

Special Education Standards and TPEs

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Current Special Education Standards:

- Include program and candidate competence language
- Share 16 program design and preliminary teaching standards
- MMD – Additional 6 specialty area standards
- MSD – Additional 8 specialty area standards

Proposed Special Education Standards:

- Common set developed for 5 preliminary specialty areas
- Same domains as Multiple and Single Subject standards
- TPEs will serve as the basis for a program's curriculum in that specialty area

Program Standard 1: Program Design and Curriculum

- Ensures candidates can deliver services in a variety of instructional settings
- Prepares candidates to interface with other service providers
- Demonstrate knowledge of disability characteristics
- Prepares candidates in case management practices
- Identify the unique characteristics of students with autism

Program Standard 2: Preparing Candidates to Master the General and Special Education TPEs

- Moderate and Extensive Support Needs teachers will master the General Education TPEs, and Education Specialist TPEs developed for that specialty area
- DHH, VI, and ECSE teachers will master the unique set of TPEs developed for that specialty area
- Coursework, fieldwork, and clinical experiences will provide opportunities for candidates to learn, apply, and reflect on each TPE

Program Standard 3: Clinical Practice

- Ensures candidates have experiences across grades and disability categories, and the continuum of Special Ed. services
- Clinical practice must consist of a minimum of 600 hours across the arc of the program
- At least 200 hours of supervised early field work in general and Special Ed. settings before final student teaching
- Interns early field experience takes place in experienced mentor classrooms in both general and Special Ed. settings

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements:

- Program faculty and supervisors monitor and support candidates towards meeting:
 - All TPEs, including those unique to the credential specialty area
 - All other program requirements

Program Standard 5: Assessment of Candidate Competency

- Program determines that candidates have demonstrated satisfactory performance on the full range of required TPEs by passing a TPA
- Upon Commission adoption of an Education Specialist TPA, new standards language specific to the TPA will be proposed for adoption

Program Standard 6: Induction and Individual Development Plan

- Program, candidates, and supervisors collaborate on the Individual Development Plan for professional growth during the teacher induction program leading to a clear credential.

Organization of TPEs

- Developed using the same domains as the General Education TPEs
- Common TPEs for the Moderate and Extensive Support Needs credentials where specific knowledge, skills, and abilities overlap
- More specific language has been included in both credentials for OI, PHI, TBI, and language needs
- Autism and EL authorization continue to be embedded in all Preliminary credentials

TPE 1: Engaging and Supporting All Students in Learning

1.1 – candidates collaboratively develop and implement IEPs that lead to effective ***inclusion*** of SWDs in the general ed. core curriculum

1.2 – demonstrate understanding of students with complex ***communication needs***

1.3 – demonstrate knowledge of students' ***language development across disabilities*** and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1 – develop accommodations and modifications specific to SWDs...to move them toward effective ***inclusion*** in general education settings
- 2.2 – ***PHI*** specific knowledge
- 2.3 – ***OI*** specific knowledge
- 2.5 – ability to help students develop positive ***communication skills*** and systems to replace negative behavior

TPE 2: Creating and Maintaining Effective Environments for Student Learning (cont'd)

- 2.8 – implement supports needed for student success in the ***least restrictive environment***
- 2.11 – address the needs of the peers and family members of students who have sustained a ***traumatic brain injury*** as they transition to school

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- 3.1 – adapt, modify, accommodate and differentiate instruction of SWDs to develop goals and facilitate access to the ***least restrictive environment***
- 3.3 – demonstrate knowledge of atypical development associated with various disabilities including ***OI, Autism, Cerebral Palsy***

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- 4.1 – demonstrate the ability to use AT, AAC to facilitate **communication**, curriculum access, and skills development of SWDs
- 4.2 – use evidence-based HLPs...to provide SWDs with **equitable access** to the content and experiences aligned with the state-adopted core curriculum
- 4.4 – create short and long – term goals that are responsive to unique student needs and are adjusted to promote learning in **inclusive environments**
- 4.5 – demonstrate knowledge of core challenges associated with the neurology of **head injuries** resulting in impairments

TPE 5: Assessing Student Learning

- 5.1 – apply knowledge of assessments to used to determine placement in the ***least restrictive environment***
- 5.2 – use assessment data to develop ***communication methods*** to demonstrate student academic knowledge, and address the unique needs of students with ***physical/orthopedic disabilities, OHI, and multiple disabilities***

TPE 6: Developing as a Professional Educator

- 6.4 – knowledge of federal, state, and local policies related to ***specialized health care*** in education settings
- 6.5 – knowledge of experiences of students who are ***chronically ill, hospitalized, and/or have degenerative conditions***
- 6.6 – knowledge that the loss of previous abilities may have significant effects of a student who acquires a ***traumatic brain injury*** as well as on their family

Items for Action

1. Adopt titles for Education Specialist credentials: Moderate Support Needs and Extensive Support Needs.
2. Adopt program standards for Education Specialist teacher preparation programs.
3. Adopt TPEs for Moderate Support Needs and Extensive Support Needs educator preparation programs.