

Standing Requirements

Outcomes Library

MA/MS in Special Education- Graduate Initial Licensure

1. Foundations

Outcome	Mapping
<p>1.1 Understand the field as an evolving and changing discipline</p> <p>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.</p>	No Mapping
<p>1.2 Understand how these influence professional practice</p> <p>Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.</p>	No Mapping
<p>1.3 Understand how the impact of issues of diversity</p> <p>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.</p>	No Mapping
<p>1.4 Understand the relationships of organizations of special education</p> <p>Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.</p>	No Mapping
<p>1.5 Construct personal understandings and philosophies</p> <p>Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>	No Mapping

2. Development and characteristics of learners

Outcome	Mapping
<p>2.1 Know and demonstrate respect</p> <p>Special educators know and demonstrate respect for their students first as unique human beings.</p>	No Mapping
<p>2.2 Understand similarities and differences in human development</p> <p>Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).</p>	No Mapping
<p>2.3 Understand how exceptional conditions can interact with development</p> <p>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.</p>	No Mapping

2.4 Understand the impact of ELN No Mapping

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.

3. Individual learning differences

Outcome Mapping

3.1 Understand the effects of an exceptional condition on learning No Mapping

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

3.2 Understand the beliefs, traditions, and values that can affect relationships No Mapping

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.

3.3 Understand how backgrounds interact with exceptional conditions No Mapping

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.

4. Instructional strategies

Outcome Mapping

4.1 Posses a repertoire of evidencebased instructional strategies No Mapping

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

4.2 Use instructional strategies to promote positive learning results No Mapping

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

4.3 Enhance the development of knowledge and skills No Mapping

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase 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 No Mapping

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.

5.2 Foster environments in which diversity is valued No Mapping

Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

5.3 Shape the environment to encourage independence No Mapping

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

5.4 Help general education colleagues No Mapping

Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

5.5 Use direct interventions No Mapping

Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

5.6 Safely intervene in crisis No Mapping

When necessary, special educators can safely intervene with individuals with ELN in crisis.

5.7 Provide guidance and direction to paraeducators No Mapping

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

6. Language

Outcome	Mapping
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6.1 Understand language development No Mapping

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.

6.2 Use individualize strategies to enhance language development No Mapping

Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.

6.3 Are familiar with technologies to support communication No Mapping

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

6.4 Provide language models and facilitate understanding No Mapping

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.

7. Instructional planning

Outcome	Mapping
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7.1 Develop longrange individualized instructional plans No Mapping

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.

7.2 Develop shortrange goals and objectives No Mapping

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

7.3 Select, adapt, create, and modify materials and instructional variables No Mapping

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.

7.4 Facilitate instructional planning in a collaborative context No Mapping

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

7.5 Develop individualized transition plans No Mapping

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 post-secondary work and learning contexts.

7.6 Use technologies to support instructional planning No Mapping

Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

8. Assessment

Outcome

Mapping

8.1 Use multiple types of assessment No Mapping

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.

8.2 Use the results of assessments No Mapping

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.

8.3 Understand the legal policies and ethical principles of assessment No Mapping

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.

8.4 Understand measurement theory and the use and limitations of assessments No Mapping

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and 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 nonbiased, 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 appropriate technologies No Mapping

Special educators use appropriate technologies to support their assessments.

9. Professional and ethical practice

Outcome	Mapping
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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 activities 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 foster 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
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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.

MA/MS in Special Education Outcome Set- Advanced Graduate Program

1. Leadership and Policy

Outcome	Mapping
1.1 Provide leadership	No Mapping
1.2 Advocate for laws and resources	No Mapping
1.3 Formulate goals	No Mapping
1.4 Create procedures and positive work environments	No Mapping

2. Program Development and Organization

with exceptional learning needs to access challenging curriculum standards.

3. Research and Inquiry

Outcome	Mapping
3.1 Understand the basis for evidence-based practices Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.	No Mapping
3.2 Evaluate appropriateness of research methodologies Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.	No Mapping
3.3 Improve instructional techniques Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.	No Mapping
3.4 Use literature to resolve issues of professional practice Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.	No Mapping

4. Student and Program Evaluation

Outcome	Mapping
4.1 Evaluate instructional practices and progress Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles leaders design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.	No Mapping
4.2 Apply knowledge and skills to all stages of evaluation Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.	No Mapping

5. Professional Development and Ethical Practice

Outcome	Mapping
5.1 Guided by professional ethics and practice standards Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.	No Mapping
5.2 Expand knowledge and expertise Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise	No Mapping

with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

5.3 Create supportive environments and safeguard legal rights No Mapping

Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.

5.4 Plan professional development and act as a model No Mapping

Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

6. Collaboration

Outcome

Mapping

6.1 Integrate services

No Mapping

Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.

6.2 Understand the significance of collaboration for internal and external stakeholders No Mapping

Special educators in advanced roles understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

6.3 Knowledge of research and uses of collaboration No Mapping

Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

MS SpEd 2016

Objective 1: Candidates will demonstrate an understanding of basic issues, laws and policies related to special education.

Outcome

Mapping

1.1

No Mapping

Candidates will analyze historical and current legal, regulatory, and ethical issues in special education.

1.2

No Mapping

Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.

1.3

No Mapping

Candidates will identify foundations of Special Education

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

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

Objective 3: Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional lear

Outcome	Mapping
3.1 Candidates will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.	No Mapping
3.2 Candidates will collaborate with other school personnel.	No Mapping

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