

Department: Teacher and Bilingual Education / College of Education and Human Performance
Program: B.S. Interdisciplinary Studies with Special Education Certification, EC-12

Skill Set	Professional Application	Delivery of Skill Set Courses, extracurricular activities, etc. in which the skill set is introduced (I), reinforced (R), or mastered (M)).
Core Skills- Critical Thinking and Problem Solving	Teacher candidate is able to effective critical thinking skills and problem solving skills; Ability to apply content knowledge and extrapolate means for accommodations, modifications, and differentiation of instruction.	EDSE 4349- Foundations in Special Education (Writing Intensive)(R), EDSE 4349- Foundations in Special Education (Field) (R); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (R.)
Discipline-based Skills- Demonstrate disability-specific knowledge and understand how a teacher must accommodate the specific learning styles of any and all within the classroom, the disability /inability must be understood as well its impact on the student learning process.	Teacher candidate is able to demonstrate disability-specific knowledge and understand how a teacher must accommodate the specific learning styles of any and all within the classroom, the disability /inability must be understood as well its impact on the student learning process.	EDSE 4349- Foundations in Special Education (Writing Intensive)(I), EDSE 4349- Foundations in Special Education (Field) (I); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (M.)

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<p>Discipline-based Skills-</p> <p>Ability to accommodate, modify, and differentiate their specific content material, offer high levels of expectations for achievement in the educational experience.</p>	<p>Teacher candidate is able to accommodate, modify, and differentiate their specific content material, offer high levels of expectations for achievement in the educational experience.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(I), EDSE 4349- Foundations in Special Education (Field) (I); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (M.)</p>
<p>Discipline-based Skills-</p> <p>Demonstrate an understanding of task analysis, direct instruction, explicit instruction, and setting objectives to meet that requirement is the extension of accommodating the individual disability impact on the learning process.</p>	<p>Teacher candidate is able to demonstrate an understanding of task analysis, direct instruction, explicit instruction, and setting objectives to meet that requirement is the extension of accommodating the individual disability impact on the learning process.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(I), EDSE 4349- Foundations in Special Education (Field) (I); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (M.)</p>
<p>Discipline-based Skill-</p> <p>Demonstrate an understanding of how to structure the classroom to best meet the individual needs of all students, including the physical arrangement of the room, and the need for routines and procedures of a well-run classroom in which diversity among learners can be addressed.</p>	<p>Teacher candidate is able to demonstrate an understanding of how to structure the classroom to best meet the individual needs of all students, including the physical arrangement of the room, and the need for routines and procedures of a well-run classroom in which diversity among learners can be addressed.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(I), EDSE 4349- Foundations in Special Education (Field) (I); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (M.)</p>

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<p>Core Skill-</p> <p>Demonstrate ability of writing appropriate for the teaching profession.</p>	<p>Teacher candidate is able to communicate thoughts, knowledge, and understanding through writing that is appropriate and specific for the educational profession. Candidate communicates in writing that is grammatically correct, free of errors, and uses vocabulary appropriate for the special education profession.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(R), EDSE 4349- Foundations in Special Education (Field) (R); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (R.)</p>
<p>Core Skills- Detail Orientation.</p> <p>Teachers have excellent planning skills and are detail oriented. They are trained to pay attention to a myriad of details and have high expectations of their own work and productivity.</p>	<p>Teacher candidate demonstrates planning skills and detail orientation skills; being able pay attention to a myriad of details and have high expectations of their own work and productivity.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(R), EDSE 4349- Foundations in Special Education (Field) (R); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (R.)</p>
<p>Core Skills- Interpersonal Skills.</p> <p>Teachers are typically very pleasant, self-reflective, can facilitate positive, productive relationships, and can communicate effectively.</p>	<p>Teacher candidate is able to demonstrate interpersonal skills that includes being pleasant and collegial, and self-reflective, while facilitating positive, productive relationships, and communicating effectively.</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(R), EDSE 4349- Foundations in Special Education (Field) (R); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (R.)</p>

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<p>Core Skills- Adaptability and Enthusiasm.</p> <p>Teachers are used to high work demands, and can respond with flexibility, creativity, adaptability, and can “think on their feet.”</p>	<p>Teacher candidate is able to demonstrate adaptability and enthusiasm in the face of high work demands, and respond with flexibility, creativity, adaptability, while “thinking on their feet.”</p>	<p>EDSE 4349- Foundations in Special Education (Writing Intensive)(R), EDSE 4349- Foundations in Special Education (Field) (R); EDSE 4350- Assessment of Exceptional Individuals (R); EDSE 4353- Transitioning Strategies in Special Education (R); EDSE 4357- State & Federal Regulations in Special Education (R); EDSE 4358- Principles of Behavior Management (R), EDSE 4358- Principles of Behavior Management (Field) (R); EDSE 4359- Teaching Exceptional Students (R.)</p>