DRAFT Special Education Preparation Foundational Competencies

DEFINITIONS

Basic Concept Knowledge (K): Teacher candidates demonstrate knowledge through assignments or assessments.

Application (A): Teacher candidates apply competency in a university setting or APPEL program with other adults or in a lesson plan.

Demonstration (D): Teacher candidates demonstrate competency in an instructional setting with students as applicable.

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.				
Competency		**K**	**A**	**D**
SF01.01	Apply understanding of legal, ethical, and procedural requirements of IDEA and USBE Special Education Rules, including: ● Child Find/identification ● Eligibility determination processes and timelines ● Reevaluation processes and timelines ● Provision of a Free Appropriate Public Education (FAPE) to students with disabilities ● IEP (individual education program) development ● Least Restrictive Environment (LRE) and continuum of placements ● Service delivery ● Least Restrictive Behavior Interventions (LRBI) ● Discipline procedures ● Procedural Safeguards, including dispute resolution options ● Students with disabilities in other settings ● Ages 0-3 to preschool (Part C to Part B) and postsecondary transitions		X	
SF01.02	Knowledge of individual sources of special education law created by the executive, judicial, and legislative branches of government at a state and federal level as well as their related impact on local, state, and federal decision making.	X		
SF01.03	Apply knowledge to design professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and evidence-based practices to improve learning outcomes for		X	

		K	A	D
	students with disabilities.			
SF01.04	Knowledge of USBE requirements for students with disabilities as outlined in Rules R277-217, R277-330, and R277-750 and the USBE Special Education Rules.	X		
SF01.05	Knowledge of the primary purposes and provisions of federal statutes and regulations that impact and affect special education, including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act (FERPA).	X		

Standard 2: Understanding and Addressing Each Individual's Developmental 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.

Competency		K	A	D
SF02.01	Apply knowledge to create developmentally appropriate and meaningful learning experiences that address the individualized strengths and the needs of students with disabilities.		X	
SF02.02	Apply knowledge to plan and implement learning experiences and environments using knowledge and understanding of diverse factors influencing development and learning considering students' languages, cultures, communities, and learning differences, including disabilities.		X	
SF02.03	Apply knowledge to establish, maintain, and monitor inclusive and equitable learning environments that promote physical, mental, intellectual, and emotional health and safety for students with disabilities from multiple experiences and backgrounds and that recognize and appropriately address instances of intolerance, harassment, and bullying.		X	
SF02.04	Demonstrate ability by writing individualized, compliant, and appropriately challenging IEPs in accordance with the IDEA and USBE Special Education Rules and that are reflective of the USBE IEP Reflective Framework.			X

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 learners with exceptionalities.			
Competency	**K**	**A**	**D**
SF03.01 Demonstrate competency in: ● Using curricula to individualize learning for students with disabilities. ● Identifying prerequisite skills and building background knowledge as needed. ● Adapting or modifying materials to give students access to the core content across the continuum of placement options. ● Recognizing and planning for cultural and linguistic diversity to inform literacy instruction and the creation/selection of materials.			X
SF03.02 Apply knowledge to create annual goals for students with disabilities that include the three components (condition, target skill or behavior, and criterion) outlined in the USBE IEP Reflective Framework, and that align with the individual student's needs, strengths, and the Utah Core Standards.		X	
SF03.03 Demonstrate competency in designing and adapting learning environments that encourage active participation in individual and group activities for diverse student populations.			X
SF03.04 Application of support strategies to promote inclusion and enhance student outcomes.		X	
SF03.05 Knowledge of diverse cultural and linguistic conventions in verbal and nonverbal communication.	X		
SF03.06 Knowledge of the components and developmental progression of oral language, concepts of print, alphabetic principle, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, writing, motivation, and engagement, as well as the interplay of environmental, cultural, and social factors that contribute to literacy development.	X		
SF03.07 Know how to identify and explain aspects of cognition and	X		

	behavior that impact reading and writing development, including the characteristics of major reading difficulties (e.g., dyslexia, fluency deficits, specific reading comprehension difficulties, and mixed reading difficulties).			
SF03.08	Know how to identify and explain how the following cognitive and behavioral factors affect academic development: attention, automaticity, executive function, verbal memory, processing speed, and graphomotor control.	X		
SF03.09	Know the essential components of literacy, including: - Relationships between orthographic, phonological, meaning, and context in reading comprehension. - The importance of structured, systematic, explicit instruction in reading for all students. - Oral language as the foundation for all literacy skills, including oral language development, listening, and communication. - The connection between oral language development and the acquisition of reading and writing skills. - Consonant and vowel phonemes of English and the alphabetic principle. - Principles of phonemic awareness instruction: brief, fast-paced, multisensory, conceptual, articulatory, and auditory-verbal. - Varying levels of phonological sensitivity (e.g., word, syllable, onset-rime, phoneme). - Phonics as the connection between graphemes and phonemes and how they form words. - Strategies for organizing word recognition and spelling lessons. - English orthography patterns and rules that inform the teaching of single- and multi-syllable word reading. - The role of rate, accuracy, and prosody in reading fluency instruction and assessment. - The role of vocabulary breadth. - Factors that contribute to reading comprehension. - Stages of writing development and the writing process.	X		
SF03.10	Knowledge of the key components of language arts instruction including: - Reading - Writing	X		

		K	A	D
	• Speaking • Listening • Viewing • Visually representing			
SF03.11	Knowledge of the factors that can cause reading difficulties and effective interventions and supports for secondary students.	X		
SF03.12	Apply knowledge of Utah Mathematics Core Standards.		X	

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.

	Competency	K	A	D
SF04.01	Apply knowledge to collaborate with other staff and parents, as appropriate, to develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and environment to evaluate and support systems of intervention for all students.		X	
SF04.02	Apply knowledge to select, administer, score, and interpret multiple, formal and informal measures and procedures that are culturally and linguistically appropriate, valid, unbiased, and reliable in order to contribute to eligibility determinations for special education services. Assessments must be selected and administered by trained and knowledgeable personnel based upon the specific assessment's requirements as outlined in the USBE Special Education Rules.		X	
SF04.03	Demonstrate ability to accurately and clearly analyze and explain both school-wide and individual student data obtained from formative and summative curriculum based measurements, assessments, and other relevant data sources for IEP development.			X

SF04.04	Apply knowledge to use person and family centered planning processes, and strengths-based, functional/environmental assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based grade-level curriculum, including life skills and/or wellness curriculum, and that support progress toward IEP goals and objectives.		X	
SF04.05	Apply knowledge to develop and select progress monitoring measures for specific curricula; accurately administer, score, track, and interpret progress monitoring data; and clearly explain the data to others, including parents.		X	
SF04.06	Apply knowledge to reflect on the differences among learning patterns that reflect typical development in learning a first language, typical development in learning a second language, and learning differences due to disabilities or cultural factors, including how to determine whether a multilingual learner has a disability.		X	
SF04.07	Apply knowledge of mathematics assessments (formative and summative) data to determine appropriate and flexible placement/grouping decisions that allow the student maximal access to the Standards for Mathematical Practice and Utah Mathematics Core Standards; analyze student errors to determine key areas in which to intervene (e.g., procedural skills, conceptual understanding, key component skills/strategies).		X	
SF04.08	Apply knowledge of English Language Arts assessments (formative and summative) data to determine appropriate and flexible placement/grouping decisions that allow the student maximal access to Utah's P-12 Literacy Framework and P-12 Utah State Standards for English Language Arts.		X	
SF04.09	Apply knowledge to help interpret academic achievement assessments in the context of making eligibility decisions (e.g., K-TEA, Woodcock Johnson, etc.).		X	

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.			
Competency	**K**	**A**	**D**
SF05.01 Knowledge of the core components of Multi-Tiered System of Supports for academics, including high-quality core instruction (Tier 1) for all students, universal screening, student academic data, diagnostic assessment, continuous progress monitoring, targeted, research-based interventions (Tier 2 and Tier 3) in addition to Tier 1, and fidelity of instructional intervention. ● Understand the differences among Tier 1, Tier 2, Tier 3 and specially designed instruction. ● Collaborate with school personnel to implement and evaluate academic supports and interventions for students with disabilities within a Multi-Tiered System of Supports. ● Understand Multi-tiered System of Supports in Mathematics outlined in Utah Multi-Tiered System of Supports (UMTSS) Framework for Mathematics.	X		
SF05.02 Demonstrate ability to provide training and supervision of the services and supports provided to students with disabilities by general education teachers, related service providers, and paraeducators.			X
SF05.03 Apply knowledge to use assessment data to effectively plan, guide, and provide instruction that meets the rigorous academic and non-academic goals of each individual student.		X	
SF05.04 Demonstrate competency to systematically use the prompting hierarchy to help students move to less support and assist students in the generalization and maintenance of learning.			X
SF05.05 Apply effective evidence-based instructional strategies to design and implement individualized education programs: ● Begin lessons with objectives ● State relevance of instruction ● Review prior skills ● Build background knowledge		X	

			X	
	● Provide explicit instruction (direct instruction, scaffolding, self-regulation, etc.) ● Provide required accommodations and modifications ● Encourage high levels of engagement			
SF05.06	Application of clear and constructive feedback on both academic and behavioral skills, and encourage students to self-assess, reflect on feedback, and monitor their progress toward learning goals.		X	
SF05.07	Application of knowledge to adapt content, methodology, and delivery of instruction to research-based principles for teaching essential components of literacy for students with disabilities as outlined in SF03.09 and SF03.10.		X	
SF05.08	Demonstrate ability to plan, develop, and deliver specially designed instruction, including content-specific pedagogy as well as behavioral instruction as appropriate, in alignment with IEPs, to students with disabilities. Incorporate Utah Core Standards, Essential Elements, Least Restrictive Behavioral Intervention Technical Assistance Manual and research-based and evidence-based interventions as appropriate.			X
SF05.09	Knowledge of how to select among and deliver different methods of Specially Designed Instruction (e.g. instructional design model, preteaching, reteaching, scaffolding, content sequencing, instructional strategies, learning activities, increased instructional time, intensity, explicitness, response opportunities, strategic instruction etc.).	X		
SF05.10	Knowledge of the key foundational differences and how to identify, select, and implement among the following tools: ● Accommodations; ● Modifications; ● Specially Designed Instruction; ● Related Services; ● Multi-Tiered Systems of Support; ● Supplementary Aids & Services; and ● Assistive Technology	X		

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.

	Competency	K	A	D
SF06.01	Knowledge of the rationale and key components of a multi-tiered approach (e.g., Positive Behavioral Interventions and Supports [PBIS], Least Restrictive Behavioral Interventions [LRBI] in accordance with USBE's LBRI Technical Assistance Manual, Response to Intervention [RTI], and Multi-Tiered System of Supports [MTSS]) for providing social, emotional, and behavioral supports that are inclusive of and accessible to all students.	X		
SF06.02	Demonstrate ability to plan, teach, and use effective universal (Tier 1) behavior support strategies in multiple school settings (e.g., classroom, hallways, playground, lunchroom, etc.) to increase the frequency of positive behavior through: ● Routines ● Procedures ● Expectations/rules ● Physical arrangement ● Consequences ● Engagement Knowledge of when more intense strategies are necessary based on data and implement interventions with fidelity as necessary (Tiers 2 & 3).			X
SF06.03	Demonstrate application of high-quality, evidence-based instructional practices that help to: ● Support positive student behavior and interactions; ● Maximize positive student outcomes; and ● Incorporate a trauma-informed approach that is supportive of individual student's needs.			X
SF06.04	Knowledge of preventative and responsive practices to prevent behavioral incidents from escalating and assist students and teams with de-escalation and debriefing.	X		
SF06.05	Knowledge of the relationships between behavior and academic performance to recognize that behavior difficulties can impact academic difficulties and vice versa. Knowledge of underlying conditions or contextual factors that can impact both behavior and academic performance,	X		

	and that students can have unrelated academic and behavioral difficulties.		X	
SF06.06	Apply knowledge of assessment processes, such as skill/performance assessments (e.g., "can't do, won't do" assessments), and distinguish among behavioral and academic difficulties.		X	
SF06.07	Apply knowledge to develop and implement a Functional Behavior Assessment as outlined in the USBE Special Education Rules.		X	
SF06.08	Apply knowledge and information gathered from a Functional Behavior Assessment to develop and implement a Behavior Intervention Plan (BIP) that can be generalized to other environments as outlined in the USBE Special Education Rules. BIP shall be socially valid for use in inclusive settings and feasible for general education teachers and other team members to assist with implementation and monitoring.		X	
SF06.09	Knowledge of methods to collect and interpret behavioral data using reliable and valid processes across all settings using assessments and other evaluation materials that are selected and administered so as not to be discriminatory on a racial or cultural basis as required by 34 CFR § 300.304 to make informed intervention decisions and address disproportionality across racial and ethnic groups.	X		
SF06.10	Apply knowledge of the communicative intent of student behavior and ability to develop positive communication skills and behavior intervention plans, including the use of augmentative and alternative communication technology and multi-tiered systems of supports, to replace negative behavior and determine if behaviors are manifestations of a student's disability.		X	
SF06.11	Knowledge of requirements related to behavior and students with disabilities, including: ● Knowledge that when making decisions on behavior interventions, the IEP team must refer to the current USBE Least Restrictive Behavior Technical Assistance Manual for information on research-based intervention techniques; ● Knowledge that emergency safety interventions may only be included in an IEP as a planned intervention when the IEP team agrees that less restrictive	X		

Code	Description			
	methods that meet the requirements of R277-608 have been attempted, an FBA has been conducted, and a BIP based on data analysis has been developed and implemented; ● Knowledge that when an emergency safety intervention occurs to protect the student or others from an immediate danger of serious physical harm, staff shall comply with R277-609 with regard to time limitations, timely notifications, emergency safety intervention review protocols, and other requirements.			
SF06.12	Apply knowledge of advanced behavioral assessment, instructional strategies and tasks, and data collection for students with disabilities, including: ● Conduct concept, response, task, and general case analyses; ● Apply example selection and sequencing strategies; ● Apply response prompting and fading strategies; ● Apply differential reinforcement and error correction procedures; and ● Design data collection and summary formats.		X	
SF06.13	Apply knowledge of current approaches to providing comprehensive behavioral support, including de-escalation strategies, legal and ethical issues, and the impact of culture and diversity on behavior and educational programming.		X	
SF06.14	Apply knowledge to describe and assess important features and characteristics of schoolwide systems of behavior support, including issues related to representation in special education and the intersectionality between race and disability.		X	
SF06.15	Knowledge of characteristics and general structure of an ecological curriculum designed to help students with disabilities learn functional skills in different environments (e.g. home, school, community, and vocational) to support social, emotional, and behavioral growth. This competency includes knowledge of how to train staff and caregivers, as appropriate, to implement behavior support plans effectively to implement a free appropriate public education.	X		

Standard 7: Collaborating with Team Members				
Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraeducators, 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.				
Competency		**K**	**A**	**D**
SF07.01	Application of team processes and communication strategies to collaborate in a culturally responsive manner with students, families, paraeducators, and other professionals in school, educational, and community settings to plan programs and access services for students with disabilities and their families.		X	
SF07.02	Application of team processes and communication strategies to identify and collaborate with students, families, paraeducators, and other professionals to assess, plan, and implement effective programs and services, including behavior that support universal design for learning and specially designed instruction to promote progress toward measurable outcomes for students with disabilities.		X	
SF07.03	Demonstrate ability to conduct a student IEP meeting under the supervision of a licensed special education teacher by communicating the student's progress; identifying student strengths, challenges, and services to support progress; identifying issues and parental rights related to assessment, eligibility, and placement within a continuum of options; working with families to encourage self-advocacy and post-secondary transition goals (as appropriate); supporting students through respectful collaboration and consensus building within the IEP team; and effectively communicating parents' right to due process and other procedural safeguards.			X
SF07.04	Demonstrate competency in organizing and facilitating a range of effective meetings with professionals and families with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support student outcomes. Organization and facilitation may include: ● Developing a meeting agenda ● Allocating time to meet the goals of the agenda ● Leading in ways that encourage consensus building			X

			K	A	D
	through positive verbal and nonverbal communication ● Encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback ● Resolving conflict and disagreement ● Implementing communication strategies to support understanding and meaningful participation of families from a variety of cultural and multilingual backgrounds.				
SF07.05	Apply knowledge to work with, observe, evaluate, train, supervise, and coach paraeducators in the paraeducators' role of supporting the education of students with disabilities and demonstrate knowledge of appropriate roles and responsibilities of a paraeducator.			X	

Standard 8: Using Instructional and Assistive Technology

Candidates collaborate with other school staff and families to identify, provide training on, utilize, and troubleshoot instructional and assistive technologies, including augmentative and alternative communication technology, to ensure students with disabilities efficiency and effectively participate in instruction, receive required services, and meet educational objectives.

	Competency	**K**	**A**	**D**
SF08.01	Apply knowledge to collaborate with other school staff and families in consideration of an individual student's needs and strengths as outlined in the special factors section of a student's IEP, ● Identify appropriate instructional technology and assistive technology, including augmentative and alternative communication technology, as appropriate; and ● Develop contingency plans in the event that assistive or instructional technologies fail.		X	
SF08.02	Knowledge of the need to advocate for equitable access to technology for students with disabilities, to improve access to meaningfully inclusive settings through the use of technology, and to address issues related to the use of technology in education.	X		

SF08.03	Apply instructional and assistive technologies (including augmentative and alternative communication technology), which may include: ● How to train on, research, locate potential applications and sources for instructional and assistive technologies. ● Effective implementation of appropriate instructional and assistive technologies to support educational objectives for students with disabilities using resources to determine needs and options. ● Demonstrations of appropriate and safe implementation of instructional and assistive technologies. ● Troubleshooting issues related to individual student use of instructional and assistive technologies.		X	
SF08.04	Apply knowledge of how to identify, operate, troubleshoot, and effectively implement online learning management tools to provide effective synchronous and asynchronous learning for students with disabilities.		X	
SF08.05	Knowledge of educator requirements related to the use of technology, including: ● Appropriate use of technology under local policy, including data privacy agreements ● Privacy and confidentiality requirements under federal and State student privacy laws (to include requirements under the Family Educational Rights and Privacy Act [FERPA] and Utah Code Annotated 53E-9-201 et. seq.) and local policy	X		
SF08.06	Apply knowledge to instruct students how to use accommodations and modifications that are available for assessments, including but not limited to strategies such as: ● Accommodations available on computer based assessments for state testing ● Publisher guidance for online assessment such as standardized tests ● Formative assessments and progress monitoring.		X	

SF08.07	Apply knowledge of strategies and devices for a variety of purposes within school, home, and community, which may include: ● Orientation and mobility ● Academic performance ● Personal management activities ● Adapted recreation ● Adaptations specific to particular work environments and tasks ● No-tech and low-tech approaches ● High-tech/non-computers devices ● Computer-based software and equipment.		X	
SF08.08	Apply knowledge to collaborate with other professional specialists and the IEP team when referring students to professionals in order to access assistive technology using appropriate guidelines (e.g. the Utah Assistive and Augmentative Technology [UAAT] Team, the LEA Assistive Technology Team).		X	

Standard 9: Implementing School to Post-School Transition Assessment and Planning

Candidates support successful postsecondary transition for students with disabilities by working with IEP team members to assess the interests, skills, and needs of students with disabilities and then supporting them in the process of developing critical skills and accessing services to achieve their post high school goals in employment, further education/training, and independent living.

	Competency	K	A	D
SF09.01	Knowledge of the practical and legal requirements that relate to postsecondary transition age students with disabilities, their parents, and students with disabilities who are adults, as appropriate, including: ● Purpose of IDEA with regard to postsecondary transition planning ● Postsecondary Transition Services ● Utah Postsecondary Transition Rules o Utah State Board of Education Rules, Section VII.B. Postsecondary Transition Services-School to Post-School ● Workforce Innovation and Opportunity Act, Pre-Employment Postsecondary Transition Services ● Perkins Act ● Higher Education Opportunity Act ● Section 504 of the Rehabilitation Act of 1973	X		

SF09.02	Demonstrate ability to appropriately assess for, create, and implement effective postsecondary transition plans to support students in postsecondary training or education, employment, and, where appropriate, independent living skills.			X
SF09.03	Knowledge of pathways and opportunities to collaborate and build relationships with community resources to support transition plans and services, including but not limited to: ● Vocational Rehabilitation ● Pre-Employment Transition Services (Pre-ETS) ● Division of Services for People with Disabilities (DSPD) ● Utah Parent Center ● Transition University, local mental health authorities ● Social Security Disability Income ● Intra-agency postsecondary transition teams.	X		
SF09.04	Application of planning and providing instruction in the following content areas: ● Developing skills for independent living ● Pros and cons of different models of employment ● Job-seeking and retention skills ● Further education and training options.		X	
SF09.05	Knowledge to provide student support in implementing student-led postsecondary transition plans/meetings, including using USBE Student Postsecondary Transition Planning App Transition Elevated.	X		
SF09.06	Knowledge of: ● Predictors of in-school and post-school success ● Evidence based practices for positive post-school outcomes ● Guardianship options and resources for supported decision making (without providing legal advice) ● Graduation requirements and options for students with disabilities ● The purpose and eligibility criteria for programs for students with disabilities who are 18-22 years old ● How the K-12 school system differs from postsecondary systems for accessing accommodations	X		