

The beginning (pre-service) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Blind and Partially Sighted** areas of study:

<p>1. Philosophical, Historical, and Legal Foundations of Special Education Common Core: (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: 1.1-1.6, 4.9; 2002 CEC: VI1K2-6; CR: III A; Praxis 0280: I 1-2, III 1-2)</p>	<p>COMMON CORE (CC) CC1 [1.3] models, theories, and philosophies that provide the basis for special education practice CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation. CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups. CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC7 [CC1K7] family systems and the role of families in the educational process. CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups. CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them. CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school. BLIND AND PARTIALLY SIGHTED (VI) VI1 [4.9] Federal entitlements (e.g., American Printing House for the Blind Quota Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments VI2 [VI1K2] historical foundations of education of individuals with visual impairments. VI3 [VI1K3] educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with visual impairments. VI4 [VI1K4] basic terminology related to the structure and function of the human visual system. VI5 [VI1K5] basic terminology related to diseases and disorders of the human visual system. VI6 [VI1K6] issues and trends in special education and the field of visual impairment.</p>
<p>2. Development and Characteristics of Learners Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: <i>see designated</i></p>	<p>COMMON CORE (CC) CC1 [2.1] similarities and differences in the development of individuals with and without disabilities CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs. CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and</p>

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<p><i>test on category-specific competencies docs)</i> VI: (1997 SSC: 2.1-9; 2002 CEC: VI2K1-3; CR III A,B; Praxis 0280: II 1-2)</p>	<p>emotional needs of individuals with disabilities CC4 [CC6K1] effects of cultural and linguistic differences on growth and development. CC5 [CC2K4] family systems and the role of families in supporting development. CC6 [CC2K7] effects of various medications on individuals with exceptional learning needs. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI2K1-3] development of the human visual system, including secondary sense development, and the effect of visual impairment on development. VI2 [2.5] effect of vision loss on cognitive processes VI3 [2.9] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities.</p>
<p>3. Individual Learning Differences Common Core: (1997 SSC: 2.1-4; 2002 CEC: CC3K1-5; CR: II A,B; Praxis: <i>see designated test on category-specific competencies docs)</i> VI: (1997 SSC: 2.1-9; 2002 CEC: VI3K1-3; CR III A,B; Praxis 0280: II 1-2)</p>	<p>COMMON CORE (CC) CC1 [CC3K1] effects an exceptional condition(s) can have on an individual's life. CC2 [CC3K2] impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction. CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI3K1] effects of visual impairment on the family and the reciprocal impact on the individual's self-esteem. VI2 [VI3K2] impact of additional exceptionalities on individuals with visual impairments. VI3 [VI3K3] attitudes and actions of teachers that affect the behaviors of individuals with visual impairments.</p>
<p>4. Instructional Strategies Common Core: (1997 SSC: 4.1-4; 2002 CEC: CC4S1-6; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs)</i> VI: (1997 SSC: 4.1-19; 2002 CEC: VI4K1-19, VI4S1-5; CR III A-C; Praxis 0280 IV 1-5)</p>	<p>COMMON CORE (CC) CC1 [CC4S1] strategies to facilitate integration into various settings. CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student. CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments. CC5 [CC4S5] procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. CC6 [4.5] supports for students making age- and grade-level transitions including the transition to adult life.</p>

	<p>BLIND AND PARTIALLY SIGHTED (VI)</p> <p>VI1 [VI4K1,VI4S4; 4.3,4.10,4.13] instructional practices used in teaching Braille reading and writing and the use of traditional writing tools and devices (e.g., slate and stylus, Braillewriter, and writing guides)</p> <p>VI2 [VI4K2-3] strategies for teaching handwriting to individuals with low vision and signature writing to individuals who are blind.</p> <p>VI3 [VI4K4, VI4K12; 4.16] strategies for teaching listening, compensatory auditory, and perceptual skills to individuals with visual impairments.</p> <p>VI4 [VI4K5; 4.13] strategies for teaching typing and keyboarding skills.</p> <p>VI5 [VI4K6] strategies for teaching technology skills to individuals with visual impairments.</p> <p>VI6 [VI4K7; 4.14] strategies for teaching use of the abacus, talking calculator, tactile graphics and adapted science equipment.</p> <p>VI7 [4.6] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities</p> <p>VI8 [VI4K9] strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.</p> <p>VI9 [4.5] instructional practices used in teaching organization and study skills</p> <p>VI10 [4.18] procedures and application of basic orientation and pre-cane mobility skills (i.e., concepts, trailing, sighted guide techniques, room orientation, sound localization, protective techniques, directional techniques)</p> <p>VI11 [4.19] methods of travel, including public transportation and use of mobility devices and services provided by a ACVREP- (Academy for Certification of Vision Rehabilitation and Education Professionals) certified orientation and mobility specialist (COMS).</p> <p>VI12 [VI4K13] strategies for teaching human sexuality to individuals with visual impairments.</p> <p>VI13 [4.4] curricula for the instruction of social competence, motor, sensory, cognitive, academic, language, affective, and functional life skills for individuals with disabilities</p> <p>VI14 [VI4K16] strategies for teaching career-vocational skills and providing vocational counseling for individuals with visual impairments.</p> <p>VI15 [VI4K17] strategies for promoting self-advocacy in individuals with visual impairments.</p> <p>VI16 [4.8] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments</p> <p>VI17 [VI4K19] strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.</p> <p>VI18 [VI4S1] teach individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies.</p> <p>VI19 [VI4S3] transcribing, proofreading, and interlining materials in contracted literary and Nemeth Braille codes.</p> <p>VI20 [VI4S5] Prepare individuals with visual impairments to access information and services from the community.</p>
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<p>5. Learning Environments and Social Interactions Common Core: (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: 5.1-8, 6.1-5; 2002 CEC: VI5K1-2, VI5S1-3; CR III B,C; Praxis 0280: IV 6)</p>	<p>COMMON CORE (CC) CC1 [5.1] effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices. CC2 [CC5K4 & CC5S7] teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs. CC3 [CC5K5] social skills needed for educational and other environments. CC4 [6.3] strategies for crisis prevention/intervention. CC5 [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. CC6 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. CC7 [CC5K9-10] strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped. CC8 [5.2] universal precautions to maintain healthy and safe environments. CC9 [CC5S2] identifying realistic expectations for personal and social behavior in various settings. CC10 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. CC11 [6.2] community affiliation and advocacy issues and their influence on self-advocacy. CC12 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role. CC13 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction. CC14 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities. CC15 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities. CC16 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages). CC17 [6.5] pragmatic language skills needed for social, educational, and functional-living environments.</p> <p>BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI5K1; 5.7-8] strategies for directing the activities of a classroom paraprofessional and others in an assistive role and for supervising Braille transcribers. VI2 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities VI3 [5.5] strategies for managing time, schedules, learning environment, and other associated variables for providing instruction VI4 [VI5S2] designing multisensory learning environments that encourage</p>
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	<p>active participation by individuals with visual impairments in group and individual activities.</p> <p>VI5 [VI5S3] creating learning environments that encourage self-advocacy and independence for individuals with visual impairments.</p>
<p>6. Communication Common Core: (1997 SSC:7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: 7.1-5; 2002 CEC: VI6K1-2; CR III A,B; Praxis 0280: none apparent)</p>	<p>COMMON CORE (CC) CC1 [CC6K2] characteristics of one’s own culture and use of standard English and the ways in which these can differ from other cultures and uses of language. CC2 [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups. CC3 [CC6K4] augmentative and assistive communication strategies. CC4 [CC6S1] strategies to support and enhance communication skills of individuals with exceptional learning needs. CC5 [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language. CC6 [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI6K1] strategies for teaching alternatives to nonverbal communication. VI2 [VI6S1] strategies for preparing individuals with visual impairments to respond constructively to societal attitudes and actions.</p>
<p>7. Instructional Planning Common Core: (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: ; 2002 CEC: ; CR III A-C; Praxis 0280: IV 3)</p>	<p>COMMON CORE (CC) CC1 [CC7K1] theories and research that form the basis of curriculum development and instructional practice. CC2 [CC7K2] scope and sequences of general and special curricula. CC3 [CC7K3] national, Missouri, and local curricula standards. CC4 [5.4] strategies for using technology to enhance the teaching and learning environment. CC5 [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments CC6 [CC7K5] roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. CC7 [CC8S8] making changes in instruction in response to assessment data. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI7K1] relationships among assessment, individualized education plan development, and placement as they affect vision-related services. VI2 [VI7K2] model programs for individuals with visual impairments and for individuals with additional handicaps.</p>
<p>8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)</p>	<p>COMMON CORE (CC) CC1 [3.3] commonly used principles and terminology of psychometrics. CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process. CC3 [3.5] continuum of placement and service delivery models available</p>

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<p>Common Core: (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: 3.1-9; 2002 CEC: VI8K1-6, VI8S1-6; CR III A,C; Praxis 0280: IV 2, V 3)</p>	<p>for individuals with disabilities emphasizing appropriateness in meeting individual needs. CC4 [3.7] understanding the sequence and interrelatedness of each step of the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans. CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments. CC6 [3.6] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning). CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming. CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI8K1] specialized terminology used in assessing individuals with visual impairments. VI2 [3.9] the terminology and impact of medical, therapeutic, and educational information on assessment and programming VI3 [VI8K2] Ethical considerations, laws, and policies for assessment of individuals with visual impairments VI4 [VI8K3-4; 3.6, 3.8] specialized policies and procedures for prereferral, screening, referral, and identification of individuals with visual impairments. VI5 [3.3] formal and informal assessments, including functional vision assessments and learning media assessments to comply with Braille Instruction RSMo 167.225 VI6 [VI8K6, VI8S2-3, VI8S6; 3.2] strategies for adapting and administering assessments for individuals with visual impairments; and for interpreting and applying information from disability-specific assessment instruments for instructional planning. VI7 [3.7] methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning) VI8 [VI8S5] strategies for gathering background information and family history related to the individual's visual status.</p>
<p>9. Professional and Ethical Practices and Resources Common Core: (1997 SSC: 8.1-3, 4.3; 2002 CEC: CC9K1-4, CC9S1-12; CR: III A,B; Praxis: <i>see designated test on category-</i></p>	<p>COMMON CORE (CC) CC1 [CC9K1] personal cultural biases and differences that affect one's teaching. CC2 [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs. CC3 [CC9K4] Methods of reflective practice that help one remain current regarding research-validated practice. CC4 [4.3] accessing and acquiring curricular content knowledge as</p>

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<p><i>specific competencies docs</i>) VI: (1997 SSC: 8.1-3; 2002 CEC: VI91, VI9S1; CR III A,B; Praxis 0280: III 3, V 5)</p>	<p>needed. CC5 [8.2] ethical practices as defined by appropriate professional learned societies. CC6 [CC9S5] demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs. CC7 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. CC8 [8.1] consumer organizations accessed by individuals with disabilities. CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI9K1] organizations and publications relevant to the field of visual impairment. VI2 [VI9S2] participate in the activities of professional organizations in the field of visual impairment.</p>
<p>10. Collaborative Partnerships Common Core: (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: <i>see designated test on category-specific competencies docs</i>) VI: (1997 SSC: 7.4-10; 2002 CEC: VI10K1-2, VI10S1-2; CR III A,B; Praxis 0280: V 1-4)</p>	<p>COMMON CORE (CC) CC1 [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team. CC2 [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program. CC3 [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities. CC4 [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families. CC6 [7.7] general classroom settings, curriculum, and instructional strategies. CC7 [7.8] techniques that can be used to provide and support services in general education settings. CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings. BLIND AND PARTIALLY SIGHTED (VI) VI1 [VI10K1] strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments. VI2 [VI10K2] services, networks, publications for and organizations of individuals with visual impairments. VI3 [VI10S1] strategies for helping families and other team members understand the impact of a visual impairment on learning and experience. VI4 [VI10S2] structuring and supervising the activities of paraprofessionals and tutors who work with individuals with visual impairments.</p>

<p>11. Central Concepts, Tools of Inquiry, Structures of the Disciplines</p> <p>Common Core: (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: <i>none</i>)</p> <p>VI: (1997 SSC: 4.9; INTASC SPED Principle 1; 2002 CEC: VI7S2-3; CR: III A; Praxis 0280: V 5)</p>	<p>COMMON CORE (CC)</p> <p>CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. Special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history).</p> <p>CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities.</p> <p>CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs.</p> <p>CC4 [CC7S6] strategies for sequencing, implementing, and evaluating individualized learning objectives.</p> <p>CC5 [CC7S7] strategies for integrate affective, social, and life skills with academic curricula.</p> <p>BLIND AND PARTIALLY SIGHTED (VI)</p> <p>VI1 [VI7S2] sequencing, implementing, and evaluating learning objectives based on the expanded core curriculum for individuals with visual impairments.</p> <p>VI2 [VI7S3] obtaining and organizing special materials to implement instructional goals for individuals with visual impairments.</p> <p>VI3 [4.2] proficiency in reading and writing of standard English Braille Grade 2.</p>
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