

The Special Education Teacher Candidate Competencies identify the fundamental knowledge and skills that should be developed and assessed in teacher candidates who are pursuing certification that includes eligibility to teach special education in Louisiana.

Preparation programs that result in eligibility for a Louisiana teaching certificate develop and assess these competencies through instruction that integrates theory and effective practice experiences that develop and assess candidates' proficiency.

DEVELOPMENT OF COMPETENCIES

These competencies were informed by Louisiana's academic standards and are aligned with national teacher preparation standards, including the [Council for Exceptional Children \(CEC\) Preparation Standards \(2012\)](#).

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I. LEARNING ENVIRONMENTS

- I.A Candidates use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- I.B Candidates set expectations for personal and social behavior of students with exceptionalities in various settings (e.g., classroom, library, cafeteria, gym, job site) and incorporate these expectations into effective instructional routines, lesson plans, Individualized Education Plan (IEP) goals and objectives, etc.
 - I.B.1 Candidates provide visual, physical, and/or motivational support to individual students for integration into various settings (e.g., classroom, library, cafeteria, gym, job site).
- I.C Candidates design and/or adapt learning environments for diverse student populations that encourage active participation in individual and group activities.
- I.D Candidates modify the learning environment (e.g., physical arrangement, student grouping, instructional intensity, pacing, embedded assistive technology supports) to proactively manage student behaviors and unique learning needs.
 - I.D.1 Candidates use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities.
- I.F Candidates intervene safely and appropriately with individuals with exceptionalities in crisis.
 - I.F.1 Candidates design and implement positive interventions to develop and strengthen on task/desirable behaviors.
 - I.F.2 Candidates plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

II. CURRICULUM

- II.A Candidates develop and implement comprehensive, longitudinal individualized programs (i.e., IEPs) in collaboration with team members, the individual, and family.
 - II.A.1 Candidates integrate affective, social, and life skills with academic curricula, creating the opportunity for students to practice these skills in the context of authentic daily routines.
 - II.A.2 Candidates address the needs of students with disabilities that extend beyond the general education curriculum within IEPs and through instruction across various educational settings and contexts.
- II.B Candidates make the general curricula accessible to individuals with exceptionalities by implementing instruction that is inclusive of appropriate accommodations and modifications to the general curricula as outlined in an IEP.
- II.C Candidates use augmentative and alternative communication systems and a variety of assistive technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
 - II.C.1 Candidates select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication.
- II.D Candidates integrate affective, social, and life skills with academic curricula, creating the opportunity for students to practice these skills in the context of authentic daily routines.
 - II.D.1 Candidates design, implement, and evaluate instructional programs that enhance social participation across environments
- II.E Candidates apply knowledge of career, vocational, and transition programs for individuals with exceptionalities to design and implement instructional programs that address independent living and career education for individuals.
 - II.E.1 Candidates use a variety of resources and strategies to successfully transition individuals with exceptionalities into and out of school and post-school environments.

III. ASSESSMENT

- III.A Candidates monitor progress of individuals with exceptionalities towards attainment of IEP goals and objectives.
 - III.A.1 Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
 - III.A.2 Candidates use multiple types of assessment information (e.g., in making decisions about individuals with exceptionalities).
 - III.A.3 Candidates use appropriate technology to conduct assessments in keeping with assessment protocols and in alignment with student needs.
- III.B Candidates identify and use interventions and services for individuals who are in need of additional academic and/or non-academic support.
 - III.B.1 Candidates implement procedures for early identification of young individuals who may be at risk for exceptionalities.
 - III.B.2 Candidates use data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.
- III.C Candidates select, adapt and modify assessments or assessment strategies to accommodate abilities and needs of individuals with exceptionalities.
 - III.C.1 Candidates use exceptionality-specific assessment instruments with individuals with exceptionalities when necessary.
 - III.C.2 Candidates implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities.
 - III.C.3 Candidates assess reliable method(s) of response of individuals who lack typical communication and performance abilities, using supports as needed to accommodate individual student needs.
- III.D Candidates use assessment information in making instructional, eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

IV. INSTRUCTIONAL PLANNING

- IV.A Candidates plan and implement age and ability-appropriate instruction for individuals with exceptionalities that supports progress in the general curricula.
 - IV.A.1 Candidates incorporate goals and strategies from multiple IEPs in lesson plans.
 - IV.A.2 Candidates select and adapt instructional materials according to characteristics and needs of the individual with exceptionalities.
- IV.B Candidates use and adapt instructional strategies according to characteristics and needs of the individual with exceptionalities.
 - IV.B.1 Candidates select and use assistive technologies within instructional routines to promote access to the curriculum for students with disabilities.
- IV.C Candidates modify the pace of instruction and provide organizational cues to meet the instructional needs of students.

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