**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Endorsement # 81 Intensive Special Education Teacher**

**Instructional Level: Age 3 through Age 21**

*The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 with intensive special needs, as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with intensive special needs.*

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

| **Content Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** | **How did this course meet this competency?** |
| --- | --- | --- | --- | --- | --- |
| 1. Learner Development and Individual Learning Differences Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they: |  |  |  |  |  |
| 1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.  |  |  |  |  |  |
| 1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  |  |  |  |  |  |
| 1.3. demonstrate a dedication to helping students achieve college and career readiness  |  |  |  |  |  |

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| For Intensive Needs Special Educators this includes the following knowledge standards: |  |  |  |  |  |
| 1.1. **Knowledge**  |  |  |  |  |  |
| 1.1.1. Medical aspects and implications for learning for students with intensive needs  |  |  |  |  |  |
| 1.1.2. Core and associated characteristics of students with intensive needs  |  |  |  |  |  |
| 1.1.3. Co-existing conditions and ranges that exist at a higher rate than in the general population  |  |  |  |  |  |
| 1.1.4. Sensory challenges of students with intensive needs  |  |  |  |  |  |
| 1.1.5. Speech, language, and communication of students with intensive needs  |  |  |  |  |  |
| 1.1.6. Adaptive behavior needs of students with intensive needs  |  |  |  |  |  |
| 1.1.7. Impact of theory of mind, central coherence, and executive function on learning and behavior  |  |  |  |  |  |
| 1.1.8. Impact of neurological differences on learning and behavior  |  |  |  |  |  |
| 1.1.9. Impact of self-regulation on learning and behavior  |  |  |  |  |  |
| 2. Learning Environments Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they: |  |  |  |  |  |
| 2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.  |  |  |  |  |  |
| 2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.  |  |  |  |  |  |
| 2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.  |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following skill standards: |  |  |  |  |  |
| 2.1. **Skills** |  |  |  |  |  |
| 2.1.1. Plan instruction for independent functional life skills and adaptive behavior |  |  |  |  |  |
| 2.1.2. Plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate |  |  |  |  |  |
| 2.1.3. Use specialized instruction to enhance social participation across environments |  |  |  |  |  |
| 2.1.4. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment |  |  |  |  |  |
| 2.1.5. Understand that social needs extend beyond the classroom and students with intensive special needs may need more focused efforts to engage socially with the school community and beyond through extracurricular and other out of classroom activities |  |  |  |  |  |
| 3. Curricular Content Knowledge Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they: |  |  |  |  |  |
| 3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. |  |  |  |  |  |
| 3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. |  |  |  |  |  |
| 3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities. |  |  |  |  |  |
| 3.4. have knowledge of current student learning standards and relevant state and national education initiatives. |  |  |  |  |  |
| 3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction. |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following knowledge and skill standards:  |  |  |  |  |  |
| 3.1. **Knowledge** |  |  |  |  |  |
| 3.1.1. Evidence-based career/vocational transition programs for students with intensive needs |  |  |  |  |  |
| 3.2. **Skills** |  |  |  |  |  |
| 3.2.1. Provide pragmatic language instruction that facilitates social skills |  |  |  |  |  |
| 3.2.2. Provide students with intensive needs strategies to avoid and repair miscommunications |  |  |  |  |  |
| 3.2.3. Plan instruction for independent functional life skills and adaptive behavior |  |  |  |  |  |
| 3.2.4. Plan and implement academic instruction and related services for students with intensive needs that is aligned to grade level content, age-respectful, and entry-level appropriate to a student’s ability |  |  |  |  |  |
| 3.2.5. Use specialized instruction to enhance social participation across environments |  |  |  |  |  |
| 3.2.6. Plan systematic instruction based on learner characteristics, interests, and ongoing assessments |  |  |  |  |  |
| 4. Assessment Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they: |  |  |  |  |  |
| 4.1. select and use technically sound formal and informal assessments that minimize bias. |  |  |  |  |  |
| 4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |  |  |  |  |  |
| 4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities. |  |  |  |  |  |
| 4.4. engage individuals with exceptionalities to work toward quality learning,performance and provide feedback to guide them. |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following knowledge and skill standards: |  |  |  |  |  |
| 4.1. **Knowledge** |  |  |  |  |  |
| 4.1.1. Specialized terminology used in the assessment of students with intensive needs |  |  |  |  |  |
| 4.1.2. Assessments of environmental conditions that promote maximum performance of students with intensive needs |  |  |  |  |  |
| 4.1.3. Components of assessment for the core areas for students with intensive needs |  |  |  |  |  |
| 4.1.4. Individual strengths, skills and learning styles |  |  |  |  |  |
| 4.2. **Skills** |  |  |  |  |  |
| 4.2.1. Select, adapt and use assessment tools and methods to accommodate the abilities and needs of students with intensive needs |  |  |  |  |  |
| 4.2.2. Develop strategies for monitoring and analyzing challenging behavior and its communicative intent |  |  |  |  |  |
| 4.2.3. Conduct functional behavior assessments that lead to development of behavior support plans |  |  |  |  |  |
| 5. Instructional Planning & Strategies Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they: |  |  |  |  |  |
| 5.1. consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. |  |  |  |  |  |
| 5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |  |  |  |  |  |
| 5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |  |  |  |  |  |
| 5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities |  |  |  |  |  |
| 5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |  |  |  |  |  |
| 5.6. support mastery and promote generalization of learning. |  |  |  |  |  |
| 5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following knowledge and skill standards: |  |  |  |  |  |
| 5.1. **Knowledge** |  |  |  |  |  |
| 5.1.1. Specialized curriculum designed to meet the needs of students with intensive needs |  |  |  |  |  |
| 5.1.2. Evidence-based career/vocational transition programs for students with intensive needs |  |  |  |  |  |
| 5.2. **Skills** |  |  |  |  |  |
| 5.2.1. Match levels of support to changing needs of the individual |  |  |  |  |  |
| 5.2.2. Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for students with intensive needs |  |  |  |  |  |
| 5.2.3. Provide specialized instruction for spoken language, reading and writing for students with intensive needs |  |  |  |  |  |
| 5.2.4. Provide specialized instruction in mathematics |  |  |  |  |  |
| 5.2.5. Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context |  |  |  |  |  |
| 5.2.6. Consistently use of proactive strategies and positive behavioral supports |  |  |  |  |  |
| 5.2.7. Involve students with intensive needs in the transition planning process |  |  |  |  |  |
| 5.2.8. Plan for transition needs including linkages to supports and agencies focusing on lifelong needs |  |  |  |  |  |
| 5.2.9. Provide instruction in community-based settings |  |  |  |  |  |
| 5.2.10. Structure the physical environment to provide optimal learning for students with intensive needs |  |  |  |  |  |
| 5.2.11. Provide instruction in self-regulation |  |  |  |  |  |
| 5.2.12. Utilize student strengths to reinforce and maintain social skills |  |  |  |  |  |
| 5.2.13. Plan instruction for independent functional life skills and adaptive behavior |  |  |  |  |  |
| 5.2.14. Plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate |  |  |  |  |  |
| 5.2.15. Use specialized instruction to enhance social participation across environments |  |  |  |  |  |
| 5.2.16. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment |  |  |  |  |  |
| 6. Professional Learning & Ethical Practice Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they: |  |  |  |  |  |
| 6.1. use professional ethical principles and professional practice standards to guide their practice. |  |  |  |  |  |
| 6.2. understand how foundational knowledge and current issues influence professional practice. |  |  |  |  |  |
| 6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. |  |  |  |  |  |
| 6.4. understand the significance of lifelong learning and participate in professional activities and learning communities. |  |  |  |  |  |
| 6.5. advance the profession by engaging in activities such as advocacy and mentoring |  |  |  |  |  |
| 6.6. provide guidance and direction to Para educators, tutors, and volunteers. |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following knowledge standards: |  |  |  |  |  |
| 6.1. **Knowledge** |  |  |  |  |  |
| 6.1.1. Definitions and issues related to the identification of students with intensive needs |  |  |  |  |  |
| 6.1.2. Continuum of placement and services available for students with intensive needs |  |  |  |  |  |
| 6.1.3. Historical foundations and classic studies of intensive needs |  |  |  |  |  |
| 6.1.4. Trends and practices in the field of intensive needs |  |  |  |  |  |
| 6.1.5. Theories of behavior problems of students with intensive needs |  |  |  |  |  |
| 6.1.6. Perspectives held by students with intensive needs |  |  |  |  |  |
| 6.1.7. Concepts of self-determination, self-advocacy, community and family support and impact in the lives of students with intensive needs |  |  |  |  |  |
| 6.1.8. Enactment of least dangerous assumptions model that creates inclusive classrooms that presume competence and encourage high expectations for all students |  |  |  |  |  |

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| 7. Collaboration Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they: |  |  |  |  |  |
| 7.1. use the theory and elements of effective collaboration. |  |  |  |  |  |
| 7.2. serve as a collaborative resource to colleagues. |  |  |  |  |  |
| 7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |  |  |  |  |  |
| For Intensive Needs Special Educators this includes the following knowledge and skill standards: |  |  |  |  |  |
| 7.1. **Knowledge** |  |  |  |  |  |
| 7.1.1. Services, networks, and organizations for individuals, professionals, and families with intensive needs |  |  |  |  |  |
| 7.1.2. Parent involvement occurs on multiple levels (IEP, physical and emotional support, advocacy, medical). ISEs need to understand how to aid and educate families in all of the roles that parents play in support of their children |  |  |  |  |  |
| 7.2. **Skills** |  |  |  |  |  |
| 7.2.1. Collaborate with team members to plan transition to adulthood that encourages full community participation |  |  |  |  |  |
| Additional Requirements: |  |  |  |  |  |
| Completion of a bachelor’s level teacher preparation program in the education of students with severe and multiple disabilities, or a minimum of 30 credits in the education of students with severe and multiple disabilities |  |  |  |  |  |
| A minimum of a practicum, or the equivalent, in the teaching of students with severe and multiple disabilities |  |  |  |  |  |