

## Special Education Programs (Ed 612.07) Reviewer Assessment Worksheet

### Ed 612.07 Special Education Programs

**Directions:** This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit

Ed 612.07 SPECIAL EDUCATION PROGRAMS	Rating	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
	<b>4: Highly effective</b>  <b>3: Effective</b>  <b>2: Needs improvement</b>  <b>1: Ineffective</b>	
(a) A general special education program shall provide the candidate with skills, competencies and knowledge through a combination of academic and supervised field-based experiences in the following areas:		
(1) In the area of theoretical foundations, the candidate shall have the ability to:		
<ul style="list-style-type: none"> <li>a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education;</li> <li>b. Understand how philosophical and historical perspectives influence professional practice;</li> <li>c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; and</li> <li>d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education;</li> </ul>		

<b>(2) In the area of characteristics of learners, the candidate shall have the ability to:</b>		
<p>a. Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas;</p> <p>b. Describe the characteristics of various types of disabilities and educational implications;</p> <p>c. Understand the etiologies, medical aspects, and impact of sensory disabilities on learning; and</p> <p>d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment;</p>		
<b>(3) In the area of learning differences, the candidate shall have the ability to:</b>		
<p>a. Understand and utilize the diverse range of students' approaches to learning and the range of modifications and accommodations that can be used to support learning;</p> <p>b. Recognize and understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups;</p> <p>c. Demonstrate understanding of a student's learning differences in the development of the IEP and transition needs;</p> <p>d. Understand how information processing skills can impact student learning;</p> <p>e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs;</p>		

<p>f. Understand the effects exceptional condition(s) can have on a student's learning in school and life; and                  g. Recognize the relationship among a student's academic and social abilities, attitudes, interests and values on instruction and career development;</p>		
<p>(4) In the area of learning and social environments, the candidate shall have the ability to:</p>		
<p>a. Design learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings;                  b. Identify realistic expectations for social behavior and social skills needed for success in school and community settings;                  c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;                  d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;                  e. Recognize and use strategies for crisis prevention and intervention;                  f. Identify supports needed for inclusion in various program placements;                  g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;                  h. Foster skill development in self-advocacy for increased independence in learning and daily functioning;                  i. Understand demands of the learning</p>		

<p>environment and fosters accessibility;  j. Understand the barriers influencing acceptance of individuals with disabilities;  k. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and  l. Structure activities to increase a student's self-awareness, self-management, self-control, self-reliance, and self-esteem;</p>		
<p>(5) In the area of assessment, the candidate shall have the ability to:</p>		
<p>a. Understand the legal policies and ethical principles of assessment related to the special education process;  b. Understand the range of formal assessment instruments and their purposes in the special education process;  c. Administer and write a report for a formal academic assessment instrument;  d. Understand and utilize the range of informal assessment instruments for making educational decisions;  e. Interpret and report information from formal and informal assessments; and  f. Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities;</p>		
<p>(6) In the area of instructional planning and strategies, the candidate shall have the ability to:</p>		
<p>a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;  b. Implement and evaluate individualized learning goals, prioritizing areas of the general</p>		

<p>curriculum;</p> <ul style="list-style-type: none"><li>c. Design and implement instructional programs that address independent living and career education for students;</li><li>d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post- school environments;</li><li>e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities;</li><li>f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;</li><li>g. Identify and teach essential concepts, vocabulary, and content across the general curriculum;</li><li>h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;</li><li>i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;</li><li>j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum;</li><li>k. Incorporate instructional and assistive technology into the educational program;</li><li>l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;</li></ul>		
---	--	--

<p>m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;</p>		
<p>(7) In the area of language development and differences, the candidate shall have the ability to:</p>		
<p>a. Understands the effect of language development on academic and social development; b. Understand typical and atypical language development and factors that impact experience and use of language; c. Use individualized strategies to enhance language development and teach communication skills; d. Demonstrate the ability to select, design, and use augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of students with disabilities; e. Provide effective language models and use strategies and resources to facilitate learning of the general curriculum; and f. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;</p>		
<p>(8) In the area of professional and ethical practice, the candidate shall have the ability to:</p>		
<p>a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession; b. Construct a personal plan and</p>		

<p>participate in professional development regarding current issues and best practice;</p> <p>c. Recognize personal cultural biases and differences that affect one’s teaching;</p> <p>d. Reflect on one’s practice to guide professional growth and improve instruction to meet the needs of students with disabilities;</p> <p>e. Identify organizations and publications relevant to students with disabilities;</p> <p>f. Identify sources of unique services, networks, and organizations for students with disabilities;</p> <p>g. Advocate for appropriate services for students with disabilities;</p> <p>h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;</p> <p>i. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities; and</p> <p>j. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;</p>		
<p>(9) In the area of special education law, the candidate shall have:</p>		
<p>a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:</p>		

<p>1. Identification of children with disabilities under the child find procedures specified in Ed 1105;                  2. Referral procedures specified in Ed 1106;                  3. Evaluation procedures specified in Ed 1107;                  4. Determination of eligibility under Ed 1108;                  5. Development of the IFSP or IEP under Ed 1109;                  6. Determination of educational placement under Ed 1111; and                  7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;</p> <p>b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;</p> <p>c. The ability to understand IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;</p> <p>d. The ability to understand Ed 306, Minimum Standards for Public School Approval; and</p> <p>e. Knowledge of and the ability to understand case law and how case law affects professional practice; and</p>		
(10) In the area of collaboration, the candidate shall have the ability to:		
<p>a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings;</p> <p>b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing</p>		

<p>services to students with disabilities;                  c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities;                  d. Facilitate the successful transitions of students with disabilities across settings and services;                  e. Foster respectful and beneficial relationships between families and professionals;                  f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;                  g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and                  h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.</p>		
<p>(b) Each candidate for certification as an early childhood general special education teacher for children birth up to age 8 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:</p>		
<p>(1) Skill in engaging with children with and without disabilities within the infant/toddler, preschool, and early elementary age range; and</p>		
<p>(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a child with disabilities.</p>		
<p>(c) Each candidate for certification as an elementary/secondary general special education teacher for children age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:</p>		
<p>(1) Skill in engaging with children with and without disabilities from age 5 up to age 21; and</p>		
<p>(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community</p>		

settings of a child with disabilities.		
(d) General special education certification shall qualify a teacher to teach children with disabilities:		
(1) Who are able to benefit from general and special education but do not require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 612.07 (c)-(h); and		
(2) Whose placement is in general education for more than 50% of the day.		
(e) "General education," as used in (d)(1) and (2) above, means for children in elementary, middle, or high school, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary, middle, or high school and taught by a certified elementary, middle, or high school teacher, with supports from special education personnel, as necessary.		
(f) A teacher with general special education certification may serve on the initial identification and the IEP team of a child with a disability:		
(1) For students with disabilities for whom a categorical certification endorsement does not exist; or		
(2) If the child meets the criteria specified in (d)(1) and (2) above.		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; amd by #8024, eff 7-1-04; paragraphs (b)-(h) EXPIRED: 10-30-04; ss by #8229, eff 12-17-04; amd by #9157, eff 7-1-08 (See Revision Note at part heading for Ed 612); ss by #9991, eff 9-16-11