

MAPPING PROGRAM LEARNING EXPERIENCES ON THE STUDENTS WITH DISABILITIES CST FRAMEWORK/PERFORMANCE INDICATORS

COMPETENCY 0001—FOUNDATIONS OF SPECIAL EDUCATION	What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?
<ul style="list-style-type: none"> a. applies knowledge of the historical and philosophical foundations of the field of special education and of contemporary issues, trends, and research b. applies knowledge of relevant laws, regulations, state policies, and ethical guidelines (e.g., related to referral, assessment, eligibility, placement within a continuum of services, behavior management planning and implementation, mandated reporting, maintaining confidentiality) c. applies knowledge of the rights and responsibilities of students with disabilities, parents/guardians, teachers, other professionals, and schools d. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes e. applies knowledge of effective strategies for communicating and collaborating with general education teachers, school staff members, paraprofessionals, related services providers, medical personnel, volunteers, and representatives of community agencies to help students with disabilities achieve desired learning outcomes f. applies knowledge of strategies for engaging in self-reflection and ongoing professional development activities to enhance effectiveness as an educator of students with disabilities g. demonstrates knowledge of strategies and information sources for remaining current regarding research-validated practice in the field of special education h. demonstrates knowledge of local, state, and national services, resources, and organizations serving students with disabilities and providing program support i. applies knowledge of the teacher's responsibility to advocate for the interests of students with disabilities 	

COMPETENCY 0002—KNOWLEDGE OF STUDENTS WITH DISABILITIES	What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?
<ul style="list-style-type: none">a. demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, social, emotional, physical, sensory)b. demonstrates knowledge of the characteristics, identification criteria, etiologies, and medical aspects of various types of disabilities (e.g., learning disability, intellectual disability, autism, multiple disabilities)c. demonstrates knowledge of similarities and differences among students with and without disabilitiesd. applies knowledge of how the characteristics of various disabilities can influence an individual's education and lifee. applies knowledge of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differencesf. demonstrates knowledge of factors that affect development, learning, and daily living in students with disabilities (e.g., roles of families and communities; effects of medications, sensory impairments, and medical conditions)	

COMPETENCY 0003—ASSESSMENT AND INDIVIDUAL PROGRAM PLANNING	What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?
<ul style="list-style-type: none"> a. demonstrates knowledge of basic and specialized terminology used in the assessment of students with disabilities b. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments assessments for given students d. interprets information from formal and informal assessments e. applies knowledge of how individual evaluation assessment and data and other assessment information is used to make eligibility, program, and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction f. demonstrates knowledge of effective strategies for communicating assessment results to all stakeholders and strategies and procedures for creating and maintaining records g. applies knowledge of screening, prereferral (e.g., Response to Intervention), referral, and classification procedures h. demonstrates knowledge of the continuum of services and placements available for students with disabilities i. demonstrates knowledge of the components of IEPs and the roles and responsibilities of special education teachers in developing, implementing, monitoring, and modifying IEPs, transition plans, and behavioral intervention plans j. demonstrates knowledge of the roles of students with disabilities, parents/guardians, general education teachers, and related services providers in developing, implementing, monitoring, and modifying IEPs, transition plans, and behavioral intervention plans 	

COMPETENCY 0004—STRATEGIES FOR PLANNING AND MANAGING THE LEARNING ENVIRONMENT AND FOR PROVIDING BEHAVIORAL INTERVENTIONS	What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?
<ul style="list-style-type: none">a. demonstrates knowledge of how to create and maintain a safe, productive learning environment for all students, including establishing routines and appropriate physical arrangementsb. applies knowledge of ways in which teacher attitudes and behaviors affect all students, strategies for establishing and maintaining rapport with all students, and strategies for adjusting communication in response to student needsc. applies knowledge of methods for ensuring individual academic success in one-to- one, small-group, and large-group settingsd. demonstrates knowledge of barriers to accessibility and acceptance of students with disabilities, adaptations that can be made to the learning environment to provide optimal learning opportunities for students with disabilities, and strategies for facilitating students' active participation and fostering their independencee. applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students with disabilities, including strategies for providing positive behavioral interventions and supportsf. applies knowledge of appropriate strategies for crisis prevention and intervention	

COMPETENCY 0005—INSTRUCTIONAL PLANNING AND DELIVERY TO PROMOTE STUDENTS' SUCCESS IN THE GENERAL CURRICULUM	What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?
<ul style="list-style-type: none"> a. demonstrates knowledge of applicable local, state, and national curriculum standards, including the NYS P–12 Common Core Learning Standards, and how to align instruction for students with disabilities to these standards b. demonstrates knowledge of co-planning and co-teaching methods to strengthen content acquisition of students with disabilities c. applies knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities d. demonstrates knowledge of sources of specialized materials, curricula, and resources for students with disabilities; strategies for incorporating and implementing instructional and assistive technology into the educational program; and strategies for evaluating, modifying, and adapting instructional resources and curriculum materials for individual learners e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading for students with disabilities, including reading in the content areas f. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing for students with disabilities g. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics for students with disabilities h. applies knowledge of research- or evidence-based strategies for identifying and teaching essential concepts, vocabulary, and content across the general curriculum i. demonstrates knowledge of research- or evidence-based methods for explicitly teaching learning strategies, listening skills, study skills, and test-taking skills to help students with disabilities acquire academic content; strategies for explicitly teaching students to use self-assessment, problem-solving, and other cognitive strategies to meet their own needs; and explicit teaching methods to help students strengthen and compensate for deficits in perception, comprehension, memory, and retrieval j. demonstrates knowledge of the use of technology for promoting academic success for students with disabilities 	

<p>COMPETENCY 0006—STRATEGIES FOR TEACHING COMMUNICATION SKILLS, SOCIAL SKILLS, AND FUNCTIONAL LIVING SKILLS</p>	<p>What Learning Experiences/Assessments Do Your Students Experience to Develop these competencies?</p>
<ul style="list-style-type: none"> a. demonstrates knowledge of instructional strategies for fostering communication skills of students with disabilities, including students from various cultural and linguistic backgrounds b. demonstrates knowledge of communication and social interaction alternatives for students with disabilities, including strategies for planning and implementing instruction in the use of alternative and augmentative communication (AAC) systems c. applies knowledge of strategies for integrating affective, social, career, and life skills with academic curricula d. demonstrates knowledge of social skills needed for educational and other environments and strategies for designing, implementing, and evaluating instructional programs that enhance the social participation of students with disabilities across environments e. applies knowledge of strategies for teaching self-advocacy and self-determination skills and for encouraging increased independence f. applies knowledge of how to plan and implement instruction in personal management skills, career development and occupational skills, and independent living skills, including instruction in community-based settings g. applies knowledge of strategies for promoting successful transitions between various environments during the school years (e.g., home to school, classroom to classroom, school to school) h. applies knowledge of strategies for promoting successful post-secondary transitions 	