

Kansas Licensure Program Standards
Low Incidence Disabilities

Final Revised Draft: 1-09-2015

<u>Standard 1: Professional Learning & Ethical Practice</u>	
<i>The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.</i>	
Function 1: Teacher of students with low incidence disabilities knows, understands, and conducts all professional activities in accordance with current federal and state laws, and local/district policies and procedures.	
Content Knowledge (CK)	Professional Skills (PS)
CK1.1.1. Knows special education policies, process and procedures as it relates to the current Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy (FERPA), and Kansas Statutes and Regulations.	<p>PS1.1.1a Conducts all professional activities in accordance with current federal and state law, and local/district policies and procedures.</p> <p>PS1.1.1b Protects confidential information of student and family.</p> <p>PS1.1.1c Follows laws and policies related to provision of specialized health care in educational and community settings.</p>
CK1.1.2 Understands rights and responsibilities for parents/guardians, students, administrators, teachers, and other school staff throughout the special education process.	<p>PS1.1.2a Provides and explains rights, responsibilities, issues, and assurances to parents/guardians and/or students in understandable terms per required laws, policies and procedures, and upon request by the parent/guardian.</p> <p>PS1.1.2b Provides and explains rights and responsibilities of professionals and school staff.</p> <p>PS1.1.2c Protects confidential information.</p> <p>PS1.1.2d Advocates for rights for parents and students.</p>
Function 2: Teacher of students with low incidence disabilities knows and uses the models, theories, and current research that form the foundations for special education practices.	
CK1.2.1 Knows historical foundations and current issues and how it impacts special education	PS1.2 - 1, 2, and 3 Articulates a personal philosophy of education related to education of

practices	students and their access and participation in the general curriculum and general education/inclusive and community environments based on historical foundations, models, theories, ethics and current research and issues, including how these impact practices.
CK1.2.2 Understands models, theories, ethics and philosophies that form the foundation for special education practices	
CK1.2.3 Follows current research that forms the basis for special education practice.	
Function 3: Teacher of students with low incidence disabilities understands culture, language and value-based beliefs that impact partnerships with families and the education of students.	
CK1.3.1 Knows the impact of culture and language on various beliefs, traditions, customs, and values when identifying and educating students.	PS1.3.1 Honors and respects various cultures of students, families and co-workers.
CK1.3.2 Understands personal cultural biases and differences that affect one's teaching practices.	PS1.3.2 Models nondiscriminatory and anti-bullying behaviors.
CK1.3.3 Comprehends family culture, beliefs, and preferences regarding partnership with family in the education process.	PS1.3.3 Obtains information from family members regarding cultural beliefs and preferences that impact the education of their son/daughter.
CK1.3.4 Knows that person-first language promotes social acceptance and respect for personal dignity.	PS1.3.4 Uses person-first language in all forms, oral and written.
Function 4: Teacher of students with low incidence disabilities knows the importance of and practices lifelong professional development.	
CK1.4.1 Knows the importance of lifelong professional development.	PS1.4.1 Keeps knowledge, skills, and practices up-to-date with ongoing continued education.

Note: There are two components in the standards column: subject and the standard. The subject helps the reader to see at the glance what the standard is about before going in to the actual language of the standard. The function column is for essential areas broken down from the actual standard.

Standard 2: Learner Development and Individual Learning Differences

The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.

Function 1: Teacher of students with low incidence disabilities knows, understands, and promotes learning based on foundations of human growth and development, including collective and individual characteristics.

Content Knowledge (CK)	Professional Skills (PS)
CK2.1.1 Knows milestones of human growth and development and the impact of developmental differences on learning and family life.	PS2.1.1 Supports student development across communication, social/emotional, behavioral, motor, and academic development through appropriate curricular and instructional experiences across the lifespan.
CK2.1.2 Knows current federal and state definitions and causes of low incidence disabilities and implication these have for education and learning.	PS2.1.2 Follows legally based requirements for identifying students within low incidence disability special education classifications.
CK2.1.3 Understands developmentally and chronologically age-appropriate needs and practices of students.	PS2.1.3 Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students and their families.
Function 2: Teacher of students with low incidence disabilities knows and understands cultural impacts on development and learning.	
CK2.2.1 Knows learning is influenced by cultural and environmental differences of the student and family.	PS2.2.1 Gains and values information about the family’s culture and environment and uses it to understand individual development and learning.
Function 3: Teacher of students with low incidence disabilities knows and understands conditions, challenges, and implications of development and learning differences.	
CK2.3.1 Understands medical and co-existing conditions and implications for learning in school, community, and at home.	PS2.3.1 Collaborates with family members, medical, health and related service providers to support and promote learning and development in all environments.

<p>CK2.3.2 Understands sensory challenges/needs and implications for learning in school, community, and at home.</p>	<p>PS2.3.2 Promotes individual strengths in overcoming challenges of sensory differences in all environments.</p>
<p>CK2.3.3 Understands speech, language, and communication needs and impact on learning in school, community, and at home.</p>	<p>PS2.3.3 Promotes individual strengths in overcoming speech, language and communication challenges in all environments.</p>
<p>CK2.3.4 Understands the impact of a student’s functional, academic, and social/emotional abilities, attitudes and interests on instruction, learning, career development, recreation, leisure, and friendships.</p>	<p>PS2.3.4a Promotes individual strengths in overcoming functional, academic, and social/emotional challenges in all environments.</p> <p>PS2.3.4b Recognizes, presumes, and secures support for participation and learning in general education settings.</p> <p>PS2.3.4c Supports development and learning through participation in general education settings and activities.</p>

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Standard 3: Assessment

The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.

Function 1: Teacher of students with low incidence disabilities knows and follows legal provisions and best practices in the evaluation/assessment process and procedures.

Content Knowledge (CK)	Professional Skills (PS)
CK3.1.1 Knows legal and ethical provisions of evaluation/assessment, including accommodations and modifications used in assessment.	PS3.1.1 Conducts all evaluation/assessments based on legal and ethical requirements and provisions.
CK3.1.2 Knows and understands basic terminology used in evaluation/assessment.	PS3.1.2 Answers questions regarding basic terms used in the evaluation/assessment process.
CK3.1.3 Understands the screening, pre-referral, referral, and classification procedures for identifying and classifying students for special education services.	PS3.1.3 Conducts evaluation/assessment per federal and state regulations, and local/district policies and procedures.
CK3.1.4 Knows the terminology, legal requirements, development and use of alternate assessments.	PS3.1.4 Uses alternate assessments as required per federal and state regulations, and local/district policies and procedures.
CK3.1.5 Knows the legal requirements for confidentiality of records pertaining to all screening, evaluation and assessment.	PS3.1.5 Creates, maintains, and protects confidentiality of all records.

Function 2: Teacher of students with low incidence disabilities conducts student-centered evaluation/assessment based on purpose, use, limitations, and cultural and learning differences.

CK3.2.1 Understands the construction, purpose, use, limitations and differences between student-centered standardized and criterion referenced/curriculum-based instruments and tools and procedures used for screening, evaluation, and/or assessment to determine eligibility (patterns of strengths and needs), and for educational and programmatic decisions.	PS3.2.1a Uses legal requirements, research, and evidence-based and ethical principles, including knowledge of culture, when selecting appropriate formal evaluation/assessment instruments, tools, and technology. PS3.2.1b Conducts formal screening, evaluation and/or assessment based on individual student's characteristics, learning differences, and culture and linguistic needs.
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<p>CK3.2.2 Understands the purpose, use, and limitations of informal student-centered assessment instruments, observations, and tools used to determine eligibility (patterns of strengths and needs), and for educational and programmatic decisions.</p>	<p>PS3.2.2a Uses legal requirements, research, and evidence-based and ethical principles, including knowledge of culture, when selecting appropriate informal evaluation/assessment instruments, tools, and technology.</p> <p>PS3.2.2b Conducts informal screening, evaluation and/or assessment based on individual student’s characteristics, learning differences, culture and linguistic needs to conduct evaluation/assessment.</p>
<p>CK3.2.3 Understands assessment for technology and equipment needs and supports for students.</p>	<p>PS3.2.3 Uses appropriate formal and informal evaluation/assessment instruments, tools, and equipment to identify technology needs for students.</p>
<p>CK3.2.4 Knows the purpose and use of functional behavioral assessment for the design of positive behavioral intervention and support plans.</p>	<p>PS3.2.4 Uses appropriate formal and informal/assessment instruments, tools, and technology to conduct functional behavioral assessment.</p>
<p>CK3.2.5 Knows the influences of diversity when choosing formal and informal evaluation/assessment tools and procedures.</p>	<p>PS3.2.5 Uses nonbiased and nondiscriminatory formal and informal evaluation/assessment instruments, tools, and technology in order to acknowledge cultural differences.</p>
<p>CK3.2.6 Knows process and procedures for early identification of young children.</p>	<p>PS3.2.6 Follows procedures for formal and informal screening, evaluation and assessment for young children.</p>
<p>Function 3: Teacher of students with low incidence disabilities conducts family-centered evaluation/assessment based on purpose, use, limitations and preferences of families.</p>	
<p>CK3.3.1 Understands the purpose and use of family-centered assessment instruments and tools to assist in determining eligibility (patterns of strengths and needs), and for educational and programmatic decisions.</p>	<p>PS3.3.1a Collaborates with families in conducting evaluation/assessment, including functional behavioral assessments.</p> <p>PS3.3.1b Chooses appropriate formal and informal evaluation/assessment instruments, tools, and technology with families to obtain information that informs the evaluation/assessment process and procedures.</p> <p>PS3.3.1b Gathers relevant background</p>

	information.
Function 4: Teacher of students with low incidence disabilities knows and uses appropriate application and interpretation of assessment results.	
CK3.4.1 Knows how to analyze, interpret, and use screening/evaluation/assessment data.	<p>PS3.4.1a Collaborates with family members and professionals in analyzing results of testing data.</p> <p>PS3.4.1b Interprets information/data from informal and formal assessments and reports assessment results to all stakeholders using effective communication skills.</p> <p>PS3.4.1c Assists in writing the formal evaluation report in terms understandable to all including family members.</p> <p>PS3.4.1d Uses assessment data/results to develop the IFSP/IEP in collaboration with family members and other professional team members.</p> <p>PS3.4.1e Uses assessment data/results to determine service delivery within the least restrictive environment(s) and community settings.</p> <p>PS3.4.1f Uses functional behavioral assessment data/results to prepare the positive behavioral support plan.</p> <p>PS3.4.1g Uses assessment data/results to determine accommodations, adaptations, environment arrangements/needs, technologies, equipment, and programmatic decisions.</p>
Function 5: Teachers of students with low incidence disabilities knows and uses principles of Universal Design for Learning (UDL), Kansas Multi-Tier System of Supports (MTSS), and (Response to Intervention - RtI), including ongoing assessment procedures, to promote equal opportunities to learn.	
CK3.5.1 Knows the principles of early intervening including the utilization of the MTSS framework, RtI and UDL for instruction.	PS3.5.1 Uses the MTSS framework, RtI, and UDL as the process for identifying students early for individualized instruction/intervention in order to provide for needs for learning.
CK3.5.2 Knows the importance of continuous	PS3.5.2 Conducts continuous assessment to

assessment for progress monitoring.	determine progress and for program improvement.
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Standard 4: Curricular Content Knowledge

The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.

Function 1: Teacher of students with low incidence disabilities knows and uses learning theory, developmentally and chronologically age-appropriate curricular practices, general education subject matter and curriculum to promote participation in inclusive education, home and community settings.

Content Knowledge (CK)	Professional Skill (PS)
CK4.1.1 Knows current Kansas learning and curricular standards as a basis for adaptations and modifications.	PS4.1.1a Aligns curricular adaptations and modifications to the current Kansas learning standards to ensure student access to and participation in to general and inclusive educational environments. PS4.1.1b Develops units, lessons and instructional activities for access to the general education curriculum including adaptations and modifications to specific learning standards.
CK4.1.2 Understands curricular and evidence-based practices and interventions addressing academic and literacy learning/skills for school (including general education settings), home and community environments.	PS4.1.2 Implements, modifies, adapts, and evaluates curriculum and interventions targeting academic and literacy learning/skills for inclusive school, home, and community settings.
CK4.1.3 Understands curricular and evidence-based practices and interventions addressing social, emotional and behavioral learning/skills for school (including general education settings), home and community.	PS4.1.3 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social, emotional and behavioral learning/skills for inclusive school, home, and community settings.
CK4.1.4 Understands curricular and evidence-based practices and interventions addressing communication, motor and self-help learning/skills for school (including general education settings), home and community.	PS4.1.4 Implements, modifies, adapts, and evaluates curriculum and interventions addressing communication, motor, and self-help learning/skills for inclusive school, home, and community settings.
CI4.1.5 Understands curricular and evidence-based practices and interventions addressing social engagement, friendships, and supports from same-aged peers with and	PS4.1.5 Implements, modifies, adapts, and evaluates curriculum and interventions addressing social

without disabilities.	engagement, friendships, and supports from same-aged peers with and without disabilities in inclusive school, home, and community settings.
Function 2: Teacher of students with low incidence disabilities understands and uses equipment to meet needs of individual students	
CK4.2.1 Understands equipment needs used to support communication, mobility, health care, and function throughout daily routines.	<p>PS4.2.1a Selects and uses appropriate equipment needed to accomplish curricular, behavioral, and instructional objectives.</p> <p>PS4.2.1b Uses equipment for mobility, function, lifting, and transferring of individual students and proper body mechanics for protection of students and staff.</p> <p>PS4.2.1c Advocates for use of needed equipment in all learning and functional environments.</p>
Function 3: Teacher of students with low incidence disabilities understands and uses technology to meet needs of individual students.	
CK4.3.1 Understands various technology needs used to support communication, academics, literacy, social-emotional/behavioral, and self-help skills.	<p>PS4.3.1a Presents information and curricular content in a variety of ways, including through the use of technology that allows learners to access multiple modes of expression to share what they know.</p> <p>PS4.3.1b Selects and uses appropriate technologies needed to accomplish curricular, behavioral, and instructional objectives.</p> <p>PS4.3.1c Advocates for use of needed technology in all learning and functional environments.</p>
Function 4: Teacher of students with low incidence disabilities knows and advocates for access to general and specialized curriculum.	
CK4.4.1 Understands the use of technology, equipment, and universal design when developing, modifying and adapting curriculum.	PS4.4.1 Aligns curricular adaptations and modifications to the current Kansas learning standards to ensure student access to and participation in to general and inclusive educational environments.

Function 5: Teacher of students with low incidence disabilities understands curricular development to address college and career readiness, self-determination and transitions to adulthood.	
CK4.5.1 Knows curricula and evidence-based practices and interventions to address daily and independent living skill needs for current and future environments.	PS4.5.1 Implements, modifies, adapts, and evaluates curricula and interventions addressing daily and independent living skills for current and future environments.
CK4.5.2 Knows curricular and evidence-based practices and interventions addressing college and career readiness, self-determination, and the transition to adulthood.	PS4.5.2 Implements, modifies, adapts, and evaluates curricula and interventions addressing college and career readiness, self-determination, and the transition to adulthood.
CK4.5.3 Knows culturally responsive practices to empower students and families from diverse heritages in addressing college and career readiness, self-determination, and the transition to adulthood.	PS4.5.3 Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing college and career readiness, self-determination, and the transition to adulthood.

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Standard 5: Instructional Planning & Strategies

The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.

Function 1: Teacher of students with low incidence disabilities follows all legal requirements, research, theories and evidence-based practices for instructional methods.

Content Knowledge (CK)	Professional Skills (PS)
CK5.1.1 Knows national, state, and regional curricular and instructional legal requirements.	PS5.1.1 Uses instructional programs and instructional practices that are based on ethical and proven research and evidence-based practices in accordance with national and state laws, and local education agency policies and procedures.
CK5.1.2 Knows theories, research and current evidence-based practices for planning, selecting, and using instructional strategies/methods.	PS5.1.2a Uses current research and evidence-based practices for planning, selecting, and using instructional strategies to meet individual needs of students. PS5.1.2b Relates levels of support (e.g., RtI, MTSS) to the needs of the individual.
CK5.1.3 Knows a variety of instructional methods, techniques, and specialized interventions to meet the individualized needs of students.	PS5.1.3 Uses a variety of instructional methods, techniques, and specialized interventions to meet the needs of individual students.

Function 2: Teacher of students with low incidence disabilities uses required information when developing instructional methods.

CK5.2.1 Understands use of evaluation/assessment data and other information when planning instruction.	PS5.2.1 Interprets and uses assessment/evaluation data and input from family members when planning instruction.
CK5.2.2 Understands the Individual Family Service Plan/Individualized Education Program (IFSP/IEP) is a legal document and contains information that guides instructional planning, services, adaptations, accommodations, technologies, and equipment needs of individual students.	PS5.2.2a Interprets and uses information from the IFSP/IEP when planning instruction. PS5.2.2b Uses developmentally and chronologically age-appropriate materials, equipment, and instruction strategies that are based on IEP goals and objectives.
CK5.2.3 Knows methods of task analyses, discrepancy analysis, ecological inventories, and information assessment to plan instruction.	PS5.2.3 Conducts and uses task analyses, discrepancy analysis, ecological inventories, and informal assessments to plan instruction.
CK5.2.4 Understands methods of data collection of responses and errors to guide instructional decisions and provide feedback to learners.	PS5.2.4 Uses data collection of responses and errors to guide instructional decisions and provide feedback to learners.

Function 3: Teacher of students with low incidence disabilities knows and uses cultural and linguistic information when developing instructional methods.	
CK5.3.1 Knows individual differences, including cultural, linguistic, gender, and learning differences, in students' approaches to learning and responses to instruction and how they relate to performance.	PS5.3.1 Plans for and uses instructional programs and practices that respond to students' cultural, linguistic, gender, and learning differences.
Function 4: Teacher of students with low incidence disabilities knows and uses needed equipment and technology when developing instructional methods.	
CK5.4.1 Understands the use of technologies in planning and delivering instruction in all environments.	PS5.4.1 Selects, designs, and uses appropriate technologies to accomplish instructional objectives.
CK5.4.2 Understands the use of equipment in planning and delivering instruction in all environments.	PS5.4.2 Selects, designs, and uses medical materials, equipment, and resources required to educate individuals.
Function 5: Teacher of students with low incidence disabilities knows and uses evidence-based theories, methods, techniques and evidence-based practices to meet academic, communication, behavioral, and functional needs of students in school (general and special education), home and community settings.	
CK5.5.1 Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet individual student learning/functional needs.	<p>PS5.5.1a Uses strategies for integrating student initiated learning experiences into ongoing instruction.</p> <p>PS5.5.1b Sequences, implements, and evaluates individual student learning objectives/outcomes.</p> <p>PS5.5.1c Collaborates with families, general education professionals, related service personnel, and community agencies to plan and implement instruction in all environments.</p> <p>PS5.5.1d Identifies, prepares, organizes, and presents teaching materials and activities to implement lesson plans.</p> <p>PS5.5.1e Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.</p> <p>PS5.5.1f Uses interventions to increase the</p>

	<p>individual's self-awareness, self-management, self-reliance, self-determination, and self-esteem.</p> <p>PS5.5.1g Manages differentiated instruction of individuals and small and large groups.</p> <p>PS5.5.1h Uses strategies for facilitating maintenance and generalization of knowledge and skills across learning environments.</p> <p>PS5.5.1i Demonstrates appropriate body mechanics to ensure student and teacher safety in transferring, lifting, positioning, seating, and management and/or crisis intervention.</p>
CK5.5.2 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs in academic and literacy learning/skills.	PS5.5.2 Designs, implements and evaluates instructional programs that enhance academic skills, including literacy skills, increasing vocabulary, reading comprehension and fluency, and mathematics.
CK5.5.3 Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet needs for communication learning/skills.	PS5.5.3 Uses strategies to promote effective pre-symbolic and symbolic communication, including use of alternative and augmentative communication systems.
CK5.5.4 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs of social-emotional and behavioral learning/skills.	<p>PS5.5.4a Designs, implements and evaluates instructional programs that enhance the student's social interaction, and participation in family, school, and community activities.</p> <p>PS5.5.4b Uses a variety of appropriate and least invasive positive behavioral interventions and support techniques and strategies.</p>
CK5.5.5 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet sensory and concomitant communication needs.	PS5.5.5 Uses instructional methods to meet needs for sensory integration/dysfunction, mobility, reflex, and perceptual information.
CK5.5.6 Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet learning/skill needs for independent functioning during daily routines.	PS5.5.6 Uses instructional methods to meet needs for sensory integration/dysfunction, mobility, reflex, and perceptual information.
CK5.5.7 Knows and advocates for instruction in all	PS 5.5.7 Designs, adapts, implements and

<p>learning environments, including school (general and special education settings), home, and community.</p>	<p>evaluates instructional strategies for students within educational environments, including access to and participation in general education environments and extra curricular activities.</p>
<p>Function 6: Teacher of students with low incidence disabilities know roles and responsibilities related to instruction, intervention, and direct services for students in preparation for college and career readiness and transitions to adult life.</p>	
<p>CK5.6.1 Knows instructional methods and strategies to prepare students for college and career readiness and transitions to adulthood.</p>	<p>PS5.6.1 Designs, implements and evaluates instruction programs needed to teach skills identified for college and career readiness, including self-determination, self-advocacy, communication, health care, employment, friendship, civic involvement, and leisure/recreational activities.</p>
<p>Function 7: Teacher of students with low incidence disabilities knows roles and responsibilities of teaching assistants related to instruction, intervention, and direct services.</p>	
<p>CK5.7.1 Knows roles and responsibilities of teaching assistants during instructional activities.</p>	<p>PS5.7.1 Supervises, directs, models techniques, and coaches teaching assistants and others in the use of instructional methods, adaptations and accommodations.</p>

Standard 6: Learning Environments

The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Function 1: Teacher of students with low incidence disabilities follows all legal requirements, research, and evidence-based practices and strategies for designing and using learning environments.

Content Knowledge (CK)	Professional Skills (PS)
CK6.1.1 Knows basic classroom management theories and strategies that lead to effective management of teaching and learning.	PS6.1.1 Designs learning environments that encourage active participation of all students in individual and group activities.
CK6.1.2 Knows classroom management that promotes positive social and communicative behaviors.	PS6.1.2 Designs learning environments that promote positive social and communicative behaviors.
CK6.1.3 Understands how to adapt the physical and learning environments in order to provide optimal learning opportunities and accessibility during daily routines, activities and instruction.	PS6.1.3 Designs learning environments that encourage active participation of all students in individual and group activities.
CK6.1.4 Knows that learning environments can promote positive social and communicative behaviors.	PS6.1.4 Plans for, modifies, and adapts the learning environment to promote positive social and communicative behaviors.
CK6.1.5 Understands the environmental impacts to sensory processing and integration.	PS6.1.5 Designs and adapts environments to meet individual needs for sensory input and to improve sensory integration.
CK6.1.6 Understands the importance of accessible environments to promote self-advocacy, self-determination and independence across the lifespan.	PS6.1.6 Creates environments that teach and promote self-advocacy, self-determination, and independence.

Function 2: Teacher of students with low incidence disabilities designs learning environments that honor and respect cultural, linguistic, and individual differences.

CK6.2.1 Understands that teacher attitudes, actions, and demeanor can influence student behaviors and appropriate social interactions within all environments.	PS6.2.1 Exhibits attitudes, actions and a demeanor that all students are competent learners within all environments.
CK6.2.2 Knows teacher conduct and behaviors	PS6.2.2 Develops and models dispositions that deter

that could avert racism and/or bullying.	racism and bullying and promote acceptance of personal, cultural and linguistic differences.
CK6.2.3 Knows that responsive environments encourage respect and promote each other's language and cultural heritage.	PS6.2.3 Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued and support positive intra- and intercultural experiences.
Function 3: Teacher of students with low incidence disabilities uses equipment and technology within learning environments to meet individual student needs.	
CK6.3.1 Knows the use of technology (e.g. instructional, assistive, adaptive, augmentative) and equipment (e.g., mobility, medical, function) to meet individual needs in all learning environments.	PS6.3.1 Selects, uses, and maintains required technologies and equipment.
CK6.3.2 Understands the use of specialized and/or health care interventions for individuals with physical and health related needs, including needs for privacy during care routines.	PS6.3.2 Protects privacy needs for students.
Function 4: Teacher of students with low incidence disabilities designs safe learning environments.	
CK6.4.1 Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures).	PS6.4.1 Uses strategies of positive behavioral supports in all environments including least intrusive interventions.
CK6.4.2 Knows procedures for protection during emergency (i.e., fire, tornadoes, lock-down safety).	PS6.4.2 Plan for individual student needs during emergency and crisis situations.
CK6.4.3 Knows universal precautions to promote health in all environments.	PS6.4.3 Uses universal precautions to promote health in all environments.
CK6.4.4 Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis situations under Kansas Emergency Safety Interventions.	PS6.4.4 Employs positive behavioral supports, including approved crisis management strategies under Kansas Emergency Safety Interventions, to keep individuals safe during crisis situations.
Function 5: Teacher of students with low incidence disabilities promotes learning in all environments.	
CK6.5.1 Knows the strengths and challenges across the continuum of service delivery options to assure maximum access and participation within general and special education environments.	PS6.5.1 Supports participation within all general and special education environments to the maximum extent possible.
CK6.5.2 Knows the importance and need for providing experiences in multiple environments, including school, home and community.	PS6.5.2 Plans and provides for intensity of instruction in and across a variety of times and environments, including community settings and supports

	generalization.
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Standard 7: Collaboration

The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.

Function 1: Teacher of students with low incidence disabilities follows all legal requirements when working in collaboration with family members, students, administrators, related service professionals, and other schools staff.

Content Knowledge (CK)	Professional Skills (PS)
CK7.1.1 Knows the rights afforded parents/legal guardians, students, and professional team members under general and special education law.	PS7.1.1a Explains legal rights and responsibilities afforded to parents/legal guardians in understandable terms. PS7.1.1b Explains legal rights and responsibilities of professional team members in understandable terms.
CK7.1.2 Knows laws protecting confidentiality (i.e., IDEA, FERPA).	PS7.1.2 Follows legal protections of confidentiality.
CK7.1.3 Knows special education process and procedures regarding collaboration, consultation and teaming.	PS7.1.3 Communicates special education procedures, program needs, processes and outcomes to family members, school and community members.
Function 2: Teacher of students with low incidence disabilities knows works in collaboration with family members.	
CK7.2.1 Knows the importance of respectful and beneficial relationships with family members.	PS7.2.1 Fosters respectful and beneficial relationships.
CK7.2.2 Understands concerns, resources, roles, responsibilities, and preferences of families.	PS7.2.2a Communicates with family members to gain information pertinent to their concerns, resources, and preferences regarding the education of their child, and supports their understanding of the family's roles and responsibilities within the special education process. PS7.2.2b Communicates with parents (and other family members, as appropriate) about the characteristics, strengths, challenges, and needs of their child.
CK7.2.3 Understands roles and responsibilities individually and shared by students, parents, other family members in planning for individual student programs.	PS7.2.3 Encourages and assists families to become active participants in the educational process, including assessment, developing the IFSP/IEP, selecting services, identifying least restrictive environments, and other

	processes within general and special education.
CK7.2.4 Knows the importance of collaborating with family members to plan learning experiences in all environments.	PS7.2.4 Plans and collaborates with families in integrating their child into various learning environments, and all natural settings.
CK7.2.5 Knows the importance of collaborating with parents, other family members when planning for transitions.	PS7.2.5 Collaborates with parents, other family members, when planning for transitions.
CK7.2.6 Knows the importance of and skills for collaborating with family members when individualizing for students who are chronically or terminally ill.	PS7.2.6 Collaborates with family members when individualizing for students who are chronically or terminally ill.
Function 3: Teacher of students with low incidence disabilities works in collaboration and consultation with administrators, related services professionals, other school staff, and community members.	
CK7.3.1 Knows the importance of respectful and beneficial relationships with administrators, related services professionals, other school staff and community members.	PS7.3.1 Fosters respectful and beneficial relationships.
CK7.3.2 Understands concerns, resources, roles, responsibilities of administrators, related services professionals and other school staff when collaborating to meet individual and/or collective goals.	PS7.3.2 Communicates with education professionals, related service providers, teaching assistants, administrators, and other school personnel about the characteristics, strengths, challenges, and needs of individuals with low incidence disabilities.
CK7.3.3 Understands need for gaining expertise from other professionals/school staff and community members in meeting student needs.	PS7.3.3 Seeks knowledge and skills from others for appropriate techniques, resources, and methods of meeting individual student needs.
CK7.3.4 Understands group problem-solving strategies to develop, implement, and evaluate collaborative activities.	PS7.3.4 Uses group problem-solving skills to develop, implement, and evaluate collaborative activities.
CK7.3.5 Knows strategies for selecting, planning, and coordinating activities with related services personnel to maximize intentional instruction for students.	PS7.3.5 Selects, plans, and coordinates activities with related services personnel to maximize intentional instruction for students.
CK7.3.6 Knows how to observe, evaluate, mentor, and provide feedback and direction to teaching assistants/paraprofessionals, tutors, and volunteers.	PS7.3.6 Observes, evaluates, mentors, and provides feedback and direction to teaching assistants/paraprofessionals, tutors, and volunteers.
CK7.3.7 Knows the importance of and skills for collaborating with team members to plan transition to adulthood that encourages full community participation.	PS7.3.7 Collaborates with team members, including school and community members, to plan transition to adulthood that

	encourages full community participation.
CK7.3.8 Knows the importance of and skills for collaborating with service providers when individualizing for students who are chronically or terminally ill.	PS7.3.8 Collaborates with service providers when individualizing for students who are chronically or terminally ill.
Function 4: Teacher of students with low incidence disabilities knows and uses positive and effective techniques for all modes of communication.	
CK7.4.1 Knows positive and effective verbal and non-verbal communication techniques.	PS7.4.1 Uses positive and effective verbal and non-verbal communication in all individual and group-based interactions.
CK7.4.2 Understands various modes of communication, including the role and use of technologies in effective communication and collaboration.	PS7.4.2a Seeks preferences in communication modes from family members, administrators, related service professionals, other school staff, and community members. PS7.4.2b Uses positive and effective oral and written communication in all individual and group-based documents. PS7.4.2c Uses appropriate technologies to communicate and collaborate with others.
Function 5: Teacher of students with low incidence disabilities honors and respects cultural and linguistic differences.	
CK7.5.1 Knows the effect of culture, gender, linguistic and other diversity-related influences on communication and collaboration with others.	PS7.5.1 Honors and respects cultural and linguistic differences of collaborative team members, including family members, students, professionals, school staff and community members.
Function 6: Teacher of students with low incidence disabilities uses appropriate consult and collaboration strategies to strengthen access and participation in general education settings.	
CK7.6.1 Knows models and strategies of consultation and collaboration to increase access and participation in general curriculum, content and skill acquisition.	PS7.6.1 Uses a variety of models and strategies for effective consultation and collaboration with others to increase access and participation in general curriculum, content and skill acquisition.
CK7.6.2 Knows models and methods of co-planning and co-teaching to increase access and support in general education settings.	PS7.6.2 Uses a variety of models and methods of co-planning and co-teaching with others to increase access and participation in general curriculum, content and skill acquisition.
Function 7: Teacher of students with low incidence disabilities knows sources of services, networks and organizations in and outside of the school system.	
CK7.7.1 Knows sources of general and unique services, networks and organizations in and outside of the school system.	PS7.7.1 Seeks to locate and provide resources to family members, students, school professionals/staff regarding services, networks and organizations both in and

	outside the school.
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