Standing Requirements
Outcomes Library

BA/BS in Special Education Outcome Set - 2015

1. Foundations
Teacher candidates will demonstrate knowledge of foundations of special education and its role in P-12 education

Outcome	Mapping
1.1 Legal, regulatory, and ethical issues Candidate will identify historical and current legal, regulatory, and ethical issues in special education.	No Mapping
1.2 Characteristics of disabilities and of learners having those disabilities Candidate will identify the disabilities covered in IDEA, the characteristics of those disabilities and the characteristics of learners having those disabilities.	No Mapping
1.3 Behavioral issues and interventions Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors	No Mapping

2. Teaching
Candidates will demonstrate proficiency in teaching students with exceptional learning needs.

Outcome	Mapping
2.1 Content Candidates will appropriately plan and teach content to students with exceptional needs.	No Mapping
2.2 Assistive technology Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.	No Mapping
2.3 Impact of instruction Candidate will investigate the impact of instruction and other factors on students' learning	No Mapping
2.4 Inclusive programs Candidate will develop an inclusive program for a student with exceptional learning needs.	No Mapping
2.5 Assessments Candidate will appropriately develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs.	No Mapping

3. Professional behavior
Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional learning needs.

Outcome	Mapping
3.1 Collaboration with all stakeholders Candidate will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.	No Mapping

3.2 Collaboration with school personnel	No Mapping
Candidate will collaborate with other school personnel.	
3.3 Reflection on practice	No Mapping
Candidate will reflect on their professional practice	

BS In Science Education Outcome Set 2016

Foundations of Science Teaching

Outcome	Mapping
1.1 Nature of Science Teacher candidates of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teacher candidates of science must demonstrate that they:	No Mapping
1.1 (a) understand the philosophical tenets, assumptions, goals, and values : understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world	No Mapping
1.1 (b) engage students in studies of the nature of science : engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science	No Mapping
1.2 Safety and Welfare Teacher candidates of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they:	No Mapping
1.2 (a) understand the legal and ethical responsibilities : understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials	No Mapping
1.2 (b) know and practice proper techniques for the use of materials : know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction	No Mapping
1.2 (c) know and follow safety procedures : know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students	No Mapping
1.3 Professional Growth Teacher candidates of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teacher candidates of science must demonstrate that they:	No Mapping
1.3(a)	No Mapping

reflect upon teaching
: reflect constantly upon their teaching and identify ways and means
through which they may grow professionally

1.3 (b)

No Mapping

improve teaching and facilitate professional growth
: use information from students, supervisors, colleagues and others
to improve their teaching and facilitate their professional growth

II. Science Curriculum

Outcome	Mapping

2.1 Curriculum

No Mapping

Teacher candidates of science plan and implement an active,
coherent, and effective curriculum that is consistent with the goals
and recommendations of the national and state science standards.
They begin with the end in mind and effectively incorporate
contemporary practices and resources into their planning and
teaching. To show that they are prepared to plan and implement an
effective science curriculum, teacher candidates of science must
demonstrate that they:

2.1 (a)

No Mapping

understand curricular recommendations
: understand the curricular recommendations of the national and
state science standards, and can identify, access, and/or create
resources and activities for science education that are consistent with
the standards

2.1 (b)

No Mapping

plan units of study: plan and implement internally consistent units
of study that address the diverse goals of the national and state
science standards and the needs and abilities of students.

2.2 Issues

No Mapping

Teacher candidates of science recognize that informed citizens must
be prepared to make decisions and take action on contemporary
science and technology related issues of interest to the general
society. They require students to conduct inquiries into the factual
basis of such issues and to assess possible actions and outcomes
based upon their goals and values. To show that they are prepared
to engage students in studies of issues related to science, teacher
candidates of science must demonstrate that they:

2.2 (a)

No Mapping

understand socially important issues related to science : understand
socially important issues related to science and technology in their
field of licensure, as well as processes used to analyze and make
decisions on such issues

2.2 (b)

No Mapping

engage students in the analysis of problems : engage students
successfully in the analysis of problems, including considerations of
risks, costs, and benefits of alternative solutions; relating these to
the knowledge, goals and values of the students.

2.3 Science in the Community

No Mapping

Teacher candidates of science relate their discipline to their local and
regional communities, involving stakeholders and using the
individual, institutional, and natural resources of the community in
their teaching. They actively engage students in science related
studies or activities related to locally important issues. To show that
they are prepared to relate science to the community, teacher
candidates of science must demonstrate that they:

2.3 (a)

No Mapping

relate science to the community: identify ways to relate science to
the community, involve stakeholders, and use community resources
to promote the learning of science

2.3 (b)

No Mapping

involve students in activities that relate science to the community :

involve students successfully in activities that relate science to
resources and stakeholders in the community or to the resolution of
issues important to the community

III. Instructional Strategies for Teaching Science

Outcome	Mapping
3.1 Inquiry Teacher candidates of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:	No Mapping
3.1 (a) understand the methods of inquiry: understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge	No Mapping
3.1 (b) engage students in inquiries: engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	No Mapping
3.2 General Skills of Teaching Teacher candidates of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teacher candidates of science must demonstrate that they:	No Mapping
3.2 (a) vary teaching methods: vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;	No Mapping
3.2 (b) promote the learning of science by diverse students: successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;	No Mapping
3.2 (C) use technological tools: successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science	No Mapping

IV. Student Learning and Assessment

Outcome	Mapping
4.1 Student Learning For effective teaching, teacher candidates of science need to know how students' different developmental levels or learning styles vary in their approaches to learning related to specific topic learning. In addition, teacher candidates should know both the prior understanding and difficulties that students of a given age bring with them to the study of particular topics. To show that they have the knowledge of student learning, teacher candidates of science must demonstrate that they	No Mapping
4.1 (a) understand student prior knowledge: understand and build effectively upon the prior beliefs, knowledge, experiences, and	No Mapping

interests of students

Outcome	Mapping
4.1 (b) reflect on teaching in terms of student learning: reflect on and critically analyze their teaching to address how their unit teaching effects student learning	No Mapping
4.2 Assessment Teacher candidates of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teacher candidates of science must demonstrate that they	No Mapping
4.2 (a) use multiple assessment tools and strategies: use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students	No Mapping
4.2 (b) use assessment results to guide instruction: use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process	No Mapping

REPLACED- BA/BS in Special Education Outcome Set

1. Foundations

Outcome	Mapping
1.1 Understand the field as an evolving and changing discipline Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and in society.	No Mapping
1.2 Understand how these influence professional practice Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	No Mapping
1.3 Understand the impact of issues of diversity Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	No Mapping
1.4 Understand the relationships of organizations of special education to the school Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.	No Mapping
1.5 Construct personal understandings and philosophies Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.	No Mapping

2. Development and characteristics of learners

Outcome	Mapping

2.1 Know and demonstrate respect

Special educators know and demonstrate respect for their students first as unique human beings.

No Mapping

2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

No Mapping

2.3 Understand how exceptional conditions can interact with development

Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.

No Mapping

2.4 Understand the impact of ELN

Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

No Mapping

3. Individual learning differences

Outcome	Mapping

3.1 Understand the effects of an exceptional condition on learning

Special educators understand the effects that an exceptional condition
can have on an individual's learning in school and throughout life.

No Mapping

3.2 Understand the beliefs, traditions, and values that can affect relationships

Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.

No Mapping

3.3 Understand how backgrounds interact with exceptional conditions

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

No Mapping

4. Instructional strategies

Outcome	Mapping

4.1 Posses a repertoire of evidence-based instructional strategies

Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

No Mapping

4.2 Use instructional strategies to promote positive learning results

Special educators select, adapt, and use these evidence-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

No Mapping

4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase

No Mapping

their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

5. Learning environments and social interactions

Outcome	Mapping
5.1 Create learning environments for individuals with ELN Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.	No Mapping
5.2 Foster environments in which diversity is valued Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.	No Mapping
5.3 Shape the environment to encourage independence Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.	No Mapping
5.4 Help general education colleagues Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.	No Mapping
5.5 Use direct interventions Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	No Mapping
5.6 Safely intervene in crisis When necessary, special educators can safely intervene with individuals with ELN in crisis.	No Mapping
5.7 Provide guidance and direction to paraeducators Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.	No Mapping

6. Language

Outcome	Mapping
6.1 Understand language development Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.	No Mapping
6.2 Use indivudualized strategies to enhance language development Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	No Mapping
6.3 Are familiar with technologies to support communication Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	No Mapping
6.4 Provide language models and facilitate understanding Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.	**Foundational Studies:** 10. Express themselves effectively, professionally, and persuasively both orally and in writing.

7. Instructional planning

Outcome	Mapping
7.1 Develop long-range individualized instructional plans Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.	No Mapping
7.2 Develop short-range goals and objectives Special educators systematically translate these long-range individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.	No Mapping
7.3 Select, adapt, create, and modify materials and instructional variables Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress.	No Mapping
7.4 Facilitate instructional planning in a collaborative context Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.	No Mapping
7.5 Develop individualized transition plans Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	No Mapping
7.6 Use technologies to support instructional planning Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	No Mapping

8. Assessment

Outcome	Mapping
8.1 Use multiple types of assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.	No Mapping
8.2 Use the results of assessments Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.	**Foundational Studies:** IIIa. Quantitative Literacy
8.3 Understand the legal policies and ethical principles of assessment Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.	No Mapping
8.4 Understand measurement theory and the use and limitations of assessments Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and	No Mapping

interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

8.5 Collaborate with families and colleagues

No Mapping

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

8.6 Conduct formal and informal assessments

No Mapping

Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.

8.7 Identify supports and adaptations

No Mapping

Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

8.8 Regularly monitor progress

No Mapping

Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

8.9 Use approriate technologies

No Mapping

Special educators use appropriate technologies to support their assessments.

9. Professional and ethical practice

Outcome	Mapping

9.1 Guided by ethical and professional practice standards

No Mapping

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

9.2 Engage in professional activites and learning communities

No Mapping

Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.

9.3 Engage in lifelong learning

No Mapping

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

9.4 Sensitive to the aspects of diversity

No Mapping

Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.

9.5 Engage in activities that forster professional growth

No Mapping

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

9.6 Know and practice within their limits

No Mapping

Special educators know their own limits of practice and practice within them.

10. Collaboration

Outcome	Mapping

10.1 Routinely and effectively collaborate with others

No Mapping

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.

10.2 Advocate the learning and well being of individuals with ELN

No Mapping

Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.

10.3 Act as a resource to colleagues

No Mapping

Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.

10.4 Use collaboration to facilitate transitions

No Mapping

Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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