

Crosswalk: Previous versus New Special Education Low Incidence Standards

General Information about this Revision:

- » Changed name of standards and endorsement area from Functional to Low Incidence. The committee felt that the term “Functional” was outdated and information from licensure officers at Institutes of Higher Education (IHEs) indicated that other states did not understand what areas the term Functional covered/what was the categorical area(s) of special education expertise of our candidates.
- » Changed the Standard format and language to 8 separate Standards that are then broken down into Functions, and further divided into Content Knowledge (what the candidate needs to know) and Professional Skills (what the candidate needs to be able to do).
- » The Standards have accompanying functions for each separate part of the Standard, assuring that programs understand completely what must be covered and what are the candidate learning and performance expectations for the Standard in its entirety.
- » Describes what is effective teaching that leads to improved student learning.
- » Added appropriate updated language and content.
- » Clearly differentiated between the High Incidence and Low Incidence standards to reflect the unique learning needs of this population and the special skills needed by the educators.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #1 The teacher of students with functional curriculum needs demonstrates understanding of philosophical, historical, and legal foundations of education and special education.</p>	<p><u>Standard 1: Professional Learning & Ethical Practice</u></p> <p><i>The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.</i></p>	<p>Additions to: Expanded the Standard to include the following functions:</p> <ul style="list-style-type: none"> • Function 3: Teacher of students with low incidence disabilities understands culture, language and value-based beliefs that impact partnerships with families and the education of students. • Function 4: Teacher of students with low incidence disabilities knows the importance of and practices lifelong professional development. • Added emphasis on partnerships and lifelong professional development by the educator. • <p>Added knowledge and skills specific to the low incidence population:</p> <ul style="list-style-type: none"> • PS1.1.1c Follows laws and policies related to provision of <u>specialized health care in educational and community settings</u>. • PS1.2 - 1, 2, and 3 included the ability to articulate a

		<p>personal philosophy of education related to education of students and their access and participation in the general curriculum and general education/inclusive and community environments based on historical foundations, models, theories, ethics and current research and issues, including how these impact practices. This is a critical addition as it relates to an emphasis on integration for low incidence students particularly those with multiple and significant needs.</p> <ul style="list-style-type: none"> Includes language about anti-bullying in the standard as well as the use of person-first language in all forms, oral and written
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Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #2 The teacher of students with functional curriculum needs demonstrates understanding of learners’ diversity and provides support for students’ cognitive, physical, social, and emotional development.</p>	<p><u><i>Standard 2: Learner Development and Individual Learning Differences</i></u></p> <p><i>The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.</i></p>	<p>Additions to:</p> <ul style="list-style-type: none"> Standard #2 relates directly to learning differences and how to address them. Expanded this Standard to include the following as necessary for development and learning: <ul style="list-style-type: none"> The use of chronologically age-appropriate educational experiences Stresses cultural impact on development and learning Collaboration with family members, medical, health, and related service providers Recognizes the challenges of sensory differences Emphasis on recognizing, presuming, and securing support for participation and learning in general education settings and activities.

Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #3 The teacher of students with functional curriculum needs demonstrates effective educational assessment, diagnosis, and evaluation skills.</p>	<p><u><i>Standard 3: Assessment</i></u></p> <p><i>The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.</i></p>	<p>Additions to:</p> <ul style="list-style-type: none"> Emphasis on using alternate assessment when necessary Includes the construction, purpose, use, and limitations between the various assessments appropriate for use with learners with low incidence disabilities. Stresses collaboration with families in conducting evaluation/assessment including functional behavioral

		assessments. <ul style="list-style-type: none"> • Includes the use of new principles of <ul style="list-style-type: none"> ○ Universal Design for Learning (UDL) ○ Kansas Multi-Tier System of Supports (MTSS) ○ Response to Intervention (RtI)
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Standard 4

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #4 The teacher of learners with functional curriculum needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing instruction.	<u>Standard 4: Curricular Content Knowledge</u> <i>The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.</i>	Additions to: <ul style="list-style-type: none"> • Stresses access to the general education curriculum including adaptations and modifications • Includes interventions that addresses social engagement, friendships, and supports from same-age peers in inclusive settings • A specific Function related to understanding and ability to use the equipment to meet the needs of low incidence learners: <ul style="list-style-type: none"> ○ To support communication, mobility, health care, and functioning in daily routines • A specific Function around curricular development to address college and career readiness, self-determination, and transitions to adulthood.

Standard 5

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #5 The teacher of students with functional curriculum needs promotes learning by providing planned, orderly, supportive environments.	<u>Standard 5: Instructional Planning & Strategies</u> <i>The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.</i>	Additions to: <ul style="list-style-type: none"> • This Standard is around selecting, adapting, accommodating, and implementing instructional planning • Emphasis is placed on research and evidence-based strategies and technologies • Includes a list of areas that need to be included on the IFSP/IEP • Knows methods specific to the low incidence learner population including task analyses, discrepancy analysis, ecological inventories and informal assessments and can use to plan instruction • Included ability to use strategies specific to the low incidence learner population including

		<ul style="list-style-type: none"> ○ Differentiated instruction of individuals, small, and large groups ○ Strategies for facilitating maintenance and generalization of knowledge and skills across learning environments ○ Demonstrates appropriate body mechanics to ensure student and teacher safety in transferring, lifting, positioning, seating, and management and/or crisis intervention ● Added a Function that specifically addressed the educator knowing the roles and responsibilities of the teaching assistants (paraeducators) and knows how to supervise, direct, model techniques, and coach them in the use of instructional methods and adaptations and accommodations.
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Standard 6

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #6 The teacher of students with functional curriculum needs demonstrates knowledge and skill in facilitating positive behavioral supports and developing social interaction skills.</p>	<p><u><i>Standard 6: Learning Environments</i></u></p> <p><i>The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i></p>	<p>Additions to:</p> <ul style="list-style-type: none"> ● Emphasis on the learning environment and its impact on classroom management ● Designs/creates learning environments that do the following: <ul style="list-style-type: none"> ○ Encourages active participation ○ Promotes positive social and communicative behaviors ○ Meets individual need for sensory input and integration ○ Promotes self-advocacy, self-determination, and independence ○ Positive behavioral supports ○ Plans for needs during emergency and crisis situations ○ Supports generalization

Standard 7

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #7 The teacher of students with functional curriculum needs demonstrates effective communication and collaborative</p>	<p><u><i>Standard 7: Collaboration</i></u></p> <p><i>The special educator of students with low</i></p>	<p>Additions to:</p> <ul style="list-style-type: none"> ● Fosters respectful and beneficial relationships ● Encourages active participation by families

<p>partnerships.</p>	<p><i>incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.</i></p>	<ul style="list-style-type: none"> • Collaborates to plan for transitions • Collaborates with family members when individualizing for students who are chronically or terminally ill • Uses group problem-solving skills • Seeks preferences in communication modes from family members, administrators, related service professionals, and other school staff and community members • Respects cultural and linguistic differences • Seeks to locate and provide resources for families, students, school professionals/staff to increase access and participation in general curriculum, content, and skill acquisition
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Standard 8

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard #8 The teacher of students with functional curriculum needs demonstrates professionalism and ethical practices.</p>		<p>There is no Standard #8 in the Revised Standards. The revision committee was able to handle all of the content and skills in 7 standards.</p>

* Note: There are two components in the standards column: subject and the standard. The subject helps the reader to see at the glance what the standard is about before going in to the actual language of the standard. The function column is for essential areas broken down from the actual standard.