

Special Education Conceptual Framework P-4 and 4-12

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. Assisting in the accomplishment of this mission, the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) provides graduate programs for the preparation and licensure of school leaders and special education faculty.

The *Council for Exceptional Children's* 10 professional standards serves as the conceptual framework for the MSE in Special Education. These framework's standards are strongly correlated to the *Arkansas Standards for Special Education* and contributes to accomplishing the following objectives of the unit's conceptual framework *Learning to Teach/Teaching to Learn*:

Learn:

1. Demonstrates effective communication skills (CEC Standard #2, #6, #9 and #10)
2. Acts in a legal, professional, and compassionate manner (CEC Standard #1 and #9)
3. Implements best practices in curriculum (CEC Standard #4, #5, #7 and #8)
4. Utilizes a variety of teaching models and strategies (CEC Standard #3, #4, #5 and #7)
5. Utilizes appropriate classroom/building management strategies (CEC Standard #5)
6. Utilizes a variety of assessment strategies to monitor student learning (CEC Standard #8)
7. Reflects on teaching and learning (CEC Standard #7 and #9).

These outcomes are embedded throughout the performance-based activities designed to accomplish the CEC outcomes to promote the success of all students by instilling in candidates the capability and disposition to provide an optimum learning environment for individuals with ELN in their least restrictive environment by instilling in candidates the capability and disposition to meet the following standards:

1. Special Educators understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education; they are knowledgeable and skilled in the foundations of special education

2. Special Educators know and demonstrate respect for their students first as unique human beings, understanding similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)
3. Special Educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.
4. Special Educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.
5. Special Educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.
6. Special Educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.
7. Special Educators place decision-making and instruction at the center of special education practice, developing long-range individualized instructional plans, annual goals, and short-term objectives anchored in both general and special education curricula.
8. Special Educators value assessment as integral to the decision-making and teaching of special education, and use multiple types of assessment information for a variety of educational decisions.
9. Special Educators are guided by the profession's ethical and professional practice standards, and continue a lifetime of professional growth to provide optimum success for their learners with ELN.
10. Special Educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.