



SPECIAL EDUCATION

Domain Competencies for Clinical Practice Observation

Education Specialist – Moderate/Severe

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.
2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.
3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities, and students who are also English Language learners.
4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.
5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

7. Demonstrates knowledge of confidentiality provisions and requirements.
8. Demonstrates working knowledge of basic tests and measurement principles.
9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities including students who are also English language learners, collecting and using multiple sources of information to assess student learning.
10. Involves and guides all students in assessing their own learning.
11. Uses the results from a variety of data collection strategies and assessments to guide instruction.
12. Assesses a variety of environments for opportunities to facilitate students' social interactions.
13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team.

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

14. Connects students' prior knowledge, life experiences, and interests with learning goals.
15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.

16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.
18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.
22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
23. Establishes and articulates short and long term goals to foster student learning.
24. Demonstrates the knowledge and skills to assess students' communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.
25. Develops and sequences instructional activities and materials for student learning.
26. Develops and uses effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.
27. Effectively utilizes space, time, equipment and technology.
28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.
30. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.
31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.
32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.
34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.
36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.
37. Promotes social development and responsibility.
38. Manages learning environments efficiently and in a manner that is safe.
39. Emphasizes teaching and facilitating the development of communication that promotes choice-making, independence, and self-advocacy.
40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.
41. Demonstrates the skills to facilitate individual students' initiation of and generalized use of mobility and other functional motor movements to promote participation and involvement in activities.

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities and those who are also English language learners.
45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.
47. Continually establishes professional goals and pursues opportunities to grow professionally.
48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.
49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.
50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.