# Clinical or Rehabilitative Services: Special Class Authorization (SCA)Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

| **Standard** | **Candidate Competency** | **Course Title and Number 1**  | **Course Title and Number 2** | **Course Title and Number 3**  | **Course Title and Number 4**  | **Course Title and Number 5**  | **Course Title and Number 6**  | **Course Title and Number 7**  | **Course Title and Number 8**  | **Course Title and Number 9**  | **Course Title and Number 10**  | **Course Title and Number 11**  | **Course Title and Number 12**  | **Course Title and Number 13**  | **Course Title and Number 14**  | **Course Title and Number 15**  |
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| **Program Design Standards** |
| **2** | Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Special Class Authorization Standards** |
| **1** | Candidates demonstrate knowledge and skills necessary to assess general education students in a comprehensive manner.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1** | Candidates understand and use multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrate the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates use instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates demonstrate competence in the assessment of the academic skills of students with severe disorders of language including, but not limited to, literacy, written language arts, and quantitative concepts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate competency in the academic instruction of students with severe disorders of language including, but not limited to, teaching literacy, written language arts, and quantitative concepts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |