Idaho Standards for Special Education Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.

2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.

3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

**Performance**

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Performance
1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge
1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).

3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Performance
1. The teacher individualizes instruction to support student learning and behavior in various settings.

2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.

3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening).

2. The teacher understands the developmental nature of social skills.

3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.

4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

**Performance**

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.

   1. The teacher designs, implements, and evaluates instructional programs that enhance a student’s participation in the family, the school, and community activities.

   2. The teacher advocates for and models the use of appropriate social skills.

   3. The teacher provides social skills instruction that enhances student success.

   4. The teacher creates an accessible learning environment through the use of assistive technology.

   5. The teacher demonstrates the ability to implement strategies that enhance students’ expressive and receptive communication.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).

3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).

4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.

3. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.
Performance
1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.

2. The teacher coordinates the implementation of behavior plans with all members of the educational team.

3. The teacher creates an environment that encourages self-advocacy and increased independence.

4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.

5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge
1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.

2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Performance
1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.

2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.

2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.

3. The teacher understands the general education curriculum and state standards developed for student achievement.
Performance
1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.

2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.

3. The teacher evaluates and links the student’s skill development to the general education curriculum.

4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.

5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.

6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.

7. The teacher develops opportunities for career exploration and skill development in community-based settings.

8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.

9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.

2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.

3. The teacher understands how to assist colleagues in designing adapted assessments.

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.

5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

**Performance**

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.

2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.

3. The teacher gathers background information regarding academic, medical, and social history.

4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.

5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

**Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.**

**Performance**

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.**

**Knowledge**

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.

3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

7. The teacher knows how to train or access training for paraprofessionals.

8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Performance**

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.

2. The teacher trains or accesses training for paraprofessionals.

3. The teacher collaborates with team members to develop effective student schedules.

4. The teacher communicates the benefits, strengths, and constraints of special education services.

5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).

7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.

9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.