

## Criteria for "Boot Camp" Program

The broad topics for the Boot Camp are of classroom/behavior management, effective teaching and reading, and IEP planning and implementation. The topics below are primarily procedural:

### \*Intro to Special Education: Overview, Principles, and Procedures

- Overview
- Free and Appropriate Public Education
- Child Find
- Evaluation and Eligibility
- Individualized Education Programs
- Least Restrictive Environment
- Procedural Safeguards
- Private School students
- Discontinuation of services, graduation, and grading
- Dispute Resolution
- Forms

### \*Planning and Instruction in Core Content Areas

- Lesson design/planning
- Effective lesson delivery
- Learning Styles
- Differentiated Teaching
- Five Elements of Reading
- Effective Reading Instruction
- Content-specific teaching strategies
- Assessing learning progress

### \*Classroom and Behavior Management

- Creating an effective learning environment
- Establishing rules and routines
- Using consequences and reinforcement effectively
- Dealing with students in behavioral crisis
- Collecting data on behavior
- Strategies for working effectively parents

### \*Plus a clinical experience

It reflects provisional preparation and candidates must continue to add skills and complete certification

It is a lot to learn in a fast-track program.

It would also get them ready for passing the OSAT.

We don't have much on assessment, but we can't do everything in the boot camp.

**Boot Camp Competency Information**  
Helpful Resource <http://www.cec.sped.org/Standards>

## **CEC DEFINITION OF A WELL-PREPARED SPECIAL EDUCATION TEACHER**

As the largest professional organization of special educators, the Council for Exceptional Children (CEC) has taken seriously its professional responsibility for defining the criteria for a competent beginning special educator. As part of this responsibility, CEC has developed and continues to update and maintain professional standards for entry-level special education teachers. CEC has also developed standards for advanced roles in special education and standards for special education paraprofessionals. These standards delineate what beginning special education teachers need to know and be able to do to practice safely and effectively.

The CEC Standards for Beginning Special Education Teachers are research-based, pedagogically grounded, and have been rigorously validated using a process that ensures that practitioners in the field have a primary voice in their development. Over the past twelve years, CEC has validated the knowledge and skills that are essential for high quality beginning special educators. The result is the most rigorous and comprehensive set of national standards available anywhere for the preparation of high quality special educators.

CEC works at state and national levels to ensure that preparation programs incorporate the CEC standards into their curricula, and state and provincial jurisdictions incorporate the standards into their licensing requirements. It is through professional standards used by preparation programs and aligned with licensing systems that the public can be assured that special educators are appropriately prepared and are ready to enter practice.

### **Beginning Special Educator Standards**

CEC expects at a minimum that entry-level special educators possess a bachelor's degree from an accredited institution, have mastered appropriate core academic subject matter content, can demonstrate that they have mastered the knowledge and skills in the CEC Common Core and an appropriate Area of Specialization.

Pedagogy or teaching skill is at the heart of special education. Special educators have always recognized that the individualized learning needs of children are at the center of instruction.

## **Introduction to Special Education Competencies**

ICC1K1: Candidates will demonstrate an understanding of basic laws, policies, and ethical principles regarding management, planning and implementation.

ICC1K2: Candidates will demonstrate an understanding of basic laws, policies, and ethical principles regarding basic behavior management, planning and implementation

ICC1K4: Candidates will demonstrate awareness of basic rights and responsibilities of students, parents, teachers, other professionals, and schools related to exceptional learning needs.

ICCIK5: Candidates will demonstrate knowledge of issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

ICC1K6: Candidates will demonstrate awareness of issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

ICC1K7: Candidates will demonstrate awareness of family systems and the role of families in the educational process.

ICC1K8: Candidates will demonstrate awareness of historical points of view and contribution of culturally diverse groups.

ICC1K9: Candidates will demonstrate awareness of the impact of the dominant culture on shaping schools and the individuals who study and work in them.

ICC1K10: Candidates will demonstrate awareness of the potential impact of differences in values, languages, and customs that can exist between the home and school.

ICC1S1: Candidates will articulate personal philosophy of special education.

GC1K1: Candidates will define and address issues related to the identifications of individuals with disabilities.

GC1K2: Candidates will demonstrate awareness of models and theories of deviance and behavior problems.

GC1K3: Candidates will demonstrate awareness of historical foundations, classic studies, major contributors, and basic legislation related to the field.

GC1K4: Candidates will demonstrate knowledge of the legal, judicial, and educational systems that assist individuals with disabilities.

GC1K5: Candidates will demonstrate knowledge of the continuum of placement and services available for individuals with disabilities.

GC1K6: Candidates will demonstrate awareness of laws and policies related to provision of specialized health care in educational settings.

GC1K7: Candidates will demonstrate knowledge of factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.

GC1K8: Candidates will demonstrate knowledge of the principles of normalization and concept of least restrictive environment.

GC1K9: Candidates will demonstrate the basic theory of reinforcement techniques in serving individuals with disabilities.

ICC2K1: Candidates will demonstrate knowledge of typical and atypical human growth and development.

ICC2K2: Candidates will demonstrate an awareness of educational implications of characteristics of various exceptionalities.

ICC2K3: Candidates will demonstrate their understanding of characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

ICC2K4: Candidates will demonstrate an understanding of family systems and the role of families in supporting development.

ICC2K5: Candidates will demonstrate knowledge of similarities and differences of individuals with and without exceptional learning needs.

ICC2K6: Candidates will demonstrate knowledge of similarities and differences among individuals with exceptional learning needs.

ICC2K7: Candidates will demonstrate knowledge of the effects of various medications on individuals with exceptional learning needs.

ICC3K2: Candidates will demonstrate knowledge of the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

ICC3K5: Candidates will demonstrate knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

ICC4K1: Candidates will demonstrate knowledge of evidence-based practices validated for specific characteristics of learners and settings.

ICC9K1: Candidates will demonstrate awareness and understanding of personal cultural biases and differences that affect one's teaching.

ICC10K1: Candidates demonstrate awareness of models and strategies of consultation and collaboration.

## **Behavioral Management Competencies**

Special educators effectively apply a variety of skills to evaluate behavioral concerns, develop effective intervention procedures, monitor effectiveness of those procedures for each child, and adjust interventions as needed for the success of children with all disabilities at all ages and grade levels in both special and general education settings. Special educators demonstrate mastery in the use of techniques to individualize behavioral interventions and alter plans as needed based on data gathered in order to ensure the success of each student. Special educators readily collaborate with other professionals to evaluate, plan and carry out the most effective research-based interventions for each child and to manage classrooms as a whole. Special educators effectively manage behaviors of children with disabilities during crises situations in school settings. Suggested competencies include:

1. Demonstrates the use of a variety of effective behavioral management techniques for teaching and learning to ensure success of students with mild to significant behavioral concerns.
2. Effectively designs and modifies learning environments that encourage active participation in individual and group activities by using performance data and information from all stakeholders to make or suggest modifications in those environments resulting in cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.
3. Applies effective and varied behavioral management strategies (including assessing behavioral problems, identifying target behaviors, developing appropriate and measurable objectives, gathering and graphing accurate behavioral data, using research to change behaviors, conducting functional behavioral assessment and developing effective behavioral intervention plans, arranging consequences that increase and decrease behaviors, using positive and negative reinforcement, utilizing motivational techniques, providing for generalization of behavior change, teaching students to manage their own behaviors, and arranging daily routines in classrooms and schools that support school-wide improvement in behaviors of concern).
4. Uses instructional time effectively (including preparing lessons, making adjustments based on continual observational data, immediate response to behaviors, consistency in carrying out behavioral intervention plans).
5. Demonstrates skills to effectively teach specific, research-validated social skills development programs to students with disabilities at all age and grade levels.
6. Effectively develops appropriate IEP goals and objectives based on behavioral assessment results to address specific behavioral concerns of students along with methods to teach those objectives and evaluate their effectiveness.
7. Demonstrates skills to manage crisis that may arise due to behavioral concerns including fights, injuries, refusal to work, weapons, etc.
8. Effectively utilizes resources to modify behavioral expectations based on primary language, culture, socioeconomic status, and familial backgrounds that may affect each child's behavioral concerns and individual learning needs.

## **Effective Strategies and Reading Competencies**

Special educators effectively apply evidence-based instructional strategies and create learning environments to individualize instruction for students with exceptional learning needs. They select, adapt, and use these instructional strategies to promote positive learning results in special and general curricula and to modify instructional techniques and environments appropriately for individuals with all disabilities at a variety of age and grade levels. Special educators utilize individualized strategies to enhance language development and teach communication, reading, writing, math and other skills. Special educators effectively use augmentative, alternative and assistive technologies to support and enhance educational outcomes of individuals with disabilities. They use a variety of individualized and research-based materials and techniques specifically designed for children with disabilities to motivate students and assist students to acquire skills at their level of success. Suggested competencies include:

1. Demonstrates effective use of research to assess each child's educational skills regarding academic, social, behavioral and other needs and to develop appropriate individualized educational goals, objectives and instruction based on those results.
2. Apply a wide repertoire of evidence-based instructional strategies specifically designed for children with disabilities to provide specialized instruction needed for each child.
3. Effectively select, adapt and use research-based instructional strategies to promote positive learning results for all children with disabilities in special and general education curricula and to modify learning environments to promote success for all.
4. Creatively enhance learning of critical thinking, problem-solving, and performance skills of children with all disabilities and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem in today's society.
5. Utilize a variety of language and communication skills and techniques specifically designed for children with disabilities to increase their skills in communication, reading, writing, mathematics, and other cognitive areas.
6. Effectively demonstrate the use of a variety of research-based academic techniques specifically designed for children with disabilities to teach reading (including phonemic awareness, phonics, comprehension, vocabulary, and fluency), mathematics, study skills, organizational skills, life skills, adaptive behaviors, etc.
7. Develop long-range and short-range individualized instructional plans using each child's abilities and needs (based on assessment results) while utilizing explicit modeling and efficient guided practice to ensure acquisition, fluency, mastery, generalization and maintenance of skills.
8. Collaborate with other stakeholders to develop effective instructional plans for long and short-range goals and objectives using a variety of resources to ensure success of each student.
9. Create effective instructional materials and make adaptations to materials based on ongoing analysis of data regarding each child's progress toward appropriate learning goals.

## **Individualized Education Plan/Special Education Legal & Ethical Issues**

### **Description of the Assessment**

This competency will consist of two components:

#### *a.) Development of an IEP*

Given a provided case study, the teacher candidate will write an Individualized Education Plan or Individualized Transition Plan. An IEP/ITP is developed to provide detailed information that allows for appropriate decisions to be made about a child's educational placement and services. The case study will include a scenario involving intellectual, academic, adaptive, and other various assessment data and it will relate specifically to a child with one of the following eligible disability categories: Autism Spectrum Disorders, Emotional Behavioral Disorders, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Learning Disability, Speech/Language Impairment, or Traumatic Brain Injury. The teacher education candidates must utilize their basic knowledge of specific definitions, educational pedagogy, data from the comprehensive evaluation, collaboration ideas, and key eligibility indicators to determine answers to referral questions, needed assessments, assessment procedures, eligibility determinations, placement decisions, goal development based off of priority educational needs, and special education services for the child with a suspected disability. The IEP/ITP must contain the following; present level of performance, goals (for all priority educational needs), special education services, related services (if needed), continuum of placements, accommodations (supplementary aids), modifications, state/district testing accommodations (or alternate testing), extended school year if needed, documentation of LRE considerations, and documentation of provided procedural safeguards. The teacher candidate would also need to complete the matrix of services and indicate if student has or development of FBA/PBIP is needed.

CEC Standards: 1, 2, 3, 4, 7, 8, 10

#### *b.) Analysis of legal and ethical issues in the field of special education*

Teacher candidates will develop a literature review regarding special education laws (i.e., IDEA six principles, Section 504, ADA, NCLB). Candidates will investigate and discuss important federal, state, and local court cases involving issues related to Free and Appropriate Education (FAPE), Least Restrictive Environment (LRE), Individualized Education Plan or Individualize Transition Plan (IEP/ITP), evaluation or assessment, procedural safeguards, and discipline (manifestation determination). Students will also include current/past trends in special education such as; labeling, school reform, inclusion, Response to Intervention (RtI), diversity, assessment, accountability, quality of research, and teacher quality.

CEC Standards: 1, 8, 9

### **Field Experience Competencies**

Teacher candidates pursuing special education teacher certification via non-traditional route will complete a 30 hour field experience while completing Boot Camp. The field experience must include the following competencies:

Candidates should keep a log of all field experience observations and activities. Each candidate is responsible for maintaining a journal describing and reflecting on each observation session. The journal entries may focus on the candidate's ability to:

- understand students' cognitive, social, and emotional levels;
- understand instructional technology used in classrooms;
- understand how students differ in their approaches to learning;
- understand the purposes and roles of K-12 education;
- understand appropriate instructional strategies/activities;
- understand instruction, curricular, and behavioral modifications for students with disabilities;
- understand instructional differentiation;
- understand researched based assessment techniques that provide a valid representation of student learning;
- understand how assessment results assist in making instructional decisions;
- understand classroom management techniques; and
- demonstrate professional demeanor and ethical behavior.

Students should have a journal entry for each day of field experience observations. All entries should address at least one of the above areas of focus. A journal entry must contain between 500-750 words. Boot Camp providers may add additional areas of focus for candidates to address in journal entries.