

## COMPETENCY 0001—FOUNDATIONS OF SPECIAL EDUCATION

The New York State educator of students with disabilities is grounded in the historical and theoretical foundations of the field of special education and committed to ongoing learning through reflective practice and professional development. The teacher applies knowledge of federal and state laws, regulations, policies, and ethical guidelines related to special education. In addition, the teacher understands the varied roles of the special education teacher in New York public schools and applies knowledge of how to communicate and collaborate with administrators, other teachers, related services providers, students with disabilities, and parents/guardians to help students achieve desired learning outcomes.

applies knowledge of the historical and philosophical foundations of the field of special education and of contemporary issues, trends, and research

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)

applies knowledge of the rights and responsibilities of students with disabilities, parents/guardians, teachers, other professionals, and schools

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

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

## COMPETENCY 0002—KNOWLEDGE OF STUDENTS WITH DISABILITIES

The New York State educator of students with disabilities understands how students develop and learn and how various factors can affect development and learning in students with disabilities. Teachers understand the characteristics of various types of disabilities and how these characteristics can affect development and learning across domains.

demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, social, emotional, physical, sensory)

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)

applies knowledge of how the characteristics of various disabilities can influence an individual's education and life

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 differences

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

The New York State educator of students with disabilities understands how assessments are used for a variety of purposes, including determining eligibility for special education services, developing annual goals, monitoring progress, and informing instruction. Teachers understand procedures for selecting and administering assessments and for interpreting the results of such assessments. Teachers also understand how to collaborate with others in the development, implementation, and monitoring of Individualized Education Programs (IEPs).

demonstrates knowledge of basic and specialized terminology used in the assessment of students with disabilities

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

applies knowledge of screening, prereferral (e.g., Response to Intervention), referral, and classification procedures

demonstrates knowledge of the continuum of services and placements available for students with disabilities

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

## **COMPETENCY 0004—STRATEGIES FOR PLANNING AND MANAGING THE LEARNING ENVIRONMENT AND FOR PROVIDING BEHAVIORAL INTERVENTIONS**

The New York State educator of students with disabilities understands how to plan and manage a safe and productive learning environment in which all students can succeed. Teachers collaborate with others, including general education teachers, to create inclusive learning environments that are responsive to students' individual needs across domains. Teachers apply knowledge of effective classroom management strategies, including strategies for providing classroom, small-group, and individualized systems of positive behavioral interventions and supports for students with disabilities.

demonstrates knowledge of how to create and maintain a safe, productive learning environment for all students, including establishing routines and appropriate physical arrangements

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 needs

applies knowledge of methods for ensuring individual academic success in one-to-one, small-group, and large-group settings

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 independence

applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students with disabilities, including strategies for providing positive behavioral interventions and supports

## **COMPETENCY 0005—INSTRUCTIONAL PLANNING AND DELIVERY TO PROMOTE STUDENTS' SUCCESS IN THE GENERAL CURRICULUM**

The New York State educator of students with disabilities understands how to provide research- or evidence-based, specially designed instruction to address individual needs and to enable students with disabilities to access, participate in, and progress in the general curriculum. Teachers understand the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. At the same time, teachers understand how to differentiate instruction for all students and provide scaffolded supports to students with disabilities. Teachers understand the essential components of explicit instruction and apply their expert knowledge of research- or evidence-based instructional strategies across the curriculum to collaborate with general education teachers and deliver instruction that addresses students' identified strengths and needs.

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

demonstrates knowledge of co-planning and co-teaching methods to strengthen content acquisition of students with disabilities

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

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

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

## **COMPETENCY 0006—STRATEGIES FOR TEACHING COMMUNICATION SKILLS, SOCIAL SKILLS, AND FUNCTIONAL LIVING SKILLS**

The New York State educator of students with disabilities understands how to apply research-based instructional strategies to address students' individual needs in the areas of communication skills, social skills, and functional living skills. Teachers use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. Teachers are familiar with alternative and augmentative communication (AAC) options for students with disabilities. Teachers understand how to foster students' social skills, and they design instructional programs and opportunities for students to practice using such skills in authentic contexts. In addition, teachers plan and implement instructional programs related to career education and functional living skills to foster students' independence and to prepare them for adult living, learning, and working. Teachers also collaborate with others to promote successful transitions for students with disabilities from early childhood to adulthood.

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

applies knowledge of strategies for integrating affective, social, career, and life skills with academic curricula

applies knowledge of strategies for teaching self-advocacy and self-determination skills and for encouraging increased independence

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

applies knowledge of strategies for promoting successful post-secondary transitions