

**Analysis of SPED Core and License-Specific SPED Standards in Two Subject Matter Standards:
(a) Referral, Evaluation, Planning, and Programming and (b) Instructional Design, Teaching, and Ongoing Evaluation**

| SPED Core | Academic and Behavioral Strategist | Learning Disabilities |
|--|---|--|
| Referral, Evaluation, Planning, and Programming | | |
| convey the rights and responsibilities of students, parents, teachers, and schools regarding the provision of educational services to students with disabilities* | --communicate the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals* | --apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals* |
| *related Standard of Effective Practice 10C: Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect; | | |
| satisfy the due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education; | --design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals. -- select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns; -- laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior; | --design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals. -- apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals; |
| satisfy child find requirements during universal screening and early intervening efforts; | --design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions; | --collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; |
| integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process; | -- integrate assessment results and information available from family, school personnel, legal system, medical, and mental health providers into the evaluation, planning, and programming process; --apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation; | --select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services; |
| implement required prereferral intervention procedures; | --consult and collaborate with school personnel and families to maintain educational supports found to be effective during prereferral interventions and needed in the general education classroom; | --collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; |
| design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures; | --select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns; | --apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals; |
| select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive | --select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools; -- select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, | --apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process and communicate the purpose, procedures, and results to the students, families, educators, and other professionals; |

| | | |
|--|---|--|
| technology supports where appropriate | direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns; | --adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate the unique abilities and needs of students; |
| understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments; | --understand the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of comorbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction. --evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities; | --demonstrate knowledge of etiology and characteristics, including deficits in basic psychological processes, of specific learning disabilities and related learning difficulties and the implications for learning and performance across ages and grade levels; --demonstrate knowledge of the impact of co-existing conditions or multiple disabilities; |
| conduct functional behavioral assessments and use the results to develop behavior intervention plans; | --complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan; | --use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters; |
| assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process; | --address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities | --demonstrate knowledge of factors that influence accurate identification of culturally, linguistically, and socioeconomically diverse students as students with specific learning disabilities. |
| assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process; | --address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities | --address factors that influence the disproportional identification of culturally, linguistically, and/or socioeconomically diverse students as students with learning disabilities |
| integrate multiple sources of data to develop individualized educational programs and plans; | --integrate assessment results and information available from family, school personnel, legal system, medical and mental health providers into the evaluation, planning, and programming process; | --use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters; |
| produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to timelines for each | --collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; --integrate multiple sources of data, including information available from students, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans; | --use individual and collective data to identify gaps and needs and to align instruction to grade-level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement. |
| support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists | --collaborate with teachers and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum; | --apply knowledge of prerequisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction; |
| address the transition needs of students to enhance participation in family, school, | --access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, | --implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, |

| | | |
|---|---|--|
| recreation or leisure, community, and work life, including self-care, independent living, safety, and prevocational and vocational skills. | emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families; --understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments; | resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals; |
| Instructional Design, Teaching, and Ongoing Evaluation | | |
| adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs; | --design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs; --select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting; | --apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics; |
| lead individual education plan teams through statewide assessment options to make appropriate decisions for a learner's participation within the statewide assessment system; | --monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction; -- select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns; | --use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments; |
| apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards; | --utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression; --utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards; | --adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students; --apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade-level curriculum; |
| use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning; | --select and apply evidence-based instructional practices, including those supported by scientifically-based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting; | --apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics; |
| collaborate with other professionals and parents on the design and delivery of prevention efforts, early intervening services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students; | --provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and nonacademic performance of children and youth; | --provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth with learning disabilities and related learning difficulties; |
| apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom | --apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self- | --use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the |

| | | |
|--|--|---|
| behavior management plans; | assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition; --collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors. | purposes of classroom and school-wide improvement. |
| design and manage positive instructional environments that convey high expectations for students to develop independence, self-motivation, self-direction, self-regulation, and self-advocacy; | --design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills; --design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs | --support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations; |
| teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals; | *D3: collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth; | --collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum; |
| apply systematic procedures for compiling and using data for the purposes of continuous progress monitoring, modification of instruction, and program and school-wide improvement; | --collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum specific measures, and grade-level content standard measures; | --collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; |
| apply knowledge of comprehensive scientifically based reading instruction including phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as required in subpart 1, item B; | ---see <i>Elementary Literacy Standards documentation</i> --modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues; | --see <i>Elementary Literacy Standards documentation</i> --apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics; --adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression |
| construct and implement instructional sequences to address and teach transition skills based on the cognitive, affective, and academic strengths of each student and plan for transition from school to community living, recreational and leisure, postsecondary training, career training, and employment. | --understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments; --assist children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the lifespan; --design, implement, monitor, and adjust instructional programs that promote communication skills and teach language development and vocabulary related to academic literacy, functional skills, social communication, and problem solving; | --design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade-level content standards, promote social competence, and facilitate the transition to postsecondary life; |