## 006.57 Special Education Generalist

006.57A Grade Levels: K-8~~6,~~  ~~7~~-6-12; K-12

006.57B Endorsement Type: K-8~~6~~ or ~~7~~6-12 – Subject;

 K-12 – Field

006.57C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth through age 21 who have one or more verified disabilities.

006.57D Certification Endorsement Requirements: This endorsement requires:

006.57D1 For a Subject endorsement, kindergarten through grade six (K-8~~6~~), or grades ~~seven~~ six through twelve (~~7~~6-12), a minimum of ~~42~~ 30 semester hours is required, ~~of~~ which ~~30 semester hours~~ must be special education content coursework; or

006.57D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of ~~51~~ 36 semester hours is required, ~~of~~ which ~~36 semester hours~~ must be special education content coursework.

006.57E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.57F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test, or possess 2 years of special education teaching experience, for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators (20~~12~~20).

**Field and Clinical Experience Standard**

Special education candidates progress through a series of developmentally sequenced field and clinical experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

**Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Component 1.1:** Candidates practice within ethical guidelines and legal policies and procedures.

**Component 1.2:** Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

**Component 1.3:** Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

**Standard 2: Understanding and Addressing Each individual’s Development and Learning Needs**

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

**Component 2.1:** Candidates apply understanding of human growth and development to create individualized learning experiences across the social/emotional, physical, cognitive, and language domains.

**Component 2.2:** Candidates address individualized strengths and needs of students with exceptionalities by differentiating instruction including methods, materials, and environments.

**Component 2.3:** Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities to plan and implement learning experiences and environments.

**Component 2.4:** Candidates apply knowledge and understanding of the individual learning needs of students to provide them with the least restrictive environment.

**Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for individuals with exceptionalities.

**Component 3.1:** Candidates apply their understanding of academic grade level standards, extended standards, and general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

**Component 3.2:** Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts.

**Component 3.3:** Candidates implement an evidence-based alternate curriculum to address skills and strategies that students with disabilities need to access the extended standards successfully within a variety of contexts.

**Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

**Component 4.1:** Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

**Component 4.2:** Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

**Component 4.3:** Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

**Standard 5: Supporting Learning Using Effective Instruction**

Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Component 5.1:** Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

**Component 5.2:** Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

**Component 5.3:** Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

**Component 5.4:** Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

**Component 5.5:** Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

**Component 5.6:** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

**Standard 6: Supporting Social, Emotional, and Behavioral Growth**

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

**Component 6.1:** Candidates use effective routines and procedures to create safe, caring, respectful and productive learning environments for individuals with exceptionalities.

**Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

**Component 6.3:** Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

**Standard 7: Collaborating with Team Members**

Candidates apply team processes and communication strategies to professionally collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

**Component 7.1:** Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs.

**Component 7.2:** Candidates professionally collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

**Component 7.3:** Candidates professionally collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

**Component 7.4:** Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families.

**~~Standard 1. Learner Development and Individual Learning Differences.~~** ~~Special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.~~

~~Element 1.1 Special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.~~

~~Element 1.2 Special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.~~

**~~Standard 2. Learning Environments~~** ~~Special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.~~

~~Element 2.1 Special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.~~

~~Element 2.2 Special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.~~

~~Element 2.3 Special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.~~

**~~Standard 3. Curricular Content Knowledge.~~** ~~Special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.~~

~~Element 3.1 Special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.~~

~~Element 3.2 Special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.~~

~~Element 3.3 Special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.~~

**~~Standard 4. Assessment.~~** ~~Special education professionals use multiple methods of assessment and data-sources in making educational decisions.~~

~~Element 4.1 Special education professionals select and use technically sound formal and informal assessments that minimize bias.~~

~~Element 4.2 Special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.~~

~~Element 4.3 Special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with disabilities.~~

~~Element 4.4 Special education professionals engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.~~

**~~Standard 5. Instructional Planning and Strategies.~~** ~~Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.~~

~~Element 5.1 Special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.~~

~~Element 5.2 Special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.~~

~~Element 5.3 Special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.~~

~~Element 5.4 Special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.~~

~~Element 5.5 Special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~

~~Element 5.6 Special education professionals teach to mastery and promote generalization of learning.~~

~~Element 5.7 Special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.~~

**~~Standard 6. Professional Learning and Ethical Practice.~~** ~~Special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.~~

~~Element 6.1 Special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.~~

~~Element 6.2 Special education professionals understand how foundational knowledge and current issues influence professional practice.~~

~~Element 6.3 Special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.~~

~~Element 6.4 Special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.~~

~~Element 6.5 Special education professionals advance the profession by engaging in activities such as advocacy and mentoring.~~

~~Element 6.6 Special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.~~

**~~Standard 7. Collaboration.~~** ~~Special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.~~

~~Element 7.1 Special education professionals use the theory and elements of effective collaboration.~~

~~Element 7.2 Special education professionals serve as a collaborative resource to colleagues.~~

~~Element 7.3 Special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.~~