

Higher Education Teacher Preparation Standards

High Incidence Special Education
Grades K-6, 5-8, 6-12, and PreK-12



Kansas leads the world in the success of each student.

HIGH INCIDENCE SPECIAL EDUCATION

K-6, 5-8, 6-12, PreK-12, adopted May 12, 2015

Standards updated to include alignment with International Dyslexia Association Knowledge and Practice Standards, 06/26/2020.

Standard 1: Characteristics/Legal/Historical/Philosophical

The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.

Function 1.1: The special educator understands the historical and philosophical foundations of special education.

Content Knowledge

- 1.1.1 CK Understands the historical foundation of special education, including major federal and state legislation, case law, and contributors.
- 1.1.2 CK Understands the philosophical foundation of special education, including models, theories, and philosophies which provide the basis of special education practice.
- 1.1.3 CK Understands how disability case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.

Professional Skills

- 1.1.4 PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.
- 1.1.5 PS Articulates a personal philosophy of special education that includes current educational evidence-based research related to the instruction of learners with high incidence learning needs.
- 1.1.6 PS Explains how the disability case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.

Function 1.2: The special educator understands the characteristics of high incidence disabilities.

Content Knowledge

- 1.2.1 CK Understands the high incidence disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.

- 1.2.2 CK Understands the characteristics of learners with high incidence special education needs and identifies learners according to state eligibility guidelines.

Professional Skills

- 1.2.3 PS Explains the characteristics of learners within the high incidence disability categories in terms of cognitive, pre-academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors.
- 1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).

Function 1.3: The special educator understands the impact of high incidence disabilities on education.

Content Knowledge

- 1.3.1 CK Understands the impact of cognitive, pre-academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors, on the learner's educational progress and social functioning.
- 1.3.2 CK Understands the impact of the disability on planning for the transition to postsecondary education, and college and career readiness.
- 1.3.3 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of special education services.
- 1.3.4 CK Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with high incidence special education needs.

Professional Skills

- 1.3.5 PS Explains the impact of learner characteristics on pre-academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors on the learner's education progress and social functioning.
- 1.3.6 PS Develops postsecondary transition plans that prepare the learner for post-secondary education, and college and career readiness.
- 1.3.7 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement, and provision of special education services.
- 1.3.8 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with high incidence special education needs.

Function 1.4: The special educator understands the legal parameters appropriate for each learner's educational needs.

Content Knowledge

- 1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.
- 1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.
- 1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.
- 1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with high incidence special education needs.

Professional Skills

- 1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.
- 1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE appropriate for culturally or linguistically diverse learners.
- 1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.
- 1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with high incidence special education needs.

Standard 2: *The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations*

Note: Technology considerations are imbedded in each function.

Function 2.1: The special educator uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge

- 2.1.1 CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses during the eligibility process to conduct child find.
- 2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.
- 2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and weaknesses.
- 2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.
- 2.1.5 CK Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner's evaluation procedures and assessment results.
- 2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.
- 2.1.7 CK Understands the need for effective communication and collaboration with the learner's IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.

Professional Skills

- 2.1.8 PS Analyzes data from Part C agencies (for children transitioning to Part B) and general education interventions to base the need for a special education evaluation referral.
- 2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner's Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.
- 2.1.10 PS Selects appropriate assessment instruments to address learner academic, behavioral, social, and postsecondary transitional patterns of

- learner strengths and weaknesses, and need for assistive technology.
- 2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.
 - 2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.
 - 2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weakness, including data from other agencies, to assist the team in making eligibility and placement decisions.
 - 2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner's IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The special educator uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge

- 2.2.1 CK Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.
- 2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.
- 2.2.3 CK Understands the use of learner assessment data to guide instructional planning and transition planning and post school outcomes to meet the learner's needs.
- 2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.

Professional Skills

- 2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.
- 2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning and to select appropriate levels of instructional and behavioral intervention strategies.
- 2.2.7 PS Uses learner assessment data to differentiate instructional content and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary);

develop transition plans (from Part C to Part B, and high school post-school goals and settings); determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.

2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner's persistence and assessment performance.

Function 2.3: The special educator uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.

Content Knowledge

2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.

2.3.2 CK Understands a variety of methods to use technology to document, organize, and communicate learner progress.

2.3.3 CK Understands the responsibility of educators to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.

2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner's IEP.

Professional Skills

2.3.5 PS Consistently uses progress monitoring data and other performance data to select appropriate instructional activities, revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.

2.3.6 PS Collects and documents progress monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.

2.3.7 PS Includes learners with high incidence special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.

2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner's IEP.

Standard 3: *The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.*

Function 3.1: The special educator uses IEPs for instructional planning and implementation.

Content Knowledge

- 3.1.1 CK Understands development of the IEP in instructional planning and implementation.
- 3.1.2 CK Understands baselines from the IEP in instructional planning and implementation.
- 3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.
- 3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.

Professional Skills

- 3.1.5 PS Develops an IEP to set the direction for instruction.
- 3.1.6 PS Uses baselines from the IEP to identify present level of performance.
- 3.1.7 PS Plans learning activities and supports based on the IEP.
- 3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The special educator uses knowledge of learning environments for effective instructional planning and implementation.

Content Knowledge

- 3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.
- 3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.
- 3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.
- 3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.
- 3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.

Professional Skills

- 3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.
- 3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful

- strategies for action, and engage with learning.
- 3.2.8 PS Develops and implements learning activities that incorporate effective use of instructional time.
 - 3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.
 - 3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The special educator uses knowledge of individual learner characteristics for effective instructional planning and implementation.

Content Knowledge

- 3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.
- 3.3.2. CK Understands stages of learner development and the implications for academic progress and social development.
- 3.3.3 CK Understand current medical and educational research.
- 3.3.4 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.
- 3.3.5 CK Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.
- 3.3.6 CK Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Professional Skills

- 3.3.7 PS Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.
- 3.3.8 PS Develops and implements learning and social activities based on developmentally and age-appropriate tasks.
- 3.3.9 PS Uses current educational and medical research to develop appropriate learning activities.
- 3.3.10 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.
- 3.3.11 PS Plans for and uses learning activities based on learners' academic and social abilities, attitudes, interests and values.
- 3.3.12 PS Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Function 3.4: The special educator uses assessment for effective instructional planning and implementation.

Content Knowledge

- 3.4.1 CK Understands assessment and evaluation.
- 3.4.2 CK Understands the role of reflection in instructional practices.
- 3.4.3. CK Understands the use of formal and informal assessments in planning instruction.
- 3.4.4 CK Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.
- 3.4.5 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.

Professional Skills

- 3.4.6 PS Interprets and uses assessment and evaluation data for instructional planning.
- 3.4.7 PS Reflects regularly and systematically on instructional practices to be more effective.
- 3.4.8 PS Conducts and uses formal and informal assessment to plan instruction.
- 3.4.9 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.
- 3.4.10 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.

Function 3.5: The special educator uses teacher knowledge of subject matter for effective instructional planning and implementation.

Content Knowledge (CK)

- 3.5.1 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation.
- 3.5.2 CK Has knowledge of affective, social and career or vocational skills for instructional planning, levels of intervention, and implementation.
- 3.5.3 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.
- 3.5.4 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
- 3.5.5 CK Understands problem-solving strategies and critical thinking skills.
- 3.5.6 CK Understands state/district curricular standards for instructional

planning, levels of intervention, and implementation.

Professional Skills

3.5.7 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation.

3.5.8 PS Integrates affective, social and career or vocational skills for instructional planning, levels of intervention, and implementation.

3.5.9 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.

3.5.10 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

3.5.11 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.

3.5.12 PS Uses state/district curricular standards for instructional planning, levels of intervention, and implementation.

Function 3.6: The special educator uses technology for effective instructional planning and implementation.

Content Knowledge

3.6.1 CK Has knowledge of appropriate technologies to accomplish instructional objectives.

3.6.2 CK Has knowledge of technology to plan for IEP implementation.

3.6.3 CK Has knowledge of technology in the learning environment.

3.6.4 CK Has understanding of characteristic of learners to determine appropriate technologies.

3.6.5 CK Has knowledge of technology to view, process, analyze, and/or apply data.

3.6.6 CK Understands how to access and apply learning technologies that support instruction.

3.6.7 CK Understands the role of assistive technology, devices, and services in facilitating learners' access to the general curriculum and/or active participation in educational activities and routines.

Professional Skills

3.6.8 PS Selects and uses appropriate technologies for planning, levels of intervention, and implementation.

3.6.9 PS Selects and uses appropriate technologies to access, generate and collect data; report, manipulate and publish results for IEPs or IEP reporting.

- 3.6.10 PS Selects and uses appropriate technologies for the learning environment.
- 3.6.11 PS Selects and uses appropriate technologies, including assistive technology and instructional services, based on learner needs.
- 3.6.12 PS Selects and uses appropriate technologies to view, process, analyze, and/or apply data.
- 3.6.13 PS Selects and uses learning technologies that support instruction.
- 3.6.14 PS Collects and uses data about the learner's environment and curriculum to determine and monitor assistive technology needs to allow for access to the general curriculum and/or active participation in educational activities and routines.

Standard 4: *The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.*

Function 4.1: The special educator uses a variety of evidence-based instructional strategies for effective adaptations to promote learning and improve learner outcomes.

Content Knowledge

- 4.1.1 CK Knows a variety of instructional strategies for making adaptations to content, settings, and groupings; considering the characteristics individuals with high incidence learning needs.
- 4.1.2 CK Understands that adjustments in instructional strategies for adaptations and accommodations must be made based on learner performance.
- 4.1.3 CK Understands that educational strategies for adaptations and accommodations must be evaluated and knows ways in which to do the evaluation.
- 4.1.4 CK Knows strategies to facilitate integration into various settings, including access to the general education curriculum.

Professional Skills

- 4.1.5 PS Adapts content, settings, and groupings appropriately and in a variety of ways; considering the characteristics individuals with high incidence learning needs.
- 4.1.6 PS Makes adjustments in instructional strategies for adaptations and accommodations based on learner performance.
- 4.1.7 PS Evaluates educational strategies for adaptations and accommodations.
- 4.1.8 PS Uses a variety of strategies to facilitate integration into various settings, including access to the general education curriculum.

Function 4.2: The special educator uses a variety of evidence-based instructional strategies for learner performance to promote learning and improve learner outcomes.

Content Knowledge

- 4.2.1 CK Knows a variety of instructional strategies to support and improve learner performance.
- 4.2.2 CK Understands the necessity and means to monitor learner performance and the importance and relevance to learner success.
- 4.2.3 CK Understands responses and error in guiding instructional decisions and providing feedback to learners.
- 4.2.4 CK Knows instructional strategies for self- awareness, self-management,

self-control, self-reliance, self-esteem, and self-determination; and considers the characteristics of individuals with high incidence learning needs.

4.2.5 CK Knows strategies to facilitate maintenance and generalization of skills.

Professional Skills

4.2.6 PS Uses strategies to support and improve learner performance.

4.2.7 PS Oversees learner progress and adjusts instructional strategies based on progress monitoring results.

4.2.8 PS Uses responses and errors to guide instructional decisions and provide feedback to learners.

4.2.9 PS Uses instructional strategies for self-awareness, self-management, self-control, self-reliance, self-esteem, and self-determination; and considers the characteristics of individuals with high incidence learning needs.

4.2.10 PS Uses strategies to facilitate maintenance and generalization of skills.

Function 4.3: The special educator uses a variety of evidence-based instructional strategies to facilitate learner transitions to promote learning and improve learner outcomes.

Content Knowledge

4.3.1 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, post school environments, etc.).

4.3.2 CK Knows and can access information and resources about career preparation and post-secondary programs including instructional strategies to promote planning for transition to post-school settings.

4.3.3 CK Knows a variety of instructional strategies to promote identifying interests and preferences for post-secondary goals for transition to post-school settings.

4.3.4 CK Knows and understands a variety of instructional strategies to match skills and interests of the learner to demands in post-school settings.

4.3.5 CK Knows a variety of instructional strategies to assist learners to be active participants in transition planning.

4.3.6 CK Knows a variety of instructional strategies to promote self-advocacy, self-determination, independence and work skills.

Professional Skills

4.3.7 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to post-school settings.

4.3.8 PS Uses a variety of instructional strategies to promote planning for transition to post-school settings.

- 4.3.9 PS Uses a variety of instructional strategies to promote identifying interests and preferences for post-secondary goals for transition to post-school settings.
- 4.3.10 PS Uses a variety of instructional strategies to match skills and interests of the learner to demands in post-school settings.
- 4.3.11 PS Uses a variety of instructional strategies to assist learners to be active participants in transition planning.
- 4.3.12 PS Uses a variety of instructional strategies to promote self-advocacy, self-determination, independence and work skills.

Standard 5: *The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.*

Function 5.1: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals to improve learner outcomes while planning for and implementing effective instruction and services.

Content Knowledge

- 5.1.1 CK Understands various models and strategies of consultation and collaboration.
- 5.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts.
- 5.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.
- 5.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.

Professional Skills

- 5.1.5 PS Collaborates and consults with school professionals to plan and facilitate meeting the needs of diverse learners.
- 5.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.
- 5.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data and maintains best practices regarding maintaining records of communication with stakeholders.
- 5.1.8 PS Works with school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.

Function 5.2: The special educator demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Content Knowledge

- 5.2.1 CK Understands the shared roles and responsibilities in planning the

learner's individual education program, including the roles and responsibilities of paraeducators and related service personnel.

- 5.2.2 CK Understands the collaborative and consultative roles of special education teachers in the integration of learners into the general curriculum and classroom.

Professional Skills

- 5.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.

- 5.2.4 PS Plans and collaborates with general education teachers, and other school and community personnel in integrating learners into the general education curriculum and classroom and other learning environments.

Function 5.3: The special educator demonstrates effective communication styles to enhance collaboration and consultation among school professionals to plan for and implement effective transition services from one educational setting to another and from educational settings to community, vocational, or post- secondary educational settings.

Content Knowledge

- 5.3.1 CK Understands the need for collaboration to assist in planning for transitions.

- 5.3.2 CK Understands the importance of collaboration with family, school personnel, and community service agencies to support transition from Part C services to Part B services, preschool to elementary settings, elementary to middle/secondary settings; including how to access information and appropriate resources to support these transitions.

- 5.3.3 CK Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of unique services, networks, and organizations for individuals with disabilities including, but not limited to, transition support from Part C to Part B, career, vocational, and postsecondary transition support.

- 5.3.4 CK Understands the importance of collaboration with IEP team members and other professionals in planning for the learner's transition to post-school settings.

Professional Skills

- 5.3.5 PS Collaborates with family, school personnel, and community agencies to lead teams or assist in planning for transitions.

- 5.3.6 PS Collaborates with family, school personnel, and community service agencies to support transition from Part C services to Part B services, preschool to elementary settings, elementary to middle/secondary settings;

including how to access information and appropriate resources to support these transitions.

5.3.7 PS Collaborates with families, school personnel, the legal system, and communities to secure appropriate resources and services for vocational and transition support.

5.3.8 PS Collaborates with IEP team members and other professionals in planning for the learner's transition to post-school settings.

Standard 6: *The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.*

Function 6.1: The special educator understands the critical elements of language and literacy.

Content Knowledge

- 6.1.1 CK Understands the impact of language (reading and writing) development and listening comprehension, including phonological, orthographic, semantic, syntactic, and discourse, on academic and high incidence learning
- 6.1.2 CK Understands the five essential components of reading i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension and the reciprocal relationship among these components.
- 6.1.3 CK Understands the developmental progressions and challenges of learners in the five components of reading, and what these progressions and challenges require in terms of instructional interventions (with a focus on explicit instruction).
- 6.1.4 CK Understands the foundations of evidence-based writing instruction including the basic framework of planning, writing, and revision.

Professional Skills

- 6.1.5 PS Identifies and uses communication strategies (reading and writing) to extend language development (including phonological, orthographic, semantic, syntactic, and discourse), especially in academic/content learning.
- 6.1.6 PS Diversifies reading instruction based on the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge, depending on learner characteristics.
- 6.1.7 PS Uses instructional interventions, including explicit instruction, to move learners through the developmental progressions and overcome challenges in the five components of reading.
- 6.1.8 PS Identifies the essential components of effective writing instruction including the basic framework of planning, writing, and revision considering ways to further the learner's demonstration of knowledge, taking into account cognition and behavior.

Function 6.2: The special educator identifies and uses evidence-based interventions specific to reading instruction.

Content Knowledge

- 6.2.1 CK Understands individual differences and challenges in development of phonological and phonemic awareness, including levels of phonological

- sensitivity, and progression of phonemic awareness skill development.
- 6.2.2 CK Understands evidence-based phonological and phonemic awareness interventions that provide learners with basic foundational skills (consonant and vowel phonemes) in reading and spelling.
- 6.2.3 CK Understands evidence-based phonics interventions that teach reading and spelling skills allowing learners to understand the relationship between phonemes and printed letters in irregular words, single- and multisyllabic-words.
- 6.2.4 CK Understands evidence-based interventions specific to fluency instruction expanding a learner's ability to read with automaticity, encompassing word knowledge, word expression, comprehension, and motivation to read.
- 6.2.5 CK Understands the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 6.2.6 CK Understands evidence-based interventions specific to vocabulary instruction allowing learners to recognize and understand vocabulary words.
- 6.2.7 CK Understands different types and purposes of texts (decodable texts and major genre) and the teacher's role as an active mediator of the text comprehension processes.
- 6.2.8 CK Understands evidence-based interventions specific to text comprehension expanding learner understanding of what they read.
- 6.2.9 CK Understands that systematic and frequent progress monitoring is needed to ensure effective reading outcomes.
- 6.2.10 CK Understands in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 6.2.11 CK Understands in practice the rationale for multisensory and multimodal language-learning techniques.

Professional Skills

- 6.2.12 PS Applies practices that address individual differences and challenges in development of phonological and phonemic awareness, including levels of phonological sensitivity, and progression of phonemic awareness skill development.
- 6.2.13 PS Identifies and uses evidence-based phonological and phonemic awareness interventions.
- 6.2.14 PS Identifies and uses evidence-based phonics interventions that teach reading and spelling skills allowing learners to understand the relationship between phonemes and printed letters in irregular words, single- and multisyllabic-words.
- 6.2.15 PS Identifies and uses evidence-based interventions specific to fluency

instruction expanding a learner's ability to read with automaticity, with encompassing word knowledge, word expression, comprehension, and motivation to read.

- 6.2.16 PS Identifies and uses in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 6.2.17 PS Identifies and uses evidence-based interventions to teach vocabulary skills.
- 6.2.18 PS Identifies and uses different types and purposes of texts (decodable texts and major genre) and the teacher's role as an active mediator of the text comprehension processes.
- 6.2.19 PS Identifies and uses evidence-based interventions to teach reading comprehension.
- 6.2.20 PS Identifies and uses systematic and frequent progress monitoring to ensure effective reading outcomes.
- 6.2.21 PS Identifies and uses in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 6.2.22 PS Identifies and uses in practice the rationale for multisensory and multimodal language-learning techniques.

Function 6.3: The special educator identifies and uses evidence-based interventions specific to writing instruction.

Content Knowledge

- 6.3.1 CK Understands critical elements of writing instruction.
- 6.3.2 CK Understands evidence-based interventions that address the basic framework of planning, writing, and revision.
- 6.3.3 CK Understands evidence-based interventions that explicitly teach the critical steps in the writing process.
- 6.3.4 CK Understands evidence-based interventions specific to providing feedback in the writing process.

Professional Skills

- 6.3.5 PS Identifies and uses the critical elements of writing instruction to strategy selection and implementation.
- 6.3.6 PS Identifies and uses a variety of evidence- based interventions to teach the basic writing process, including planning, writing, and revision.
- 6.3.7 PS Identifies and uses a variety of evidence- based interventions to teach the critical steps of the writing process.
- 6.3.8 PS Identifies and uses a variety of evidence- based interventions that integrate critical feedback across the writing process.

Function 6.4: The special educator identifies and uses evidence-based interventions specific to math and other content area instruction.

Content Knowledge

6.4.1 CK Understands critical elements of math instruction.

6.4.2 CK Understands the central concepts, structures of the other content areas taught.

Professional Skills

6.4.3 PS Uses the critical elements of math instruction and organizes this knowledge, integrates math skills, and develops meaningful learning in math.

6.4.4 PS Uses the central concepts, structures of other content areas taught and can organize this knowledge, integrate skills, and develop meaningful learning.

Function 6.5: The special educator identifies and uses the principles of universal design for learning (UDL) and technology tools to support literacy and to make data-based decisions.

Content Knowledge

6.5.1 CK Understands the three principles of universal design for learning and its accompanying guidelines.

6.5.2 CK Understands how the UDL framework applies to evidence-based language and literacy interventions.

6.5.3 CK Understands the essential principles of universal design for learning and integrates multiple means of demonstration/expression in the writing process.

6.5.4 CK Understands how the critical elements of UDL can be implemented through the use of a variety of strategies and technology tools.

6.5.5 CK Understands ways to integrate technology tools in the writing process, especially tools that extend evidence-based interventions.

Professional Skills

6.5.6 PS Uses the three principles of universal design for learning and the accompanying guidelines in language and literacy instruction.

6.5.7 PS Connects the critical elements of UDL to a variety of evidence-based interventions in language and literacy development.

6.5.8 PS Identifies and uses a variety of strategies to embed the principles of UDL in the writing process, with the outcome of supporting the learner's ability to demonstrate knowledge of subject matter content.

6.5.9 PS Uses a variety of technology tools that supplement and expand evidence-based reading and writing interventions.

6.5.10 PS Identifies and uses technology tools that extend the use of evidence-based interventions specific to the writing process, including word

processing and its multiple features (e.g., talking word processors, speech-to-text).

Standard 7: *The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.*

Function 7.1: The special educator demonstrates knowledge and skills in the use of problem-solving models, including PBIS, within the MTSS framework.

Content Knowledge

- 7.1.1 CK Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.
- 7.1.2 CK Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.
- 7.1.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.
- 7.1.4 CK Understands evidence-based strategies for crisis prevention and intervention.
- 7.1.5 CK Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as the impact of this intervention on the physical, emotional, and social well-being of the learner.

Professional Skills

- 7.1.6 PS Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.
- 7.1.7 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.
- 7.1.8 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.
- 7.1.9 PS Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.
- 7.1.10 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments

including least intrusive interventions.

Function 7.2: The special educator conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.

Content Knowledge

- 7.2.1 CK Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.
- 7.2.2 CK Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.
- 7.2.3 CK Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and complete progress monitoring.

Professional Skills

- 7.2.4 PS Uses a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.
- 7.2.5 PS Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.
- 7.2.6 PS Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.

Function 7.3: The special educator demonstrates cultural sensitivity in the development and use social skills curricula.

Content Knowledge

- 7.3.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.
- 7.3.2 CK Understands a variety of evidence-based social skills curricula and interventions and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework.

Professional Skills

- 7.3.3 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula.

- 7.3.4 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework.

Function 7.4: The special educator demonstrates knowledge and skills to promote the self-determination skills of learners.

Content Knowledge

- 7.4.1 CK Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.
- 7.4.2 CK Understands the importance of addressing self-determination skills in the IEP development for all learners, including post-secondary transition plans.
- 7.4.3 CK Understands the relationship of self-determination curricula to learner motivation, learning, and achievement of post-secondary transition goals.

Professional Skills

- 7.4.4 PS Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.
- 7.4.5 PS Writes learner IEPs and post-secondary transition plans that address the learner's current self-determination skills and instructional needs.
- 7.4.6 PS Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner's success in meeting post-secondary transition goals.

Standard 8. *Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.*

Function 1: The special educator understands the importance of family and community engagement and empowerment in the special education process.

Content Knowledge

- 8.1.1 CK Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.
- 8.1.2 CK Understands the importance of establishing proactive relationships with families through respectful, open communication (oral and written) using the primary language used in learners' homes.
- 8.1.3 CK Understands the impact of the families' culture including traditions, customs, and values on educational process for the learner.
- 8.1.4 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.

Professional Skills

- 8.1.5 PS Recognizes the "person acting as a parent" with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.
- 8.1.6 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner's home.
- 8.1.7 PS Acknowledges the families' culture and traditions during planning for the education process for the learner.
- 8.1.8 PS Acknowledges the benefits community resources can provide to the learner's IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.

Function 2: The special educator includes and empowers families in special education program development and implementation.

Content Knowledge

- 8.2.1 CK Understands the importance of family engagement regarding the learner's performance, supplementary aids and supports, educational

services, and college and career readiness in all aspects of the learner's IEP team decisions.

8.2.2 CK Understands the importance of the family's ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.

8.2.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.

Professional Skills

8.2.4 PS Demonstrates how to obtain and apply input from the families regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.

8.2.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner's education needs and subsequent outcomes.

8.2.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.

Function 3: The special educator understands the legal rights of the family.

Content Knowledge

8.3.1 CK Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws.

8.3.2 CK Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

8.3.3 CK Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Professional Skills

8.3.4 PS Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws.

8.3.5 PS Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education

services, education placement, and other procedural safeguards as written in state or federal laws.

- 8.3.6 PS Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Function 4: The special educator works to actively engage and empower families as partners in the education of the learner.

Content Knowledge

- 8.4.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.
- 8.4.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the learner's education, as well as, be an advocate for the learner.
- 8.4.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner's educational program.
- 8.4.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.

Professional Skills

- 8.4.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.
- 8.4.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.
- 8.4.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.
- 8.4.8 PS Demonstrates the knowledge to engage and empower parents, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.

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