard 9: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.

Indicator 1: Know major historical eras associated with dominant trends in the field of mental disabilities

Indicator 2: Know the contributions of persons (including self-advocates) who have had a significant effect in the advancement of the field of mental disabilities

Indicator 3: Know how the various sociopolitical events have affected the services and supports provided to persons with mental disabilities

Indicator 4: Know special and general education, career vocational, and assistive technology laws that affect individuals with mental disabilities

Indicator 5: Know the critical concepts of self-determination by individuals with mental disabilities

Standard 10: Teachers know the research, theories, and issues related to the causes, identification, and instruction of individuals with mental disabilities.

Indicator 1: Know the current research, theories, and issues related to causation of mental disabilities (e.g., genetics, heredity, environmental aspects) and use this information to inform other professionals, parents, and community members

Indicator 2: Know ethical issues concerning individuals with mental disabilities and use this information to inform other professionals, parents, and community members
Indicator 3: Know the research-based literature and professional issues related to the definition and instruction of students with mental disabilities and use this information in the selection of specific instructional strategies.

Standard 11: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with mental disabilities.

Indicator 1: Know research in access to the general education curriculum, assistive technology, career development, community living, early intervention, inclusive environments, literacy, self-determination, and transition to adulthood.

Indicator 2: Demonstrate ability to link research to instructional practices.

Standard 12: Teachers practice their profession with ethical commitments to students with mental disabilities.

Indicator 1: Use knowledge of human development and learning, and skills as careful observers of students to understand students’ knowledge, aptitudes, skills, interests, aspirations, and values (NBPTS-ENS. I).

Indicator 2: Engage in reflective practices through ongoing analysis and evaluation to strengthen quality of instruction and impact student learning. (NBPTS-ENS XIII)

Indicator 3: Advocate for students, families, and school to provide services in the least restrictive environment throughout a student’s educational experience.

Indicator 4: Facilitate transition of students (e.g., Part C to Part B, elementary to middle to high school, high school to post school).

Standard 13: Teachers know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational outcomes.

Indicator 1: Know how to access current resources and information in critical areas.
Indicator 2: Disseminate current resources and information to students, parents, and other professionals

Standard 14: Teachers pursue in-depth professional development and learning to improve schools and advance knowledge in the field of mental disabilities.

Indicator 1: Work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice to support individuals with mental disabilities (NBPTS-ENS XIV)

Indicator 2: Contribute to the life of the school community that results in maximizing educational opportunities for students with mental disabilities in the least restrictive environment (e.g., working with administrators, colleagues, school support personnel, community partners)

Indicator 3: Participate in professional organizations or engage in classroom research to advance the profession of teaching students with mental disabilities
SPED: Specific Learning Disabilities Licensure Standards (Advanced License)
Prerequisite: SPED: General Curriculum License

CONTENT

Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.

Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature, of literacy: reading, writing, speaking, and listening

Indicator 2: Know the structure of mathematical concepts, knowledge, procedures, and understand the processes and theories that define number systems and number sense

Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of individual students.

Indicator 1: Demonstrate ability to teach the generalization of learning strategies to a variety of learning tasks and settings

Indicator 2: Demonstrate ability to match strategies to specific learning needs of students

PEDAGOGY

Standard 3: Teachers use clinical teaching (diagnostic-prescriptive) procedures involving curriculum-based language, and cognitive assessments, to guide instructional planning and the selection of teaching techniques for individual students.

Indicator 1: Demonstrate ability to comprehensively conduct and interpret language abilities assessments for the purpose of making treatment and instructional decisions
Indicator 2: Demonstrate ability to comprehensively conduct and interpret cognitive abilities assessments for the purpose of making treatment and instructional decisions

Indicator 3: Demonstrate ability to comprehensively conduct and interpret curriculum-based assessments to interpret for the purpose of making treatment and instructional decisions

Indicator 4: Demonstrate abilities to integrate assessment information to develop comprehensive instructional plans

**Standard 4:** Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

**PROFESSIONALISM**

**Standard 5:** Teachers know the legal, historical, and medical foundations and the major milestones and contributions in the field of learning disabilities.

Indicator 1: Demonstrate an understanding of the historical foundations of educational programs for students with learning disabilities (including early brain research, terminology, expansion of school services, legislative support, inclusion, cultural and linguistic diversity, and attention deficit disorders) and their impact on current educational services and teacher competencies

Indicator 2: Demonstrate an understanding and impact of the legal requirements guiding educational services for students with learning disabilities including referrals, evaluation and identification, Individual Education Plans, instructional services and placement, and involvement of parents and students in planning

Indicator 3: Demonstrate an understanding of the medical aspects of learning disabilities including the study of the brain, neurological examination, attention deficit disorders, various medical treatments including medications, and the medical specialties involved with learning disabilities
Standard 6: Teachers know the research, theories and issues related to the causes and the identification and instruction of individuals with learning disabilities.

Indicator 1: Know the heritability, teratogenic, medical and environmental factors contributing to the neurological (brain-based) causes of learning disabilities and the supporting research-based literature and use this information to inform other professionals, parents and community members.

Indicator 2: Know the research-based literature and professional issues related to the definition and identification of individuals with learning disabilities and uses this information to inform their own practices, other professionals, parents and community members.

Indicator 3: Know the research-based literature supporting specific approaches to instruction and instructional management of students with learning disabilities and uses this information in the selection of specific instructional strategies.

Indicator 4: Assist students in making the transition from school to the adult world including assessment of student preferences and interests, career counseling, development of self-advocacy skills, and the development of a resource system for continuing information and support.

Standard 7: Teachers use research findings and conduct informed classroom research on the instruction and management of students with learning disabilities to improve their instruction.

Indicator 1: Demonstrate an understanding of research and uses this information to inform planning and instruction for students with learning disabilities.

Indicator 2: Plan and conducts classroom research.

Standard 8: Teachers practice their profession with ethical commitment to the use of validated practices, confidentiality, and advancing the lives of individuals with learning disabilities.
Indicator 1: Follow the rules and laws on confidentiality and do not share personal information including abilities and performance of individual students as well as family background information without the consent of students and parents.

Standard 9: Teachers know and advocate for supportive resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities.

Indicator 1: Initiate important activities to contribute to the profession such as mentoring new teachers, writing articles for publications, effecting educational policy and making presentations.

Indicator 2: Demonstrate awareness of resources and materials from school, community professional organizations, and literature to enhance instruction and services.

Standard 10: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as Learning Disabled.

Indicator 1: Know the research-validated early intervention curriculum.

Indicator 2: Promote the use of early intervention to address basic needs of children to access the general curriculum.
SPED: Severe/Profound Mental Disability Licensure Standards (Advanced License)

CONTENT

Standard 1: Teachers have an extended knowledge base for each of the functional academic areas of the North Carolina Standard Course of Study and its extensions.

Indicator 1: Know the characteristics and needs of individuals with severe disabilities, which include: neurobiological, linguistic, medical and educational aspects of severe disabilities based upon current research, best practice and legal considerations

Indicator 2: Know the impact of speech-language development on behavior and social interactions

Indicator 3: Demonstrate skills in developing, planning, and teaching a functional age-appropriate curriculum, which includes skills in self-care, independent living, leisure/recreation, school and community use, functional academics, and vocational planning related to the Standard Course of Study and its extensions and proficiency in implementing direct and systematic instruction

Indicator 4: Know unique physical needs including positioning and handling, medical considerations, and seizures

Indicator 5: Demonstrate proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include participation of students in tasks and skills facilitating collaboration and support from peers with or without disabilities

Indicator 6: Demonstrate the ability to select and use augmentative and alternative communication methods and systems; including the use of assistive technology and facilitating learning and independent living

Indicator 7: Use alternate assessments, evaluations and other information to develop and implement individualized education programs and group instruction for individuals with severe disabilities

Standard 2: Teachers have an extended knowledge base for each of the basic life skill areas of Communication, Personal/Home Management, Career/Vocational, and Community domains as outlined in the NC Alternate Assessment Portfolio process.
Indicator 1: Know the major ideas, concepts, and teaching practices of receptive and communication and the importance of integrating instruction across domains, including recognition of observable verbal, non-verbal, sign, symbolic, gestural, and/or written responses to a wide variety of environmental stimuli.

Indicator 2: Know the major ideas, concepts, and teaching practices of expressive communication and understand the importance of integrating instruction across domains, including identification of communicative attempts by student, (either verbal, non-verbal, sign, symbolic, gestural, and/or written expression), with or without the use of technology, for personal, social, academic, and/or vocational purposes.

Indicator 3: Know the major ideas, concepts, and teaching practices of personal/home management and understand the importance of integrating instruction across domains, including self-help skills (toileting, eating and drinking, personal hygiene, dressing/undressing), home living (money management, meal preparation, household/cleaning skills, clothing care, home repair and yard maintenance), and healthful living (family life concepts, wellness, prevention of substance abuse, nutrition, safety and emergency practice).

Indicator 4: Know the major ideas, concepts, and teaching practices of the Career-Vocational domain and understand the importance of integrating instruction across domains, including career awareness (self-evaluation, career exploration), social aspects of work (stamina, endurance, fine and gross motor skills), job-seeking skills and job-specific skills (work management and behaviors).

Indicator 5: Know the major ideas, concepts, and teaching practices of the community domain and understand the importance of integrating instruction across domains, including: accessing community resources, leisure and recreation activities, and community-based social, civic, and legal skills.

Standard 3: Teachers have an extended working knowledge for each of the basic skills of language arts and mathematics as outlined in the NC Standard Course of Study.

Indicator 1: Know brain functioning and learning, including mechanics of memory, storing and retrieval of information, and how impairments in brain function affect learning (e.g., aphasia, apraxia).

Indicator 2: Know language acquisition and development, including: purposes of communication and the exchange of meaningful messages, development of a deeper understanding of the acquisition of comprehension skills and...
basic vocabulary, and the importance of approximation and mistakes as an integral part of the learning process

Indicator 3: Know the organization of mathematical concepts across curricula areas, including how students develop understanding of concepts, and how students use basic mathematical concepts to develop functional numeracy

Indicator 4: Understand technology is a means of providing opportunities for students to develop functional reading and math skills

Standard 4: Teachers have a broad knowledge base of theories of human development and learning.

Indicator 1: Know developmental milestones and their effects on learning

Indicator 2: Know understand links among physical, social, emotional, communicative, and cognitive development

Indicator 3: Know of cultural issues and effects on learning

Indicator 4: Know medical issues and their effects on learning

Indicator 5: Know of alternative therapies and interventions

**PEDAGOGY**

Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessment tools to guide instructional planning and teaching techniques for individual students.

Indicator 1: Assess student progress (informal & formal) to document accumulated achievements across a variety of settings

Indicator 2: Analyze learning tasks and concepts to provide appropriate individual instruction

Indicator 3: Select, adapt, devise, and implement assessments appropriate for students, including: assistive technology equipment/strategies to increase independence, augmentative communication, and medical and physical conditions that may impact learning
Indicator 4: Use a wide variety of meaningful tools/strategies for conducting functional assessments to determine individual instructional needs, environmental modifications, and efficient use of current skills

Indicator 5: Develop self-monitoring systems(s) appropriate for individual student needs and functioning level

Indicator 6: Assess environmental variables and student emotional responses to determine causes of inappropriate behavior and interest levels

Standard 6: Teachers utilize specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.

Indicator 1: Use methods and equipment to enable students to learn and functionally use receptive/expressive communication skills

Indicator 2: Create and customize communication devices and systems to promote active learning (high and low tech devices)

Indicator 3: Adapt variety of materials and equipment to enable increased student independence

Indicator 4: Create stimulating learning environments, which promote active student participation and engagement

Indicator 5: Use classroom, school, and community events as "teachable moments" in order to provide incidental learning opportunities for the purpose of reducing the amount of "down time"

Indicator 6: Create instructional tasks that respond to student differences

Indicator 7: Construct contexts in which literacy, numeracy, self-determination and generalization take place

Indicator 8: Use a variety of instructional strategies within the same lesson to foster student success

Indicator 9: Skillfully select and/or design curricula to promote student learning

Indicator 10: Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services

Standard 7: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.
Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught, and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

**PROFESSIONALISM**

**Standard 8:** Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.

- Indicator 1: Relate special education legislation/litigation to current policy and practice
- Indicator 2: Know how laws affect teaching and students
- Indicator 3: Take responsibility for ensuring all involved in student care adhere to all applicable laws
- Indicator 4: Demonstrate awareness of organizations dedicated to the education of students with exceptional needs as resources for current trends and mandates

**Standard 9:** Teachers know the research, theories, and issues related to the causes, identification, and instruction of students with mental disabilities.

- Indicator 1: Apply theory to daily instruction
- Indicator 2: Apply research-validated instruction to the development of literacy and numeracy, throughout the learning environment

**Standard 10:** Teachers use research knowledge and conduct educational research to improve their instruction and support of students with SPMD.

- Indicator 1: Demonstrate awareness of potential effects of health impairments and/or medications on student learning
- Indicator 2: Support families in monitoring student progress in the home, school, and community
Indicator 3: Promote growth of support networks for students and families to help with positive school experiences

Standard 11: Teachers practice their profession with ethical commitments to confidentiality and advocacy for appropriate services for students with SPMD.

Indicator 1: Respond appropriately in medical emergencies
Indicator 2: Hold high, yet realistic, expectations for all students
Indicator 3: Capitalize on student diversity and common interests as opportunities for learning
Indicator 4: Challenge educational system, policies, and philosophy to advocate for changes needed to meet needs of students and families

Standard 12: Teachers know and provide supportive resources and information to assist students, families, and other professionals in providing services for students with SPMD.

Indicator 1: Assist families in becoming more knowledgeable about student disabilities, strengths, and limitations and in setting realistic life goals for the student
Indicator 2: Monitor students to determine effectiveness/side effects of medications on short and long-term learning
Indicator 3: Act as mentors for others in the field of SPMD
Indicator 4: Share information with professionals, families and others who have a vested interest in the education of the student

Standard 13: Teachers serve as leaders in the transition process.

Indicator 1: Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
Indicator 2: Assist in the development of career objectives and self-advocacy skills
Indicator 3: Involve students and families in the ITP process by assisting them in setting realistic post-secondary goals

Indicator 4: Build a network of resources for training, employment, and community based living