

# Crosswalk: Previous versus New Special Education High Incidence Standards

## General Information about this Revision:

- » Changed name of standards and endorsement area from Adaptive to High Incidence. The committee felt that the term “Adaptive” was outdated and information from licensure officers at Institutes of Higher Education (IHEs) indicated that other states did not understand what areas the term Adaptive covered/what was the categorical area(s) of special education expertise of our candidates.
- » Changed the Standard format and language to 8 separate Standards that are then broken down into Functions, and further divided into Content Knowledge (what the candidate needs to know) and Professional Skills (what the candidate needs to be able to do).
- » The Standards have accompanying functions for each separate part of the Standard, assuring that programs understand completely what must be covered and what are the candidate learning and performance expectations for the Standard in its entirety.
- » Describes what is effective teaching that leads to improved student learning.
- » Added appropriate updated language and content.
- » Changed the use of “teacher” to “special educator” and “students” to “learners.”

## Standard 1

| PREVIOUS STANDARDS   | NEW STANDARDS   | WHAT CHANGED?  |
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| <p><b>Standard #1</b> The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.</p> | <p><u><i>Standard 1:</i></u><br/><u><i>Characteristics/Legal/Historical/Philosophical</i></u></p> <p><i>The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.</i></p> | <p><b>Additions to:</b><br/>Expanded the Standard to include the following functions:</p> <ul style="list-style-type: none"> <li>• <b>Function 1.2:</b> The special educator understands the characteristics of high incidence disabilities that was previously addressed in Standard #2.</li> <li>• <b>Function 1.3:</b> The special educator understands the impact of high incidence disabilities on education.</li> <li>• Expanded emphasis on how the characteristics of learners with high incidence disabilities impact the learner’s progress, social functioning, transition to postsecondary education and college and career readiness.</li> <li>• Expanded emphasis on the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of special education services.</li> <li>• Expanded the expectations for knowledge and professional skills around federal and state legislation, rights of all learners, confidentiality, eligibility, and Least Restrictive Environment (LRE).</li> </ul> |

## Standard 2

| PREVIOUS STANDARDS  | NEW STANDARDS  | WHAT CHANGED?   |
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| <p><b>Standard #2</b> The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development.</p> | <p><i>Standard 2: The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations<sup>a</sup>.</i></p> <p><sup>a</sup> <i>Note: Technology considerations are imbedded in each function.]</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• Standard #2 became the standard on Assessment (see previous Standard #3).</li> <li>• Expanded this Standard to include the following: <ul style="list-style-type: none"> <li>○ Technology considerations around Assessment</li> <li>○ Assessment for instructional planning</li> <li>○ Assessment for progress monitoring</li> </ul> </li> <li>• Placed added emphasis on the responsibility of using a team approach and collaboration.</li> <li>• Expanded emphasis on accommodation, adaptation, and modification for assessment including the use of alternate assessments when appropriate.</li> <li>• Added emphasis on the use of data collection including to monitor/self-monitor individual progress.</li> </ul> |

## Standard 3

| PREVIOUS STANDARDS   | NEW STANDARDS   | WHAT CHANGED?  |
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| <p><b>Standard #3</b> The teacher of students with adaptive special education needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.</p> | <p><i>Standard 3: The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• Standard #3 became the standard emphasizing instructional planning and implementation (old Standard #4).</li> <li>• There was added emphasis on IEP development and its relationship to instructional planning, implementation, and progress monitoring.</li> <li>• Added knowledge and skills in Universal Design for Learning (UDL) principles.</li> <li>• Added knowledge and skills in learning environments and evidence-based medical and educational research for instructional planning and implementation.</li> <li>• Included knowledge and skills in tier-based supports (e.g., MTSS) to increase student learning.</li> <li>• Placed emphasis on technology use for planning and implementation.</li> </ul> |

## Standard 4

| PREVIOUS STANDARDS | NEW STANDARDS | WHAT CHANGED? |
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| <p><b>Standard #4</b> The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.</p> | <p><i>Standard 4: The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• The emphasis in this Standard is on evidence-based strategies for learning and transition.</li> <li>• Added an emphasis on self-awareness, self-management, self-control, self-reliance, self-esteem, and self-determination all of which was missing in the old standards.</li> <li>• This standard addresses strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, post-school environments, etc.). This represents an expansion from the old standards where the emphasis was only on the transition from school to work.</li> </ul> |
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## Standard 5

| PREVIOUS STANDARDS  | NEW STANDARDS  | WHAT CHANGED?  |
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| <p><b>Standard #5</b> The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.</p> | <p><i>Standard 5: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• This Standard is about communication and collaboration among professionals (old Standard #7).</li> <li>• There is an emphasis on written, oral, and virtual communication. The addition of virtual communication takes into consideration the need for using digital and social media for communication.</li> <li>• This Standard has been expanded to include the role of communication and collaboration to facilitate integration, the shared roles and responsibilities of paraeducators and related services personnel, and within all transitions from one educational setting to another (i.e., Part C to Part B, elementary to middle/secondary), and to community, vocational, or post-secondary education settings.</li> <li>• Also includes a strong emphasis on communication and collaboration with families.</li> </ul> |

## Standard 6

| PREVIOUS STANDARDS  | NEW STANDARDS  | WHAT CHANGED?  |
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| <p><b>Standard #6</b> The teacher of students with adaptive learning needs demonstrates</p> | <p><i>Standard 6: The special educator understands the critical elements of language</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• The revision committee designed this Standard to address</li> </ul> |

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| <p>knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs.</p> | <p><i>and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.</i></p> | <p>instructional needs specific to reading, writing, math, and other content areas that was missing from the old standards.</p> <ul style="list-style-type: none"> <li>• Added emphasis was placed on both understanding the content areas as well as the ability to support the learner in these areas.</li> <li>• There is also an emphasis on the use of technology to support learners and to make data-based decisions.</li> </ul> |
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## Standard 7

| PREVIOUS STANDARDS  | NEW STANDARDS  | WHAT CHANGED?   |
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| <p><b>Standard #7</b> The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs.</p> | <p><i>Standard 7: The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• Standard #7 deals with Behavior Management and Support that was formerly found in Standard #6.</li> <li>• There is added emphasis on the knowledge and skills to use the expanded problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; ability to conduct Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.</li> <li>• Also included within this Standard is the knowledge and ability to: <ul style="list-style-type: none"> <li>○ Demonstrate cultural sensitivity</li> <li>○ Develop a learners social skills</li> <li>○ Promote a learners self-determination</li> </ul> </li> </ul> |

## Standard 8

| PREVIOUS STANDARDS   | NEW STANDARDS  | WHAT CHANGED?   |
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| <p><b>Standard #8</b> The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.</p> | <p><i>Standard 8. Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and</i></p> | <p><b>Additions to:</b></p> <ul style="list-style-type: none"> <li>• This Standard is meant to address professionalism and ethics as did the previous Standard #8 but it has been expanded to encompass the importance of families and the community as a whole in the educational process of the learner.</li> <li>• Emphasis is placed on empowering families as partners in the education endeavor.</li> </ul> |

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|  | <i>empower families as partners in the education of the learner.</i> |  |
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