

5440-87 Career and Technical Education Special Needs Coordinator

The holder is authorized to provide academic support services, to conduct basic academic skill assessments, to coordinate educational support services with the sending schools, and to assist IEP teams with the determination of appropriate placements in Career and Technical Education programs for individuals from special populations, as that term is defined in federal regulations pertaining to special education eligibility, who are or will be enrolled in Career and Technical Education programs.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of adolescent development, including the implications of a variety of delays, disorders, and disabling conditions on learning and development; appropriate procedures and strategies for identifying the needs and supporting the learning of individuals with special needs in career and technical education settings; and procedural, consultation/collaboration, and case management knowledge and skills essential to implementation of an effective educational support program in a career and technical education setting. Specifically, the educator understands:

Foundations:

Typical and atypical early adolescent through adult development within each domain, including the wide variation in how individuals learn and typically develop, and the variety of economic, social, and cultural influences which affect each student's life

The interaction of primary language, culture, and familial background with an individual's special needs

The key roles of the special educator as teacher, advocate, consultant, facilitator, and collaborator within the educational support system

The philosophical, ethical, historical, and legal foundations of special education, including the evolution of key litigation, legislation, and regulations affecting special education

Current models and theories that form the basis of special education practice

Current state and federal laws, regulations, and procedures governing referral; identification/evaluation; eligibility determination; and Individual Education Program (IEP) development, implementation, and monitoring

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

The physical and cognitive requirements for participation in a variety of career and technical education programs

Changing workforce requirements, employability skills, and transition planning procedures and issues for individuals with special needs in career and technical education settings

Professional and ethical standards of practice

Program Development, Consultation, and Collaboration:

Characteristics, processes, and roles associated with effective collaboration, teaming, consultation, facilitation, and communication within school, family, and community systems

Family systems theory and principles of family-centered practice, including how to work cooperatively and respectfully with all families to support adolescents' learning and development

Strategies for effective group facilitation and leadership

Local, state, and community resources, service delivery systems, and systems of care available to support students and their families

The different roles of the various specialized therapeutic service providers (e.g., OT's, PT's, SLPs) available to support students with disabilities

Roles and responsibilities of paraeducators and their supervision

Assessment:

The comprehensive evaluation process, including legal aspects, appropriate procedures, and principles of non-discriminatory evaluation

Selection, administration, and interpretation of data from various forms of assessment, and interpretation of reports from specialized service providers

Measurement theory and practice, including issues of validity, reliability, norming, and bias

How to enable the participation of students with disabilities in all local and statewide assessments, including career and technical education assessments, through accommodation and/or alternative assessment methods

Disabilities, Specialized Instruction, and Interventions:

Characteristics of the disabilities stipulated in state law, and impacts of these disabilities on an individual's educational performance

A wide variety of developmentally-appropriate, research-based specialized curricula, instructional practices, and curriculum-based assessments to enable students with disabilities to progress in the general education curriculum

Strategies for proactive and nonaversive behavior management

Foundations of Basic Skill Areas:

Development of Oral Language and Literacy – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and the acquisition of reading and writing; role of metacognition in language and literacy development; elements of effective, age-appropriate verbal and non-verbal communication

Language and Word Study – The purposes of language; the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to the reading and writing process; the

pronunciation of English phonemes and their graphemes; the developmental progression of phonological awareness; vocabulary development and its relationship to literacy acquisition; the developmental stages of spelling and morphological analysis

Second Language Issues – The process of second language acquisition, challenges second language issues pose to student reading and writing development, and distinctions between language learning issues and learning disabilities

Reading Comprehension and Fluency – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency

Written Expression – The continuum of writing development; the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios, and benchmarks and standards for various ages/grade levels

Numeracy – The continuum of development of mathematical thinking, particularly in the areas of mathematical quantification, calculation, and reasoning

Behavior – Typical and atypical social/emotional, psychological, and cognitive development as they relate to behavioral development

Motor Skills – Typical and atypical sensory and motor development; functioning issues associated with various common disabling conditions; relationship of sensory and motor functioning to learning, classroom behaviors, and demonstration of competence in academic and non-academic tasks

Performance Standards:

Working in collaboration with teachers from the sending school, parents/caregivers, the student, and other professional and paraprofessional personnel, the Career and Technical Education Special Needs Coordinator coordinates the educational and vocational program of each student with special needs who is pursuing training or education in a Career and Technical Education course of study. Specifically, the educator:

Foundations:

Advocates for the rights and individual needs of each student with special needs in a career and technical education setting and for an effective, comprehensive system of support services for all students

Adheres to ethical and professional standards, and state and federal requirements pertaining to the education of students identified as having special needs

Program Development, Consultation, and Collaboration:

Assists the IEP Team to determine appropriate placements in career and technical education programs and cooperative settings for each student on an individualized education plan

Assists 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

Coordinates the delivery of IEP services for students with special needs in career and technical education settings

Assessment:

Assesses students' current functioning in the basic skills areas, and interprets assessment information for the purposes of developing individualized programs for each career and technical education student with special needs

Interprets comprehensive evaluation data, including reports from specialized service providers, for career and technical education teachers in order to assist them in meeting the needs of their students with special needs

Specialized Instruction and Interventions:

Supports students to access and benefit from the career and technical education curriculum through specialized instruction and related services

Based on assessment data, selects and implements interventions and accommodations appropriate to individual student needs

Integrates the various specialized therapeutic services into the career and technical education setting if necessary

Monitors and assesses the efficacy of instruction based on ongoing observation and data collection, makes adjustments to the students' learning plans based on these assessments, and provides support and feedback to classroom teachers to adjust their practice

Creates and/or modifies learning environments and interactions in order to promote self-directed learning, self-confidence, socialization, and academic achievement of students with special needs

Develops and implements systemic and proactive procedures that address problem behavior at the building, classroom, and individual student levels

Uses strategies to promote maintenance and generalization of students' knowledge and skills across settings

Supports the effective transition of career and technical education students with special needs into the world of work and/or post-secondary education or training

Additional Requirements:

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.

A minimum of two years of teaching experience in special education or career and technical education