

1.0 Common Core: Foundations of Special Education	
Knowledge	
K1.1	Models, theories, philosophies, and regulatory history that form the basis for special education practice. <ul style="list-style-type: none"> • Continuum of placement and services available for individuals with disabilities • Principles of normalization and concept of least restrictive environment • Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. • Historical, philosophical, and legal basis of services for young children with and without disabilities.
K1.2	Washington Administrative Code for Special Education.
K1.3	Variations in beliefs, traditions, and values across and within cultures and their effects of the relationships among child, family, and schooling.
K1.4	Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds.
K1.5	Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services.
K1.6	Rights and responsibilities related to disabilities.
K1.7	Variety of ways different cultures understand disabilities and illness.
K1.8	Potential impact of differences in values, languages, and customs that can exist between the home and school.
K1.9	Laws, policies, and ethical principles regarding individual and group behavior management planning and implementation.
K1.10	Definitions and issues related to the identification of individuals with disabilities.
K1.11	The legal, judicial, and educational systems to assist individuals with disabilities.
K1.12	Laws and policies related to provision of specialized health care in educational settings.
K1.13	Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.
K1.14	Current trends and issues in early intervention (Birth to three), early childhood education, early childhood special education, and special education
K1.15	Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA)
Skill	
S1.1	Articulate personal philosophy of special education.
S1.2	Use WAC as source document for design and implementation of special education and related services.
S1.3	Use strategies from multiple theoretical approaches for individuals with disabilities.
S1.4	Identify similarities and differences of major provisions of Part B and Part C of IDEA.
2.0 Common Core: Characteristics Of Learners	
Knowledge	
K2.1	Typical and atypical human growth and development.
K2.2	Similarities and differences of individuals with and without disabilities.
K2.3	Similarities and differences among individuals with disabilities.
K2.4	Educational implications of characteristics of various disabilities.
K2.5	Effects a disability(ies) can have on an individual's life.

K2.6	Characteristics and effects of the cultural and environmental milieu on the child and the family.
K2.7	Effects of cultural, socio-economic, and linguistic differences on growth and development.
K2.8	Effects of various medications on individuals with disabilities.
K2.9	Current and historical theories of diagnosis and etiology.
K2.10	Impact of sensory impairments, physical and health disabilities on individuals, families and society.
K2.11	Etiologies and medical aspects of conditions affecting individuals with disabilities
K2.12	Impact of a delay or disability on psychological and social-emotional development.
K2.13	Common etiologies and the impact of sensory disabilities on learning and experience.
K2.14	Types and transmission routes of infectious diseases associated with disabilities.
K2.15	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development.
Skill	
S2.1	Access information on disabilities.
S2.2	Monitor and communicate the effects of various medications on individuals with disabilities.
S2.3	Use current information on etiology and diagnosis to inform instructional practice.
S2.4	Apply theories of child development, both typical and atypical and apply current research with emphasis on cognitive, motor, social-emotional, behavioral, communication including second language acquisition, adaptive, and aesthetic, development in learning situations, family, and community contexts.
S2.5	Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
3.0 Common Core: Individual Learning Differences	
Knowledge	
K3.1	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
K3.2	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling.
K3.3	Cultural perspectives influencing the relationships among families, schools, and communities as related to specially designed instruction.
K3.4	Differing ways of learning of individuals with disabilities and strategies for addressing these differences.
K3.5	Impact of multiple disabilities on behavior.
Skill	
S3.1	Select, adapt, and use instructional strategies and materials according to characteristics of the learner.
S3.2	Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences.
4.0 Common Core: Assessment, Diagnosis, and Evaluation	
Knowledge	
K4.1	Basic terminology used in assessment of individuals with disabilities.
K4.2	Legal provisions and ethical principles regarding assessment of individuals.

K4.3	Childfind screening, pre-referral, referral, and eligibility procedures.
K4.4	Use and limitations of instruments and procedures for assessing individuals with disabilities including young children.
K4.5	Assessment accommodations, modifications, and alternatives and when to apply each.
K4.6	Use of technology to conduct individualized assessment.
K4.7	Knowledge of reliable methods of response of individuals who lack typical communication and performance abilities.
Skill	
S4.1	Collaborate with families, related service personnel and others in assessment of individuals with disabilities.
S4.2	Create and maintain records.
S4.3	Gather relevant background information including families
S4.4	Develop and administer nonbiased, informal assessments.
S4.5	Use formal and informal assessments including observation methods.
S4.6	Interpret information from formal and informal assessments.
S4.7	Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services.
S4.8	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
S4.9	Select, adapt and modify individualized assessment strategies including accommodations and alternative assessment.
S4.10	Use assessment information in making eligibility, program, and placement decisions for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
S4.11	Evaluate instruction and monitor progress of individuals with disabilities at least as often as prescribed by LEA policy.
S4.12	Identify supports needed for inclusion.
S4.13	Use technology to conduct assessment.
S4.14	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.
S4.15	Monitor behavior changes across subjects and activities.
S4.16	Use assessment results to develop instructional plans.
S4.17	Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting, including knowledge of resources specifically designed to articulate early childhood curriculum to the state learning goals.
S4.18	Communicate and integrate assessment results from others as an active team participant in the development and implementation the Individual Educational Program (IEP) and Individual Family Service Plan (IFSP).
5.0 Common Core: Planning, Content and Practice	
Knowledge	
K5.1	Characteristics and demands of the continuum of service options.
K5.2	Scope and sequence of general and special curricula, and materials, including the EALRs.
K5.3	Methods for increasing positive impact on student learning in reading.
K5.4	Methods for increasing positive impact on student learning in mathematics.
K5.5	Methods for increasing positive impact on student learning in written expression.

K5.6	Learning strategies and study skills to acquire and demonstrate academic content.
K5.7	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
K5.8	Pre-referral prevention and intervention strategies.
K5.9	Strategies for integrating student initiated learning experiences into ongoing instruction.
K5.10	Theories and research that form the basis of curriculum development and instructional practice.
K5.11	Technology for planning and managing the teaching and learning environment.
K5.12	Roles and responsibilities of the paraeducator.
K5.13	Model career, vocational, and transition programs for individuals with disabilities.
Skill	
S5.1	Develop and select instructional content, resources, and strategies that respond to the state learning goals and to cultural, linguistic, and gender differences.
S5.2	Implement instruction that is explicitly connected to assessment results.
S5.3	Develop and implement comprehensive, longitudinal IEPs in collaboration with team members.
S5.4	Choose and use technologies in the instructional process incorporating assistive technologies into the educational program.
S5.5	Develop plans which align with general curriculum including state learning goals, EALRs and benchmarks. <ul style="list-style-type: none"> • modifications • accommodations
S5.6	Use strategies to facilitate integration into various settings.
S5.7	Use methods to teach reading that are appropriate.
S5.8	Use methods to teach mathematics that are appropriate.
S5.9	Use methods to teach written expression that are appropriate.
S5.10	Involve the individual and family in setting instructional goals and monitoring progress.
S5.11	Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to the goals and objectives of the IEP.
S5.12	Sequence, implement, and evaluate individual learning objectives, including the appropriate use of the EALRs.
S5.13	Integrate affective, social, and life skills with academic curricula, including the appropriate use of the state learning goals.
S5.14	Use strategies for facilitating maintenance and generalization of skills across learning environments.
S5.15	Use instructional time to positively impact student learning.
S5.16	Teach individuals to use problem solving and other cognitive strategies to meet their needs.
S5.17	Use strategies that facilitate all transitions for individuals with disabilities. <ul style="list-style-type: none"> • early intervention to preschool • preschool to elementary • elementary to middle level • middle level to high school • high school to beyond • individualized alternative settings to school
S5.18	Conduct self-evaluation of instruction.

S5.19	Make responsive adjustments to instruction based on ongoing assessment of student learning and document appropriately.
S5.20	Develop and select instructional content, resources, and strategies that respond to the cultural, linguistic, and gender differences of the individual.
S5.21	Prepare lesson plans and organize materials for self and others: <ul style="list-style-type: none"> • paraeducators • general educators • early childhood education providers
S5.22	Integrate academic instruction and behavior management.
S5.23	Plan for the integration of related services' goals and objectives into the educational programs.
6.0 Common Core: Planning and Managing the Teaching and Learning Environment	
Knowledge	
K6.1	Basic classroom management theories and strategies for individuals with disabilities.
K6.2	Research-based best practices for effective management of teaching and learning in individual, small group and large group settings.
K6.3	Ways to use technology in planning and managing the teaching and learning environment.
K6.4	Positive impact on student learning from the involvement of classroom volunteers, peer tutors, and paraeducators.
K6.5	Paraeducator recommended core competencies.
K6.6	Understand the need for general education and special education staff to coordinate learning programs to meet students' needs.
K6.7	Strategies related to accessibility and acceptance of individuals with disabilities.
K6.8	Specialized health care interventions for individuals with physical and health disabilities in educational settings.
Skill	
S6.1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
S6.2	Use strategies to facilitate effective integration of students into their least restrictive environments.
S6.3	Prepare and organize materials to implement special education/related services, goals, and objectives of the IEP, and daily lesson plans.
S6.4	Design a learning environment that encourages active participation in individual and group activities.
S6.5	Design and manage effective daily routines.
S6.6	Direct, observe, evaluate, and provide feedback to classroom volunteers and peer tutors.
S6.7	Create an environment that encourages self-advocacy, increased independence, accessibility, and acceptance.
S6.8	Use universal precautions related to health issues.
S6.9	Use reasonable precautions related to safety issues (e.g., lifting mobility).
S6.10	Teach strategies to support students in developing skills in self advocacy.
S6.11	Design, implement, and evaluate instructional strategies for medical self-management procedures.

S6.12	Design an/or provide instruction in a variety of educational settings including community based settings.
S6.13	Implement nutrition and feeding strategies.
S6.14	Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services.
7.0 Common Core: Managing Student Behavior and Social Interaction Skills	
Knowledge	
K7.1	Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, and aversive therapy.
K7.2	Teacher and institutional attitudes and behaviors that influence behavior of individuals with disabilities.
K7.3	Social skills needed for education, community living, and other environments.
K7.4	Strategies for crisis prevention and intervention.
Skill	
S7.1	Use a variety of effective behavior management strategies, including, but not limited to, functional behavioral analysis and behavior intervention plans.
S7.2	Use the least intrusive behavior management strategy consistent with the needs of the individual learner.
S7.3	Modify the learning environment to manage behaviors.
S7.4	Use individual and group management and problem solving techniques to develop positive and supportive relationships with children, to encourage and teach positive social skills and interaction among children, to promote positive strategies of conflict resolution, and to develop personal self control, self motivation, and self esteem.
S7.5	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group or individual.
S7.6	Select and implement methods of behavioral support and management for young children with disabilities, including a range of strategies from the less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).
8.0 Common Core: Communication and Collaborative Partnerships	
Knowledge	
K8.1	Culturally and socio-economically responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members.
K8.2	Concerns of families of individuals with disabilities and strategies to help address these concerns.
K8.3	Roles of families, school and community personnel, and individuals with disabilities, in identifying, assessing, and providing services to individuals with disabilities.
K8.4	Apply family systems theory and knowledge of dynamics, roles, and relationships within families and communities.
K8.5	Laws, policies/regulations, and ethical principles related to confidentiality.
K8.6	Models and strategies of consultation and collaboration.
K8.7	Family/community education programs that provide information and resources concerning individuals with disabilities.
K8.8	Co-planning and co-teaching methods to strengthen content acquisition.

K8.9	Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.
Skill	
S8.1	Maintain confidential communication/documentation with others about individuals with disabilities.
S8.2	Use strategies to create positive connections between families and professionals.
S8.3	Assist individuals with disabilities and their families in becoming active participants in the educational team.
S8.4	Plan and conduct collaborative conferences with individuals with disabilities and their families.
S8.5	Collaborate with school personnel and community members to integrate and accommodate individuals with disabilities into various settings.
S8.6	Communicate with school personnel about the characteristics and needs of individuals with disabilities.
S8.7	Communicate effectively with families of students from all backgrounds.
S8.8	Use verbal, nonverbal, and written language effectively.
S8.9	Use problem solving and conflict resolution skills to develop, implement and evaluate collaborative activities.
S8.10	Model techniques and coach others in the use of instructional methods and accommodations.
S8.11	Use local, community, and state and federal resources to assist in programming with individuals with disabilities.
S8.12	Coordinate activities of school personnel to maximize the benefits of specially designed instruction.
S8.13	Collaborate with team members to assess and plan transitions.
S8.14	Participate in the assessment, selection, and implementation of assistive technologies.
S8.15	Establish and maintain rapport with students, parents, and colleagues.
S8.16	Participate in planning for transitions in collaboration with families and other agencies..
S8.17	Apply various models of consultation in diverse settings such as: <ul style="list-style-type: none"> • General educators • Related services personnel • Parents and families • Administrators
9.0 Common Core: Professionalism and Ethical Practices	
Knowledge	
K9.1	Characteristics of one's own culture and socio-economic status and use of language and the ways in which these can differ from other cultures and uses of language.
K9.2	Personal, cultural and socio-economic biases and differences that affect one's teaching.
K9.3	Importance of the teacher serving as a model for individuals with disabilities.
K9.4	Ways of behaving and communicating among cultures and various socio-economic groups that can lend themselves to misinterpretation and misunderstandings.
K9.5	Professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues.
K9.6	Methods to remain current regarding state and federal policy, professional standards, and research-validated practice.

Skill	
S9.1	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities.
S9.2	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students.
S9.3	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
S9.4	Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues.
S9.5	Conduct professional activities in compliance with applicable laws and policies/regulations.
S9.6	Reflect upon his/her own professional practice and develop, implement, and evaluate a professional growth plan.
S9.7	Respect parents' choices and goals for children/students and communicate effectively with parents about curriculum and children's progress.
S9.8	Read and critically apply research and recommended practices.