SPECIALIST CREDENTIAL IN PHYSICAL AND HEALTH IMPAIRMENTS

STUDENT TEACHING HANDBOOK
Specialist Credential in Physical and Health Impairments (PHI)
SPED 726

Catalog Description
Education workshop/seminar for student teachers. Reviews planning, guiding, and evaluation experiences of students with physical disabilities.

Knowledge Base Theme
Preparing reflective and innovative professionals as leaders to insure the educational development of diverse populations within dynamic educational contexts. The goal and objectives of this course meet the following areas of the knowledge base: (a) Progressive development of reflective practitioners, and (b) Research and experience-based principles of effective teaching-learning practices.

Scope, Content and Projected Learning Outcomes of the Course
The course is divided into different kinds of learning experiences: (1) Exchange of ideas with other student teachers, university supervisors and in-service teachers; (2) Discussion of situations which arise in student teaching; (3) Dissemination of information about placement files; (4) Planning and reviewing lesson plans; (5) Meeting personal objectives; and (6) Completion of activities such as those listed later in this syllabus.

Evaluation
Evaluation of student performance will be made in one of two ways: (1) Using the following scale in conjunction with items described in the Student Teaching Workshop Syllabus, or (2) Determining grades in an alternate manner as determined by the University Instructor and the Candidate.

Evaluation Key:

1 = Outstanding  Mastery of skill including initiative, generalized use of competence, and appropriate action regarding independent analysis of needed changes. (No longer needs University Supervisor or Site Supervisor monitoring.)

2 = Very strong  Exceeds minimum requirements in workshop activities. Demonstrates initiative and ability to analyze lesson plans and ongoing classroom operations.

3 = Satisfactory  Performance meets minimal standards. Satisfactorily carries out teacher directed or practicum required competencies and activities.

4 = Changes Needed  Need for more information, intervention, and/or practice to be effective in this area. Interpersonal interactions need improvement for use with varieties of support and advising personnel.

5 = Weak  Performance does not demonstrate understanding of basic strategies and/or basic theoretical concepts. Question if competencies and other
skills including appropriate communication and interpersonal skills will prevail past the formal student teaching experience.

6 = Unsatisfactory Specific direction from teacher/supervisor does not alter identified opportunities for improvement.

NA Not applicable and/or observed.
NO No opportunity to practice skill in this area.

The following scoring key will follow each recommended activity:

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(University Instructor/Supervisor; date)

**Grading**

Potential scores of 4 or less on the “Evaluation Scale” will be reviewed with a University Instructor responsible for evaluating Student Teaching Workshop activities and the candidate. Action plans will be developed. An Incomplete Grade in the course may be recommended to give the candidate extended time to demonstrate improvement. Improvements will be documented by a University Instructor before students are given a final evaluation in Student Teaching Workshop and a grade for the coursework.

**When Grade is C and Below:**

Complete activities listed for the Grade of C with less than satisfactory completion as determined by the University instructor. Conferences between University Instructor, University Supervisor (if different than the Instructor) and the Candidate will be held to determine further actions.

**For Grade of C; Satisfactory completion of the following:**

A. Before the second week of the semester, complete application process for the Credential Approved Program (CAP) as outlined by the Credentials Office in the School of Education.

B. Provide the University Instructor with the format in which your lesson planning and follow-up evaluation of direct instruction will be documented. Plan for subject area units of study for groups or individual students. Plan to collaborate in meeting IEP Goals and Objectives for Individuals. See attached model for “Planning and Evaluating Instructions”

**and, when appropriate:**

C. Provide the University Instructor with format in which collaborative/consultation activities and results will be planned and documented during your student teaching experience. See attached model for “Planning, Conducting and Evaluating Delivery of Services as Itinerant/Resource Teacher”
D. In discussions with University instructor, local supervisor and others demonstrate competence and comfort in planning, conducting and evaluating using one or both of the situations identified above (B, C); and then, appropriately revising plans and activities.

1 2 3 4 5 6 NA NO

______________________________
(University Instructor/Supervisor; date)

E. Share and discuss daily experiences in the schools during student teaching with University instructor, local supervisor and other teachers. Seek their assistance when helpful.

1 2 3 4 5 6 NA NO

______________________________
(University Instructor/Supervisor; date)

F. Join others in problem solving actual situations arising from own student teaching or that of others who are teaching and propose appropriate and viable solutions.

1 2 3 4 5 6 NA NO

______________________________
(University Instructor/Supervisor; date)

G. With University instructor or local supervisor, demonstrate your knowledge of IEP related procedures:
1. Signing/not signing IEPs under different circumstances
2. A teacher’s role in IEP meetings
3. Five parts of the IEP process:
   a. identification
   b. assessment
   c. program plan
   d. implementation
   e. evaluation
4. Implementation of LRE in local education agency

1 2 3 4 5 6 NA NO

______________________________
(University Instructor/Supervisor; date)

H. With local administrator discuss knowledge of the following as they relate to the education/rehabilitation/rights of individuals with physical disability, and roles/rights/responsibilities of teachers and local education agencies.

1. Federal laws and regulations
2. State laws and regulations
3. State Guidelines for Specialized Health Care Needs
4. State Guidelines for Physical and Health Impairments  
5. Procedures and policies for uses of Low Incidence Funds  
6. Teacher Responsibilities in Due Process and Fair Hearing Proceedings

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(University Instructor/Supervisor; date)

I. Identify and discuss with appropriate personnel and other teacher candidates, local policies and procedures for such areas as:

1. PHI/OHI related emergencies, fire drill, feeding, student health care needs, first aid, confidentiality of records, parent involvement, other staff, IEP records;  
2. Interaction with aides: roles and responsibilities of aides, in-service for aides, lining, bathrooming.  
3. Procedures, policies regarding student teacher, teacher, aides, volunteers and others in community-based instruction.  
4. Manuals available to teachers  
5. Uses of instructional materials center  
6. Ordering of Low Incidence materials, books and equipment  
   Qualifications of students  
   Relation of order to IEP content  
7. Other:

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(University Instructor/Supervisor; date)

J. Demonstrate awareness of areas in which teachers need to conduct self-advocacy activities:

1. Teacher rights (insurance liability, child abuse, roles of professional organizations, etc., identify own Assemblyman, Senator, and Congresspersons and how they can help with issues)  
2. Putting things in writing  
3. Being alone with student; leaving others alone with student  
4. Driving personal or district car with student in it  
5. Being alone in the bathroom with student  
6. Feeding student without proper instruction  
7. Role in health care plans and emergency procedures for students with special health care needs.  
8. Being around students when teacher is sick  
9. Sending aides on community-based activities with students without intensive instruction and protocols for aides.  
10. Other:
K. Conduct self-evaluation, identify areas of need for improvement, and embark upon a personally identified plan for improvement in areas identified. (Progress may be shared in a manner and with persons to be determined by the student teacher)

L. Show satisfactory demonstration of progress on “Opportunities for Improvement” as identified by the University and Site Supervisors.

For a Grade of B, Satisfactory completion of all of the above plus:

M. Document efforts to learn about responsibilities of activities in different roles for which Special Education Specialists in PHI are hired to perform (Special Day Class, Resource Room, Itinerant, Consultative, etc.)

For a Grade of A: Complete all of the above plus:

N. Demonstrate efforts to learn about the effects of other disabilities (vision impairment; hearing impairment) as they relate to the curriculum, related services, and instructional methods and materials which are recommended for students with those disabilities. Demonstrate efforts to derive educational implications for students who have physical and either hearing or vision impairment.
Lesson Planning for PH Resource/Classroom

Use this outline or one of similar detail to identify the major activities you will be using under each of the headings for a major unit in which you will be providing instruction. You need not do one plan for each lesson. Rather do one plan for a series of lessons to meet one or two objectives that likely will take a series of lessons to meet. Leave room to make additions and to note changes in original plans.

1. ANTICIPATORY SET- Focus the mind; secure attending behavior; build readiness for learning; create motivation to learn.

2. OBJECTIVE(S) & PURPOSE(S)- Tell the student what is to be learned and why (in student language).

3. *INPUT- Give the student the essential information needed to attain the learning (lecture, film, demonstration, first-hand experience, etc.) Document plans for modifications in teacher presentation and conditions of instruction necessary to meet the needs of students with physical and perhaps accompanying disabilities. Document plans for modifications in complexity levels for those needing simplification.

4. *MODELING- Show/demonstrate the process or product; label the critical elements. When appropriate, document need for physical assistance and guidance when necessary for student with motor difficulties. Document need for modifications for other reasons such as sensory, perceptual and learning disabilities.

5. CHECKING FOR UNDERSTANDING- Question the students to insure their understanding of each part of the new learning before moving on. Insure those with physical difficulties in mobility, manipulation, speaking, writing have some reliable way to demonstrate what they know and can do; and what they do and do not understand.

6. GUIDED PRACTICE- Monitor and guide student closely to insure their success as they practice the whole task for the first time. When appropriate, use data to document amount and kinds of assistance needed by students.


8. FOLLOW-UP EVALUATION OF “WELL DONE'S” (WD's) AND “OPPORTUNITIES FOR IMPROVEMENT” (OI's) for each lesson in the series.
Make additions/changes in above plans as needs arise. Explain changes. Explain data collected on students and how it will influence instruction.

*Usually occur together
## Lesson/Activity Plans for Itinerant/PH Resource Teacher

Use this outline or one of similar detail to identify the major activities/responsibilities you will demonstrating in itinerant and collaborative/consultative activities.

**First Name of Student**
**Age of Student**

<table>
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<tr>
<th>DATE:</th>
<th>CONTACT:</th>
<th>WDs/OIs</th>
<th>FOLLOW-UP</th>
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<td>2/6</td>
<td>e.g. modeled for teacher adapted observed evaluated</td>
<td>See attached LOG</td>
<td>e.g. get different pencil holder get picture &amp; symbols request PT eval of fine motor clarify evacuation procedures</td>
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<td>met with ____ to called ______ to contacted agency: provided direct instruction</td>
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**STUDENT TEACHING HANDBOOK AND SYLLABUS**  
SPED 730  
SPECIALIST IN PHYSICAL AND HEALTH IMPAIRMENTS

*Catalogue Description:*
Student teaching practicum/field experience, placement in special education setting or classroom. Units upon advisement.

*Scope, Content and Expected Learning Outcomes of the Course:*
In one or two school programs for pupils with physical disabilities, credential candidates are expected to demonstrate competence required for certification. (See page 6 of this Handbook, Demonstration of Teacher Competence for Certification: Special Education Specialist Physical and Health Impairments.).

*Knowledge Base Theme:*
Preparing reflective and innovative professionals as leaders to insure the educational development of diverse populations within dynamic educational contexts. The goal and objectives of this course meet the following area(s) of the knowledge base: (a) Progressive development of reflective practitioners, (b) Research and experience-based principles of effective teaching-learning practices, and (c) Field and clinical experiences.

*Evaluation*
Evaluation of candidate performance will be made using the following scale:

**Evaluation Key:**

1 = **Outstanding** Mastery of skill including initiative, generalized use of competence, and appropriate action regarding independent analysis of needed changes. (No longer needs University Supervisor or Site Supervisor monitoring.)

2= **Very strong** Exceeds minimum requirements in student teaching activities. Demonstrates initiative and ability to analyze lesson plans and ongoing classroom operations.

3= **Satisfactory** Performance meets minimal standards. Satisfactorily carries out teacher directed or practicum required competencies and activities.

4= **Changes Needed** Need for more information, intervention, and/or practice to be effective in this area. Interpersonal interactions need improvement for use with varieties of support and advising personnel.

5= **Weak** Performance does not demonstrate understanding of basic strategies and/or basic theoretical concepts. Question if competencies and other skills including appropriate communication and interpersonal skills will prevail past the formal student teaching experience.

6= **Unsatisfactory** Specific direction from teacher/supervisor does not alter identified opportunities for improvement.

NA Not applicable and/or observed.
NO No opportunity to practice skill in this area.
The following scoring key will follow each competency:

1 2 3 4 5 6 NA NO
(University/Site Supervisor; date)

**Grading:**
Potential scores of 4 or less on the “Evaluation Scale” will be reviewed with the University Supervisor and the student. Action plans will be developed. Improvements will be documented by both a Site Supervisor and University Supervisor before students are given a final evaluation in Student Teaching and a grade for the course.

Supervisors will write recommendations based upon scores on general teacher behaviors and will include these in the documentation of “Demonstration of Teacher Competence for Certification”, page 3 of this Handbook.

**Responsibilities in Evaluation**

University Students are responsible for carrying out responsibilities identified in Parts I, II, and III of this Handbook/Syllabus.

Supervising Teachers will be asked to evaluate items which have a numerical scale (Part I: General Student Activities.).

The University Supervisor will monitor activities in Part II, Candidate Self-Monitoring of Competence.

Either the Supervising Teacher or the University Supervisor may sign off on the competencies in the latter section, Part III, by writing their initial, the date and brief documentation information.

Throughout the assignment it is the responsibility of everyone to regularly communicate with each other in regard to “Well Done's” (WD's) and “Opportunities for Improvement” (Ol's) identified throughout the assignment.

At the conclusion of the assignment, the Supervising Teacher and the University Supervisor individually will complete the “Reference Form for Professional Reference File” found at the end of this Handbook. By approximately two weeks after the end of the assignment, the form must be submitted in duplicate to:

Dr. Gloria Soto
Professor of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
DEMONSTRATION OF TEACHER COMPETENCE for CERTIFICATION

Special Education Specialists: PHI

SPED 730

Candidate:

Semester:

Cooperating Teacher(s):

School(s):

Type and Level of Placement(s):

University Supervisor:

Date(s) of completion:
[to be dated and initialed by Supervisor(s)]

Outcome: Check one: Date: ______

☐ Competencies Completed Satisfactorily.
Recommend for Certification (Signatures of Cooperating Teacher and University Supervisor(s))

__________________________, Site Supervisor

__________________________, Site Supervisor

__________________________, University Supervisor

☐ Competencies Not Completed because of Lack of Opportunity See “Plan of Action”,
(Initials of Cooperating Teacher and University Supervisor)

__________, Site Supervisor

__________, Site Supervisor

__________, University Supervisor

☐ Activities and Competencies Attempted but Are Not Yet Satisfactory. See “Plan of Action” (Initials Of Cooperating Teacher and University Supervisor)

__________, Site Supervisor
__________, Site Supervisor

__________, University Supervisor
Part 1 Candidate Qualities Monitored by Supervising Teacher

Interpersonal Qualities

1. Develops and maintains satisfactory relationships with adults in the school setting (e.g. follows the teacher’s directions, receive clearance for candidate-planned activities with pupils).

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(Site Supervisor; date)

2. Develops and maintains satisfactory relationships with pupils in the school setting.

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(Site Supervisor; date)

3. Willingly carries out school responsibilities and agreed upon schedules (e.g. attends regularly except when ill or when excused for other very important reason, is prompt and complies with the schedule set in cooperation with classroom teacher, demonstrates flexibility when need arises for schedule changes, and volunteers to assist when needed).

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(Site Supervisor; date)

4. Makes comments about individual pupils in a professional manner (e.g. arrange convenient and appropriate meeting time, discuss pupil's personal and academic background with teacher, respect confidentiality of the child's records and achievements, and communicates progress and results of any diagnostic procedures to the appropriate persons).

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(Site Supervisor; date)

5. Makes effort to participate appropriately in as many aspects of pupil programs as is possible (e.g. observe in mainstream classes, physical therapy, speech therapy and other related services received by pupils; interact with parents; become aware of student situations outside of school; confer with all of the pupil's teachers).

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(Site Supervisor; date)
6. Responds to suggestions by the site supervisor or with courtesy explores other options.

1 2 3 4 5 6 NA NO ________________________

(Site Supervisor; date)

7. Interacts with others in the spirit of cooperation, and exhibits attitudes and behaviors of someone with whom others would like to work.

1 2 3 4 5 6 NA NO ________________________

(Site Supervisor; date)
PART II CANDIDATE ACTIVITIES MONITORED BY UNIVERSITY SUPERVISOR

Candidate Self- Monitoring of Competence

1. Maintain a daily log in duplicate noting “Well Dones” (WD's) and “Opportunities for Improvement” (OI's) with emphasis upon:
   a. Demonstration of Teacher Competence for Certification: Special Education Specialist- PHI and
   b. Written lesson plans.

The log will be made available to the University Supervisor upon her arrival at the site. The log will be in a form so that a duplicate of candidate entries and University Supervisor remarks can be added to the student's file in BH 244.

1 2 3 4 5 6 NA NO _________________
_____  (Site Supervisor; date)

2. Writes clear and fruitful lesson plans, implements them and evaluates outcomes. See Lesson Plan format at the end of this syllabus.

1 2 3 4 5 6 NA NO _________________  
_____  (Site Supervisor; date)

Supervision:

University faculty will supervise one or two hours once every other week or for full days less frequently depending upon the situation and the distance from the University. Supervisors will confer with the students and the on-site supervisor during each visitation. Students are asked to inform the University Supervisor of schedule changes or absences which may affect the Supervisor's Visit.

Your University Supervisor is ___________________________ Phone: __________
_____  

Texts and Other Materials:

Candidates will be asked to read booklets, pamphlets, guidelines and laws which relate to their field of certification. Candidates are encouraged to review information in the following text which were used for accompanying coursework:

PART III: WHAT ARE THE AREAS OF TEACHER COMPETENCE IN PHYSICAL AND HEALTH IMPAIRMENTS

Pre-Certification teacher competencies for the Special Education: PHI Credential are grouped under the following categories:

1.0 Characteristics of Physical and Health Impairments*
2.0 Historical and Legal Foundations of Physical and Health Impairments*
3.0 Specialized Assessment, Planning, and Program Development
4.0 Specialized Health Care and Physical Supports
5.0 Instructional Strategies and Adaptations
6.0 Student Communication Skills
7.0 Assistive Technology
8.0 Instructional Service Delivery Models
9.0 Augmentative and Alternative Communication
10.0 Implications of Disability and Self-Determination for Students with Physical/Orthopedic Disabilities, Health Impairments, and Multiple Disabilities*
11.0 Early Childhood Education*

*MOST OF THIS KNOWLEDGE WAS DEMONSTRATED IN COURSEWORK AND WAS DOCUMENTED ON COMPETENCY SHEETS FROM THOSE COURSES.

WHAT IS THE PROCEDURE FOR “SIGNING OFF COMPETENCIES?”

Competencies will be “Signed off” as each is completed. Each competency will be initialed and dated by the cooperating teacher and/or the university supervisor.

It is the student’s responsibility to give the LOG to the University Supervisor upon the Supervisor's arrival. It is the responsibility of the student (1) to bring the need for identified experiences to the attention of the teacher, and (2) to see that the competencies are signed off, subject to the teacher's approval. It is possible that students will not have a chance to demonstrate some of the competencies because of on site circumstances; these will identified as such. Because of the nature of the placement or because the student has
no opportunity, the cooperating supervisor and/or university supervisor is to write N/A (Not Applicable) in the space.

One copy of the Log is to be submitted to the University Supervisor at the end of the semester. It will then be placed in the student’s permanent file. The completed log is one more documentation of your competence as a specialist teacher of individuals with physical and multiple disabilities.

See page one (1) for meanings of numerals on a scoring key. The following scoring key will follow each program outcome to be demonstrated by credential candidates:

1 2 3 4 5 6 NA NO _________________

(University Supervisor/Practica Supervisor; date)

1.0 CHARACTERISTICS OF PHYSICAL AND HEALTH IMPAIRMENTS:
Candidate demonstrates:

______ 1.1 Knowledge of disabling effects of different physical impairments which include orthopedic impairment and health problems.

______ 1.2 Knowledge of the medical characteristics of students who are chronically ill, medically fragile, and technologically dependent, as related to social, emotional and education implications.

______ 1.3 Knowledge of psychosocial aspects of health and physical limitations.

______ 1.4 Knowledge of educational implications of the occurrence of visual, hearing, learning and other disabilities which cause a student with physical disability to have multiple handicaps.

______ 1.5 Knowledge of family system theories, the involvement of children with physical and multiple disabilities within those systems, and children from broken homes.

______ 1.6 Knowledge of perceptual and other learning problems which are likely to accompany certain physical disabilities.

______ 1.7 Knowledge of specialized techniques and cautions when assessing students with orthopedic disabilities for whom customary assessment methods, materials, or conditions are not appropriate.

2.0 HISTORICAL AND LEGAL FOUNDATIONS OF PHYSICAL AND HEALTH IMPAIRMENTS Candidate demonstrates:
2.1 Knowledge of the different roles and responsibilities of the special education specialists with advanced expertise in education of students with physical disabilities.

2.2 Knowledge of laws, regulations and local policies related to the provision of specialized physical health care in the educational setting.

3.0 SPECIALIZED ASSESSMENT, PLANNING, AND PROGRAM DEVELOPMENT Candidate demonstrates:

3.1 Ability to collect background and current data about individuals with physical disabilities, establish current and future priorities, determine skills areas that need to be assessed and develop assessment plans.

3.2 Ability to use knowledge about individuals with physical and perhaps multiple disabilities to select, modify, administer and interpret formal, informal and community referenced assessments.

3.3 Ability to work in cooperation with family to ensure that augmentative communication assessments are applied as needed.

3.4 Ability to use a discrepancy model to determine negative discrepancies in academic and major life repertoires of individuals with physical disabilities in relation to repertoires of similar-aged individuals without physical disabilities.

3.5 Ability to determine kinds and amounts of assistance and interventions needed by students or student-employees who have physical and perhaps multiple difficulties.

3.6 Ability to differentiate performance, discrimination and academic instruction needs of individuals with movement difficulties.

3.7 Ability to organize assessment information and contribute it to the development and implementation of Individual Education Programs (IEP's), Individual Transition Plans (ITP's).

3.8 Ability to link assessment to curriculum and instruction goals, objectives and interventions for students with physical disabilities.

3.9 Ability to assess needs for modifications in the ways students with physical disabilities respond and participate in academic, extracurricular and community-referenced life activities so they can show what they know and can do.

4.0 Specialized Health Care and Physical Supports Candidate demonstrates:
4.1 Ability to develop administrator and paraprofessional awareness of the hygiene practices to be used in education settings as related to students' specialized health care needs including the prevention and spread of infectious disease.

4.2 Ability to use State of California Orthopedically Handicapped Program Guidelines to identify essential elements of quality programs.

4.3 Knowledge of procedures for documenting pupil need for and procurement of specialized services, materials and equipment to meet unique educational needs of students with physical disabilities.

5.0 INSTRUCTIONAL STRATEGIES AND ADAPTATIONS

Candidate demonstrates:

5.1 Ability to identify regular and differential curriculum components in courses of study for those students with physical and multiple disabilities.

5.2 Ability to derive differential curriculum and instructional objectives from general education curriculum objectives in order to modify the complexity of school work and related proficiency standards.

5.3 Ability to reconstruct and simplify daily lessons as necessary to meet needs individuals with physical and perhaps multiple disabilities.

5.4 Ability to identify curriculum content in courses of study for those students with physical disabilities who need intensive and specialized interventions for learning and participating in age-appropriate Life Management activities.

5.5 Ability to demonstrate that each student is being taught a series of lessons from some identified grade level curriculum or some identified alternative.

5.6 Ability to prepare materials for lessons in special classes and for students in mainstreamed classes.

5.7 Ability to design and implement curriculum in which students are instructed in communications- to operate and functionally use their assistive aids and devices in school, extra-curricular and community activities that require communication.

5.8 Ability to construct a continuum of curriculum in terms of learner outcomes when existing courses of study do not meet needs of students with physical and perhaps multiple disabilities.

5.9 Ability to identify, and when possible, use strategies for helping students with physical disabilities to accomplish major transitions in schooling and from school to post- school activities.
5.10 Ability to provide systematic instruction and training to students with physical disabilities that results in desired student outcomes in community referenced Life Management areas of curriculum:
- 5.10.1 Independent Living,
- 5.10.2 Leisure Use,
- 5.10.3 Career and Vocational Education,
- 5.10.4 Family Life Education,
- 5.10.5 Self-Care, and
- 5.10.6 Self-Advocacy.

5.11 Ability to build and evaluate the instructional program including that based upon assessment data, IEP goals and objectives and best practices instructional systems (cooperative teaming, direct instruction, community-based and generalized instruction, etc.).

5.12 Ability to demonstrate that recommendations of related services personnel are incorporated into curriculum.

5.13 Ability to use identified best direct instructional practices for meeting unique learning needs of individuals with physical and perhaps learning disabilities.

5.14 Ability to modify curriculum, instruction and interpersonal interactions to respond to students with physical disabilities who have culturally and linguistically diverse needs.

5.15 Ability to determine and incorporate modifications for students whose physical impairments preclude satisfactory use of customary response methods in school activities (assessment, lessons, independence in seatwork, study and library and laboratory research).

5.16 Ability to determine and incorporate teacher uses of modifications of customary instruction/presentation modalities to meet unique needs of students with physical and multiple disabilities.

5.17 Ability to recommend and incorporate chances in conditions of teaching and learning situations to expedite learning of students with physical and multiple disabilities.

5.18 Ability to adapt, present and pace curriculum to accommodate individual student's health and physical conditions.

5.19 Ability to select and incorporate appropriate job design strategies that allow individuals with physical disabilities to access school and community work environments and to work with maximum physical independence.
5.20 Ability to construct modifications and use common and inexpensive materials to increase student physical participation in lessons and other school related activities.

5.21 Ability to use and teach others to use specific techniques to increase precision in receiving messages expressed in lessons and conversations by students who have absent or unintelligible speech.

6.0 STUDENT COMMUNICATION SKILLS: AT & AAC Candidate demonstrates:

6.1 Knowledge of assistive devices, techniques, resources and environmental modifications which can be used to meet unique educational and life management needs of students with disabilities resulting from physical impairments.

6.2 Knowledge of computer software and hardware and their uses for making computers accessible to individuals who have physical impairments.

6.3 Knowledge of features of a variety of augmentative communication approaches for individuals with physical and speech disabilities.

6.4 Knowledge of specifications and operations of a wide range of mechanical and electronic assistive devices used by persons with physical disabilities.

6.5 Knowledge matching features of mechanical and electronic assistive devices to unique individual characteristics caused by motor impairment, learning characteristics and environmental demands.

6.7 Knowledge of the diverse cultural and linguistic implications for learners with physical disabilities.

6.8 Knowledge of the range of instructional delivery systems which should be available for students who have physical disabilities.

6.9 Knowledge of the different program options, goals and curriculum for students who have physical disabilities.

6.10 Knowledge of program elements critical for community-referenced instruction including vocational training and transition into adult services.

6.11 Knowledge of the roles the physical, occupational and speech therapists have in the school system, some reasons for recommending various types of therapeutic interventions, and the roles teachers might comfortably assume in activities similar to those of therapists.
6.12 Knowledge of services, agencies, and organizations that may be available to support the educational objectives of students and to serve students with physical disabilities at different times in their lives.

6.13 Ability to provide users of augmentative communication with vocabularies they can access prior to and during instruction and other curricular experiences in which it is needed.

6.14 Ability to take responsibility, in partnership with augmentative communication, for day-to-day additions and adjustments to student’s communication system.

6.15 Ability to take responsibility for implementation of day-to-day learning program directed toward increased communication competency and expanding control by the augmentative communicator.

6.16 Ability to plan for the integration of computer use in curricula by students with physical and perhaps communication disabilities.

6.17 Ability to use the process of task and situation analysis as a process to break complex skills and activities into teachable units.

6.18 Ability to use the results of task and situation analysis as a product of written teachable steps for students with physical disabilities to learn.

6.19 Ability to teach student with physical disabilities some strategies for using task and situation analysis to meet their own needs.

6.20 Ability to teach students to operate their assistive devices and to use them functionally in school, work and communication activities.

6.21 Ability to design and implement instructional programs which result in student use of appropriate assistive technology, medical self-management procedures and personal assistants.

7.0 INSTRUCTIONAL SERVICE DELIVERY MODELS  Candidate demonstrates:

7.1 Ability to use sound practices which promote mainstreaming and integration so that every student daily interacts meaningfully with nondisabled students.

7.2 Ability to organize for serving unique educational needs of students with a variety of service delivery needs.

7.3 Ability to plan and implement programming for a class composed of students with diverse physical, teaming, and culturally /linguistically related needs.
7.4 Ability to schedule and coordinate classroom and support service activities to maximize learning while accommodating individual student's health and physical limitations.

7.5 Ability to use effective strategies in guiding and supervising activities of paraprofessionals and volunteers who are assisting individuals with physical disabilities.

7.6 Ability to ensure that classmates and significant others in the school and community understand and appreciate the communication system's components and the strategies invoked in their effective use.

7.7 Ability to seek information about protocols, procedural guidelines, and policies designed to protect the welfare of students with physical disabilities and school personnel as they participate in school and community-based activities.

7.8 Ability to recommend environmental and other modifications for locations in which programs for students with physical disabilities are located.

7.9 Ability to adhere to publicly posted schedule unless conditions require change.

8.0 COMMUNICATION, COLLABORATION, CONSULTATION Candidate demonstrates:

8.1 Ability to communicate purposes, content and program needs to administrators, related service providers, parents, community-based personnel, and others.

8.2 Ability to collaborate with augmentative communication specialists and family and to share the planning of communication learning program with the augmentative communicators.

8.3 Ability to collaborate with medical and therapy specialists and family and to share the planning of physical management program with the augmentative communicators.

8.4 Ability to assume responsibilities for preparing paraprofessional personnel and volunteers for working with students in school and community-referenced activities and supervising their work.

8.5 Ability to use effective collaborative and consultative skills when working with family, education and related services personnel, therapists and others in behalf of individuals with physical disabilities.
8.6 Ability to use effective communication and networking skills in behalf of individuals with physical disabilities.

9.0 ENGLISH LANGUAGE LEARNERS Candidate demonstrates:

9.1 Takes the initiative to schedule a meeting with the site administrator to discuss the characteristics of school-based structures designed to meet the needs of English Language Learners and is able to articulate those characteristics to the field supervisor.

9.2 Ability to conduct assessment and develop effective instructional programs with needed adaptations for children who are ELL.

9.3 Ability to implement instructional procedures to promote English language development.

10.0 PUPIL COUNSELING AND BEHAVIOR MANAGEMENT Candidate demonstrates:

10.1 Ability to establish effective communication channels with students and learn their personal aspirations and motivations.

10.2 Ability to use reinforcement and other basic behavioral management concepts and techniques to facilitate student acquisition and generalized use of desired new and previously unsuccessful behaviors.

10.3 Ability to explore underlying causes of ways students with physical disabilities act and how they feel when students cannot speak so others can understand.

10.4 Ability to guide students with physical disability in development of self-reliance, personal approaches to adversity, personal problem solving strategies and in use of personal and professional resources.

10.5 Ability to assist augmentative communication users in recognizing the value and uses of the various components of their communication system.

10.6 Ability to use a wait timer and other strategies to reduce unnecessary dependence upon others by students with physical disabilities.

10.7 Ability to use appropriate strategies for recording pupil progress periodically and from year to year so as to avoid unnecessary duplication in different desirable student outcomes.

11.0 INTERPERSONAL PROFESSIONAL RELATIONS Candidate demonstrates:
11.1 Ability to clarify roles and resolve differences in understandings when uncertainties arise about role definitions and overlaps.

11.2 Ability to effectively work as a member of a team of different disciplines which may include individuals with a physical disability and their family representatives.

11.3 Ability to collaborate with relevant persons to identify and plan for meeting unique and unmet needs of students (need for expertise of additional specially trained personnel, modified instructional materials and methods, assistive devices and personnel, extended amounts of time to learn, or are of extreme importance and may not be met in the general education program.)