

Program for Specific Learning Disabilities (Ed 612.11) Reviewer Assessment Worksheet

Ed 612.11 Program for Specific Learning Disabilities

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 612.11 PROGRAM FOR SPECIFIC LEARNING DISABILITIES The teacher preparation program for specific learning disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	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).
(a) In the area of foundations, the ability to:		
(1) Understand philosophies, theories, models and issues related to individuals with specific learning disabilities;		
(2) Understand laws and policies regarding pre-referral, referral, and placement procedures for individuals who might have specific learning disabilities; and		
(3) Understand current definitions and issues and research related to the identification of individuals with specific learning disabilities;		
(b) In the area of development and characteristics of learners, the ability to:		
(1) Understand the etiologies of specific learning disabilities;		

(2) Understand the neurobiological and medical factors that might impact the learning of individuals with specific learning disabilities;		
(3) Understand psychological, social, and emotional characteristics of individuals with specific learning disabilities;		
(4) Identify differing learning needs and styles of individuals with specific learning disabilities and implications on instructional design process;		
(5) Understand current research and trends concerning individuals with specific learning disabilities; and		
(6) Understand and consistently apply federal, state, and local criteria in the process of identification of individuals with specific learning disabilities;		
(c) In the area of individual learning differences, the ability to:		
(1) Understand the impact of co-existing conditions and exceptionalities on individuals with specific learning disabilities;		
(2) Understand the impact of specific learning disabilities on core curriculum areas;		
(3) Understand how individual learning differences affect acquisition of knowledge;		
(4) Know current definitions and characteristics of individuals with specific learning disabilities and their effect on individuals' development and educational performance;		

(5) Recognize the effects of phonological awareness on the reading abilities of individuals with specific learning disabilities; and		
(6) Recognize the impact specific learning disabilities may have on auditory and information processing skills;		
(d) In the area of instructional strategies, the ability to:		
(1) Identify and use methods for ensuring academic success for individuals with specific learning disabilities in the general curriculum in one-to-one, small group and large group settings;		
(2) Provide appropriate high-quality, research-based instruction in general education settings consistent with the federal Elementary and Secondary Education Act (ESEA), known as No Child Left Behind (NCLB);		
(3) Use reading methods appropriate to an individual with learning disabilities;		
(4) Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;		
(5) Implement systematic instruction in teaching reading comprehension and monitoring strategies;		
(6) Use methods for increasing accuracy and proficiency in math calculations and math problem solving;		
(7) Use methods to teach mathematics		

appropriate to individuals with specific learning disabilities;		
(8) Use specialized methods for teaching basic skills;		
(9) Teach strategies for organizing and composing written products;		
(10) Demonstrate thorough knowledge of the structure of oral and written language and its influence on literacy;		
(11) Instruct appropriate strategies to prepare for and to take tests;		
(12) Use methods for teaching individuals to independently use cognitive processing to solve problems;		
(13) Use research supported methods for academic and nonacademic instruction of individuals with specific learning disabilities;		
(14) Use methods for guiding individuals in identifying and organizing critical content;		
(15) Modify the pace of instruction and provide organizational cues;		
(16) Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval;		
(17) Identify and teach basic structures and relationships within and across curricula;		
(18) Integrate social skills instruction into the curriculum;		

(19) Use responses and errors to guide instructional decisions and provide feedback to learners;		
(20) Collect and use data to make adjustments to instruction and document progress;		
(21) Identify and teach essential concepts, vocabulary, and content across the general curriculum; and		
(22) Teach learning strategies and study skills to acquire academic content;		
(e) In the area of learning environments and social interactions, the ability to:		
(1) Provide opportunities for meaningful and ongoing social interactions;		
(2) Teach skills to promote self-awareness, self-determination, and self advocacy; and		
(3) Teach individuals with specific learning disabilities to give and receive meaningful feedback from peers and adults;		
(f) In the area of language, the ability to:		
(1) Understand typical language development and how that might differ for individuals with specific learning disabilities;		
(2) Understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with specific learning disabilities;		
(3) Enhance vocabulary development;		

(4) Teach strategies for spelling accuracy and generalization;		
(5) Teach methods and strategies for producing legible documents; and		
(6) Teach individuals with specific learning disabilities to monitor for errors in oral and written communications;		
(g) In the area of instructional planning, the ability to:		
(1) Incorporate state and local curricular standards in the development and implementation of lesson plans to meet unique needs of individuals with specific learning disabilities;		
(2) Participate in curriculum development and utilize instructional practices based on research;		
(3) Challenge individuals with specific learning disabilities to high academic standards, with appropriate accommodations as needed, as required by NCLB;		
(4) Incorporate and implement instructional and assistive technology into the Individualized Education Program (IEP) as appropriate;		
(5) Make responsive adjustments to instruction based on continual observations and ongoing assessment;		
(6) Identify and prioritize areas of the general curriculum and accommodations to address individual needs based on the IEP;		

(7) Select appropriate specialized curricula, materials, and resources for individuals with specific learning disabilities;		
(8) Involve individual and family in setting instructional goals and monitoring progress;		
(9) Use functional behavioral assessments to develop intervention plans; and		
(10) Integrate affective, social, and life skills into academic curricula;		
(h) In the area of assessment, the ability to:		
(1) Understand terminology and procedures used in the assessment of individuals with specific learning disabilities;		
(2) Understand the use and limitations of formal and informal assessment instruments;		
(3) Coordinate, interpret, and report assessment results to appropriate individuals using effective communication skills;		
(4) Understand factors that could lead to misidentification of individuals as having specific learning disabilities;		
(5) Understand and follow procedures to identify young children who may be at risk for specific learning disabilities;		
(6) Choose and administer assessment instruments appropriate to an individual with specific learning disabilities; and		
(7) Ensure participation of individuals with specific learning disabilities in state and district wide assessments in accordance with		

the federal IDEA and NCLB;		
(i) In the area of professional and ethical practice, the ability to:		
(1) Understand the ethical responsibility to advocate for appropriate services for individuals with specific learning disabilities;		
(2) Identify knowledge of professional organizations and sources of information relevant to the field of learning disabilities;		
(3) Participate in activities of professional organizations relevant to the field of learning disabilities; and		
(4) Use research findings and theories to guide practice; and		
(j) In the area of collaboration, the ability to:		
(1) Incorporate co-planning and co-teaching methods to strengthen content acquisition of individuals with specific learning disabilities;		
(2) Develop effective partnerships with families of individuals with specific learning disabilities;		
(3) Promote positive attitudes towards individuals with specific learning disabilities and their families; and		
(4) Develop and implement appropriate IEPs in collaboration with team members.		

Source. (See Revision Note at part heading for Ed 612) #9157, eff 7-1-08