

***"Clustered" Competencies for
Career and Technical Education Special Needs Coordinator***

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Foundations:

- F 1 Knowledge of typical and atypical early adolescent through adult development (for grade 7 – age 21) and ability to apply this knowledge to all aspects of special education practice
- F 2 Knowledge of the interaction of primary language, culture, and familial background with an individual's special needs
- F 3 Knowledge of and ability to perform the key roles of the special educator within the educational support system
- F 4 Knowledge of the philosophical, ethical, historical, and legal foundations of special education
- F 5 Knowledge of current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; IEP development, implementation, and monitoring; and placement of students with disabilities
- F 6 Current state and federal laws, regulations, and procedures governing career and technical education, including the eligibility determination, placement and education of students who are defined as members of special populations in career and technical education settings
- F 7 The physical and cognitive requirements for participation in a variety of career and technical education programs
- F 8 Changing workforce requirements, employability skills, and transition planning procedures and issues for individuals with special needs in career and technical education settings

Knowledge and Performance Standards – Program Development/Consultation/Collaboration:

- PCC1 Knowledge of and ability to implement models and skills for effective special education consultation and collaboration
- PCC2 Knowledge of family systems theory and ability to implement family centered practice
- PCC3 Knowledge of and ability to assist the IEP Team to determine appropriate placements in career and technical education programs and cooperative settings for each student on an individualized education plan
- PCC4 Ability to coordinate the delivery of IEP services for students with special needs in career and technical education settings

Knowledge and Performance Standards – Assessment:

- A 1 Knowledge of and ability to facilitate the comprehensive special education evaluation process
- Clustered Competencies for Special Educator

- A 2 Knowledge of measurement theory and practice
- A 3 Knowledge of and ability to assess students' current functioning in the basic skills areas, and interprets assessment information, including reports of specialized service providers, for the purposes of developing individualized programs for each career and technical education student with special needs

Knowledge and Performance Standards – Disabilities/Interventions (DI):

- DI 1 Knowledge of the characteristics of the disabilities stipulated in state law, and impacts of these disabilities on educational performance
- DI 2 Knowledge of and ability to assist career and technical education teachers to adapt or modify instructional materials or activities or aspects of the applied learning environment to meet the individual needs of each student with special needs
- DI 3 Ability to integrate specialized therapeutic services into the career and technical education setting if necessary
- DI 4 Knowledge of and ability to implement proactive and non-aversive behavior management strategies
- DI 5 Knowledge of and ability to facilitate maintenance and generalization of skills across environments
- DI 6 Ability to support the transition of career and technical education students with special needs into the world of work and/or post-secondary education or training

Knowledge and Performance Standards – Foundations of Basic Skill Areas (FBS):

- FBS 1 Knowledge of the processes, principles, and dimensions of oral language and literacy development
- FBS 2 Knowledge of the purposes and systems of language, and the relationship of the systems of language to the reading and writing process
- FBS 3 Knowledge of the developmental progression of phonological awareness, spelling, and morphological analysis
- FBS 4 Knowledge of the processes and components of reading comprehension and fluency
- FBS 5 Knowledge of the process of writing development and the components of effective written expression
- FBS 6 Knowledge of the continuum of development of mathematical thinking, particularly in the areas of mathematical quantification, calculation, and reasoning
- FBS 7 Typical and atypical social/ emotional, psychological, and cognitive development as they relate to behavioral development
- FBS 8 Typical and atypical sensory and motor development, functioning issues associated with various common disabling conditions, and implications for learning, behavior, and demonstration of competence in a variety of tasks

Additional Requirements:

Baccalaureate degree with a recommendation for licensure in special education, or a minimum of 21 credits in special education.

A minimum of a practicum, or the equivalent, in special education at the middle/secondary (grade 7 – age 21) instructional level. A practicum is defined as a minimum of 60 hours of supervised field experience.