Introduction

The new standards for special education teachers have been developed to align with the Core Standards For Teachers developed by the North Carolina Professional Teaching Standards Commission, The North Carolina ABC Plus accountability outcomes, and the US Department of Education’s accountability standards established in the Leave No Child Behind legislation. The standards for special education teachers reflect three underlying principles: (1) the quality and effectiveness of special education teachers should be measured by the progress of students with disabilities, (2) the standards must reflect research-validated teaching methods and procedures, and (3) the standards should be explicitly stated and include competency indicators and competency evaluation criteria. Evaluation criteria will be developed during the 2002-2003 school year.

The new special education initial teacher licensing system is designed to emphasize the instructional and educational services that individual students are receiving. In the past the special education teacher licensing system reflected a categorical approach (e.g., BED, MD, SLD) to initial teacher licensing. The initial categorical licenses are replaced with two instructional oriented licenses, Special Education General Curriculum and Special Education Adapted Curriculum. The new license system is designed to emphasize (1) the academic, behavioral and/or developmental progress of students with disabilities; (2) access to, and maintenance in, the standard and/or an adapted standard curriculum; and (3) full participation of students with disabilities in North Carolina’s ABCs of Public Education accountability program.

To assure continued professional development and progress in the multidisciplinary assessment, identification and treatment of students with specific disabilities, specialized advanced licenses, built on the initial licenses, will be maintained as advanced licenses. New standards and competency indicators are presented in this document for the two initial licenses and four advanced licenses as follows:

1. Special Education: General Curriculum (Initial Entry License)

Teachers demonstrating the competencies reflected in the standards for this initial entry license will be qualified to provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Curriculum. The professional responsibilities of teachers holding this license will include (1) intensive and explicit individual and small group instruction for students with disabilities who are demonstrating below grade level achievement in basic skills; (2) planning and maintaining positive behavior supports for students with disabilities; (3) collaboration with general education teachers to maintain students with disabilities at grade level in the standard curriculum; (4) leadership in implementing special education procedures and policies; and (5) special education consultation with general education teachers, parents and other professionals.

This Special Education: General Curriculum license standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized General Curriculum Referenced Standards. In addition the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced, with INTASC standards for beginning teachers. This license replaces the initial teaching licenses in the categorical areas of SLD, MD, BED, and CC.
Standards and Indicators

SPED: General Curriculum Licensure Standards (Initial Entry License)

**Standard 1:** Teachers have a knowledge base for each of the basic skills in language arts and mathematics.

Indicator 1: Know language arts content and curriculum sequence included in the North Carolina Standard Course of Studies, K through 8th grade

Indicator 2: Know the specific structure of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, and Semantics and Syntax)

Indicator 3: Know the mathematics content and curriculum sequence included in the North Carolina Standard Course of Studies K through 8th grade

**Standard 2:** Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.

Indicator 1: Know research-validated learning strategies including strategies related to acquiring, storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement routines

Indicator 2: Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy

**Standard 3:** Teachers teach students to use behaviors that promote success in the learning environment.

Indicator 1: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan

Indicator 2: Demonstrate competency to effectively teach a specific, research-validated, social skills development program

Indicator 3: Demonstrate ability to implement, at classroom and individual student levels, a positive behavior supports school wide program

Indicator 4: Demonstrate competency to implement a positive classroom behavioral management program
Indicator 5: Demonstrate competency to design a self-monitoring program and instruct students on implementation of program

Indicator 6: Instruct students in the utilization of positive communication techniques

Standard 4: Teachers organize effective student learning environments.

Indicator 1: Demonstrate ability to plan, organize, implement and evaluate research-validated peer tutoring approaches to instruction

Indicator 2: Demonstrate ability to maximize the percentage of time students are on task

Indicator 3: Demonstrate ability to plan and organize learning settings for success to include implementation and evaluation of individual, small group, and large group instruction and the communication of schedules, routines and rules

Standard 5: Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress.

Indicator 1: Demonstrate ability to conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations

Indicator 2: Demonstrate ability to conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests

Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.

Indicator 1: Demonstrate ability to assess individual students’ in the use of learning strategies including reading comprehension, writing, mathematics, memory, test-taking, time management, content area learning, self determination and advocacy and effective communications

Indicator 2: Demonstrate ability to plan and implement a series of lessons to teach effective use of the learning strategies in the content and behavior areas indicated in Indicator 1 above

Indicator 3: Demonstrate ability to monitor student progress in the use of learning strategies and the impact on academic performance

Indicator 4: Demonstrate ability to scaffold instruction and procedures to promote student independence (e.g., moving from more supports to few supports)
Indicator 5: Demonstrate ability to assess implement and monitor student use of technology (including assistive technology) throughout the curriculum

Indicator 6: Instruct students in the use of problem-solving techniques relevant to their functioning level (e.g., conflict resolution strategies, self-monitoring of behavior)

**Standard 7:** Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.

Indicator 1: Demonstrate ability to assess individual students’ reading abilities to include a summary of the students reading performance level and assessment of the students’ phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary, and reading comprehension

Indicator 2: Demonstrate ability to effectively plan and teach a comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension, and monitoring students’ progress in the development of reading skills

Indicator 3: Demonstrate ability to assess individual students writing abilities to include a summary of writing performance and an assessment of the student’s fine motor skills, mechanics of writing, writing fluency and written expression

Indicator 4: Demonstrate ability to effectively plan and teach writing using a continuous series of daily instructional lessons, which include explicit, multisensory teaching strategies

Indicator 5: Demonstrate ability to assess and summarize an individual students’ mathematical abilities to include an assessment of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts

Indicator 6: Demonstrate ability to effectively plan and teach a continuous series of daily instructional lessons that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the NC General Curriculum, using multisensory methods, continuing cycles of review, sequence from concrete to abstract, real word applications, and monitoring the students progress in the development of mathematical skills

**Standard 8:** Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum
**Standard 9**: Teachers know the process and procedures for providing special education services.

Indicator 1: Demonstrate knowledge of pre-referral intervention and facilitate effective referral process

Indicator 2: Demonstrate ability to participate effectively in the multidisciplinary evaluation to include the administration and interpretation of educational assessments and understanding and interpreting psychological reports

Indicator 3: Demonstrate ability to appropriately participate in the case conferencing and writing of effective IEPs that are aligned with the general curriculum and facilitate student and parent involvement

Indicator 4: Demonstrate ability to effectively implement the objectives of the IEP including transition planning and post-school education and employment

**Standard 10**: Teachers collaborate and consult with general education teachers, parents and other professionals.

Indicator 1: Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills

Indicator 2: Demonstrate knowledge of a variety of effective instructional modifications and the ability to use them appropriately in general education classrooms

Indicator 3: Demonstrate ability to effectively communicate with and supervise para-educators

Indicator 4: Demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for students with disabilities.

**Standard 11**: Teachers pursue continued professional development and learning to improve schools and advance knowledge

Indicator 1: Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations

Indicator 2: Demonstrate advocacy for effective services for students with disabilities through a variety of activities including staff development presentations and communications with other professionals and community groups