

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<b><u>10.58.510 STUDENTS WITH DISABILITIES K-12</u></b>		
(1)The program requires that successful candidates:	(1)The program requires that successful candidates:	
(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;	<del>(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;</del>  <u>(a) understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;</u>	
(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;	<del>(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;</del>  <u>(b) understand how to create and implement personalized, safe, inclusive, and culturally-responsive learning environments for ALL individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;</u>	
(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;	<del>(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;</del>	



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	<p><u>(c) use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;</u></p>	
<p>(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;</p>	<p><del>(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;</del></p> <p><u>(d) use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of educational decisions (i.e. administer and score standardized assessments, interpret and present assessment results, write measurable goals and objectives, and use data to monitor progress);</u></p>	
<p>(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;</p>	<p><del>(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;</del></p> <p><u>(e) select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;</u></p>	
<p>(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of</p>	<p><del>(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate</del></p>	

Revision: 07/08/2014



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language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills;	<p><del>knowledge and use of individualized strategies to enhance language development and teach communication skills;</del></p> <p><u>(f) guide professional practices by using foundational knowledge of the field along with professional ethics and standards;</u></p>	
(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;	<p><del>(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;</del></p> <p><u>(g) collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e. facilitating meetings, scheduling services, implementing accommodations and modifications);</u></p>	
(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;	<p><del>(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;</del></p> <p><u>(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;</u></p>	



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(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;	<p><del>(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;</del></p> <p><u>(i) demonstrate knowledge of typical and atypical language development and use systematic, evidence-based instruction to enhance language development and teach communicative competence;</u></p>	
(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching;	<p><del>(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching;</del></p> <p><u>(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentations, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs; and</u></p>	
(k) demonstrate understanding of ethical and professional practices; and	<del>(k) demonstrate understanding of ethical and professional practices; and</del>	
(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.	<del>(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.</del>	



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	<p><u>(k) demonstrate proficiency in Montana special education procedural competencies (i.e. knowledge of state and federal laws along with the 13 disability categories, knowledge of AIM system and state forms, special education process, identify social and cultural movements in special education law, identify court cases which shaped special education law, understanding of the legal resources to assist decision making, ability to navigate federal and Montana law).</u></p>	
<p>(History: 20-2-114, MCA; <u>IMP</u>, 20-1-501, 20-2-121, MCA; <u>NEW</u>, 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u>, 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u>, 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u>, 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u>, 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u>, 2007 MAR p. 190, Eff. 2/9/07.)</p>		

