SPECIAL EDUCATION: PK-8 CERTIFICATION

Goals and Objectives

Goal 1: Students will demonstrate knowledge of PK-8 learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive grade PK-8 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring

Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge to use research-based instructional planning and strategies

Objective 4.1: The student will be able to identify an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrate the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

Endorsement Goals and Objectives

Autism Spectrum Disorders Endorsement

Goal 1: Students will demonstrate knowledge of the characteristics and etiology of ASD

Objective 1.1: The student will describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli.

Objective 1.2: The student will identify and describe various diagnostic instruments and procedures, including their strengths and limitations.

Goal 2: Students will demonstrate an understanding of the use of assessment for instructional planning

Objective 2.1: The student will plan, structure, and conduct assessment for students with ASD.

Objective 2.2: The student will identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide assessments for students with ASD.

Goal 3: Students will demonstrate the ability to plan instructional interventions and methods across settings and grade levels.

Objective 3.1: The student will describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.

Objective 3.2: The student will demonstrate the ability to organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels.

Goal 4: Students will demonstrate the skills necessary to effectively collaborate with families, agencies, and the community

Objective 4.1: The student will demonstrate the ability to facilitate family and school collaboration by demonstrating sensitivity to the range of the impact that ASD may have on the family system.

Objective 4.2: The student will identify various agencies and community systems that support students with ASD in home, community, and work settings

Education of the Deaf and Hard of Hearing:

Goal 1: The student will demonstrate knowledge of learners who are deaf and hard of hearing.

Objective 1.1: The student will describe the range of programming for a classroom with students who are deaf and hard of hearing.

Objective 1.2: The student will analyze case studies of communication modes for deaf and hard of hearing learners.

Goal 2: The student will demonstrate an understanding of learners who have hearing losses from mild to profound.

Objective 2.1: The student will define the classifications of hearing loss.

Objective 2.2: The student will describe the characteristics of learners in a classroom where a variety of hearing losses and methods of communication occur.
Goal 3: The student will demonstrate knowledge of appropriate practices encountered in the education of deaf and hard of hearing learners.

Objective 3.1: The student will define the eight areas of concern of the Pennsylvania Agenda for Students who are Deaf and Hard of Hearing.

Objective 3.2: The student will evaluate educational placement options for deaf and hard of hearing students.

Goal 4: The student will demonstrate knowledge of current trends used in the education of deaf and hard of hearing learners.

Objective 4.1: The student will implement and reflect upon pedagogical strategies used with learners who are deaf and hard of hearing.

Objective 4.2: The student will identify strategies to support specially designed instruction across educational environments.

Objective 4.3: Based on knowledge of the Wilson Reading System, demonstrate an understanding of the content and methods of teaching Steps 4-6 of the Wilson Reading System.

Objective 4.4: Based on knowledge of the Wilson Reading System, demonstrate mastery in the teaching of decoding, encoding, fluency, comprehension, and vocabulary.

Objective 4.5: Based on knowledge of the Wilson Reading System, demonstrate diagnostic skill assessment and planning for a student with reading challenges.

Objective 4.6: Demonstrate an understanding of the language concepts through accurate teaching with multisensory procedures.

Objective 4.7: Demonstrate student success and mastery of decoding and encoding skills.

Objective 4.8: Demonstrate understanding of and ability to implement progress monitoring.

Prerequisites

Students applying for Special Education certification must have a valid Pennsylvania Instructional I Teaching Certification. In the event that Pennsylvania Instructional I has not yet been acquired, the student must be in the process of obtaining it. A Master’s degree in Special Education is available with 3 additional courses (electives); the various suggested tracks are listed below.

Certification Requirements PK-8 or 7-12

- GPA
- Pass ES Pearson Spec Ed PK-8 Module 1 (8011) and Spec Ed PK-8 Module 2 (8012) (www.pa.nesinc.com (http://www.pa.nesinc.com))

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<td>DiagnosticAsses/ProgressMon</td>
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Select one of the following:

- SPE 638/638F Incl Prac/Stud Teach PK-8
- SPE 639/639F Incl Prac/Stud Teach 7-12

Special Education Elective Tracks

Autism Spectrum Disorders Endorsement

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Note: F courses are those that have a field assignment.