



THE UNIVERSITY OF  
**TENNESSEE**  
 KNOXVILLE  
**BIG ORANGE. BIG IDEAS.**

# Foundational Skills and Special Education

	Intro	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17A	17B	17C	17D	
<b>Key: I-Introduced R-Reviewed A-Assessed IP-Integrated Practice</b>																						
<b>Early Education Foundation Literacy Standards</b>																						
<b>Standard 1: Content Knowledge</b>																						
<b>Content Knowledge. Educator candidates must demonstrate knowledge of theoretical and research-based instructional practices related to students' literacy development, language acquisition, reading, writing, and communication, including knowledge of:</b>	I															I, R						
a. Cognitive, linguistic, motivational and sociocultural foundations of reading, writing, speaking, and listening development;	I	I				I, R	I, R	I, R	I, R	I, R	I, R	I, R	I, R	I, R, A	I, R	I						I, R
b. Students' literacy development from birth through high school;						I, R	I, R, IP	I, R	I, R	I, R	I, R	I, R, IP, A	I, R	I, R, A	I, R	I			I, R, A			I, R
c. Students' cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction;	I					I, R	I, R	I, R	I, R	I, R	I, R	I, R, A	I, R	I, R	I, R	I						I, R
d. Developmentally appropriate instructional practices that are responsive to diversity of all forms and that support equitable learning opportunities and success of all students;	I					I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP	I, R	I, R, IP	I, R, A, IP	I		I, R	I, R			I, R
e. Oral language as a basis for reading development, including knowledge of students' dialect or different language characteristics (including students who are unable to use and/or access spoken language), and language processing skills (including phonology, orthography, syntax, semantics, and discourse level skills);	I					I, R, IP, A	I, R	I, R, IP	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R	I, R						I, R, IP, A
f. Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, and vocabulary development), word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational);	I					I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R	I, R	I, R						I, R, IP, A
g. Ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and								I	I						I, R, A, IP	I, R, A						
h. How to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing.									I		I, R	I, R		I, R	I, R, A, IP	I						
<b>Standard 1: Content Knowledge</b>																						
<b>1.2 Foundational Literacy Skills. Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds, and syllables) and are able to teach students how to employ the many components of foundational literacy skills, including:</b>	I															I, R, A						
a. Oral English language - spoken language, including spoken words and articulated sounds;	I					I, R, IP, A	I, R, IP, A	I, R, IP, A	I, R, IP, A			I, R, A		I, R, IP		I, R, A		I, IP	I, IP			I, R, IP, A







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<b>Standard 1: Content Knowledge</b>																					
<b>1.5 Range of Texts and Text Complexity.</b> Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Read and comprehend complex literary and informational texts independently and proficiently; recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization; and		n/a														I			I,R,A,I P		
b. Produce texts representing a range of text types (genre) and complexity for different purposes and audiences.																I			I,R,A,I P		
<b>Standard 1: Content Knowledge</b>																					
<b>1.6 Integration of Knowledge and Ideas.</b> Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form the validity of the reasoning as well as the relevance and sufficiency of the evidence;															I, R	I,R,A,IP		I,IP			
c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes;															I						
d. Integrate foundational skills and strategies within authentic reading and writing contexts; and															I, R, IP, A	I		I,IP	I,IP		
e. Make connections to reading and writing across the disciplines.															I, R	I,IP					
<b>Standard 1: Content Knowledge</b>																					
<b>1.7 Comprehension and Collaboration.</b> Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Develop a deep understanding of language comprehension, including background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge and its impact on skilled reading in conjunction with foundational literacy skills						I, R, IP, A									I, R, IP, A			I	I		
b. Participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;		I													I, R, IP						
c. Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;															I						
d. Ask and answer questions to demonstrate comprehension when information is presented orally in a range of settings and from diverse speakers (e.g., directions, texts, presentations, and videos);																I, R	I		I,IP	I,R,A,I P	
e. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning;																					
f. Ensure that the organization, development, and style of communication are appropriate to the task, purpose, and audience;																I, R	I,R,A IP				



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<b>Standard 2: Language and Literacy Rich Environment</b>																					
2.1 Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student.	I					I, R		I, R, IP, A			I, R							I	I		
2.2 Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discouraged.						I, R									I	I					
2.3 Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading), and their access to books and exposure to high-quality instruction, and implement instruction responsive to these differences.	I					I		I, R, IP, A								I			I, RA, IP		
2.4 Ensure that all students have access and exposure to complex, grade-appropriate text and avoid "leveling" (the practice of matching students to texts based on their measured reading proficiency level) because it can slow the learning of struggling readers by confining them to overly simple, below-grade-level texts.															I, R, A						
2.5 Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students'								I, R, IP								I, A, IP			I		
2.6 Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.																IP					
2.7 Establish literacy learning classroom environments that enable multiple classroom organizations, including those that support individual and collaborative learning, and promote peer-to-peer interaction.																I, R, A, IP					
2.8 Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.																I			I		
2.9 Position students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, brainstorming discussions), which allows all students to participate, regardless of their speaking or writing proficiency.																IP					
2.10 Utilize routines and structures that prompt frequent language interactions (e.g., turn and talks, quick writes).																I, A, IP		I	I		
2.11 Utilize routines and structures that encourage students to decode text systematically rather than to guess at its meaning using "cueing" methods such as "MSV" (meaning, syntax, visual) that divert attention from the words themselves.	I								I, R, IP, A									I	I		
2.12. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy development (e.g., anchor posters, word walls, picture or print dictionaries).																I, R, A, IP					

<b>Standard 3: High-Quality Instructional Materials (HQIM) and Lesson Preparation</b>																			
3.1 Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.	I	I																	I, R, A, I P
3.2 Implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students' strengths and needs, while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.	I	I																	I, R, A, I P
3.3 Use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.		I																	I, R, A, I P
<b>Standard 4: Instruction Using High-Quality Instructional Materials (HQIM)</b>																			
4.1 Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students' literacy strengths and needs.	I																		I, R, A, I IP
4.2 Set measurable and explicit goals for literacy according to knowledge about each student.		I, R, A, IP																	I, R, A, I P
4.3 Provide scaffolded instruction that supports students' strengths and access to grade-level standards while addressing their instructional needs.		I																	I, R, A, I P
4.4 Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students.		I																	I, R, A, I P
4.5 Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.																			I, R, A, I P
process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.																			I, R, A, I P
4.7 Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing	I																		I, R, A, I P
4.8 Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.																			I, R, A, I P
4.9 Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats.																			I, R, A, I P
4.10 Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.																			I, R, A, I P



	Intro.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17A	17B	17C	17D
4.11 Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.		I					I, R	I, R	I, R	I, R	I, R	I, R, A	I, R		I, R	I, R		I	I		
4.12 Provide appropriate and differentiated language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English.							I, R, A	I, R, IP	I, R	I, R	I, R	I, R	I, R		I, R	I, R, A, IP		I	I		I
4.13 Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation.	I	I				I, R, IP	I, R	I, R, IP, A	I, R, IP	I, R, IP	I, R	I, R, IP	I, R		I, R, IP, A	I, R, A, IP		I	I, R, A, IP		
4.14 Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize students' growth in literacy.							I, R	I, R				I, R									I, R
<b>Standard 5: Foundational Literacy Skills Assessment and Evaluation</b>																					
5.1 Implement universal screeners to identify students who may be at -risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention .		I	I, R, A, IP		I, R										I, R	I			I		
5.2 Implement foundational literacy skills assessment and evaluation tools appropriately and for different purposes to inform literacy instruction and intervention, including diagnostic assessments (" Diagnostic" or "Survey Level Assessment") and progress monitoring assessments.		I	I, R, A, IP		I, R										I, R	I			I		
fair, nationally normed, and backed by scientifically based reading research. These assessments are a brief procedure designed as a first step in identifying students who may be considered at -risk of academic failure, including: students who possess a significant reading deficiency and who are in need of further diagnostic- or survey-level assessment and additional interventions; students in need of additional remediation; and students who may benefit from enrichment. These assessments are not used to diagnose specific skill gaps; rather, these assessments help to identify children who need diagnostic assessments, as well as children who may require supplemental intervention and/or enrichment. Screening assessments should be relatively fast and efficient to administer.		I	I, R, A, IP	I	I, R										I, R	I			I		
b. Diagnostic Assessment ("Diagnostic" or "Survey Level Assessment") - Assessments for better understanding student skill development needs, building upon Screener results to provide in-depth analysis of specific reading deficiency that can be used to prescribe interventions.		I	I, R, A, IP	I, R, A, IP	I, R		I, R, A							I, R, A	I, R	I			I		
c. Progress Monitoring assessment- Progress monitoring is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Unlike Screeners, Progress Monitoring Assessments must be sensitive to growth		I	I, R, A, IP		I, R								I, R	I, R, A	I, R	I			I		





6.5 Be prepared to self-direct their own professional learning by generating questions and identifying problems for further study and set their own personal goals.																					
6.6 Be prepared to engage in a reflective cycle of professional learning, utilizing constructive feedback for continuing professional growth																					



	Intro.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17A	17B	17C	17D	
6.7 Engage in professional learning based on their professional questions, their content and/or literacy expertise, and their leadership and communication skills.																						
6.8 Implement and assess professional learning with regard to alignment of curricular outcomes in literacy as well as educator performance and student achievement with curriculum standards in literacy.																I						
<b>Standard 7: Trauma -Informed Concepts</b>																						
To ensure that students can effectively access reading instruction, educator candidates must demonstrate knowledge of core concepts of trauma informed teaching and learning, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. This includes but is not limited to: Adverse Childhood Experiences (ACEs), strategies for self-regulation, and secondary traumatic stress.																						
<b>Standard 8: Trauma-Informed Discipline Practices</b>																						
To ensure students can effectively access reading instruction, educator candidates must demonstrate knowledge of trauma-informed discipline practices, including practices such as:																						
8.1 Effective and engaging instruction and classroom/behavior management.																						
8.2 Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.																						
8.3 Holding students accountable without compromising school safety, respect, and dignity.																						
8.4 Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.																						
8.5 Building positive relationships with students and referring students to appropriate mental health supports when needed.																						
8.6 Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action .																						
8.7 Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.																						
8.8 Offering students an opportunity to learn from their mistakes to re-engage the student in learning.																		I	I			
<b>Middle and Secondary Education Literacy Standards</b>																						
<b>Standard 1: Discipline-Specific Skills</b>																						
1.1 Candidates will attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies and how they apply to discipline-specific instruction and learning for K-12 students.	I								I, R, A, IP				I, R		I, R, IP	I, R, A, IP	I					







	Intro.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17A	17B	17C	17D
a. Acquire and accurately use advanced word study (morphology, syllabication, study of word parts, regular word reading, irregular word reading, etymology, Greek and Latin roots, and inflectional endings) and demonstrate how these impact text comprehension and oral and written communication;	I							I, R, IP		I, R, IP, A		I, R, IP, A						I	I		
b. Acquire and accurately use general academic and disciplinary-specific words and phrases necessary for comprehension and communication about complex texts and that meet the demands for reading, writing, speaking, and listening in post-secondary and the workforce;										I, R, IP, A		I, R, IP, A									
c. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings and analyzing how specific word choices shape meaning or tone; and												I, R, IP, A									
d. Differentiate how language functions in different contexts (based on audience, purpose, form, and mode of expression).												I, R			I, R						
<b>Standard 1: Content Knowledge</b>																					
<b>1.4 Craft and Structure of the Language of Texts</b> (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Analyze the structure of texts and how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene or stanza) relate to each other and the whole; and																					
b. Assess how point of view and purpose shape the content and style of a text.																					
<b>Standard 1: Content Knowledge</b>																					
<b>1.5 Integration of Knowledge and Ideas</b> (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form;																					
b. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence; and																					
c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare, contrast, analyze, or explain the approaches different authors take.																					
<b>1.6 Speaking and Listening.</b> Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:																					
a. Participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;																					
b. Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;																					



2.2 Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.								I, R								I,R,A,IP			I		
2.3 Establish literacy-rich classroom environments that support individual and collaborative learning, with (1) routines and structures that prompt frequent								I, R, IP								I			I		



	Intro.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17A	17B	17C	17D
2.4 Position and support students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, text-based discussions using evidence) with disciplinary language practices that allow all students to participate, regardless of their speaking or writing proficiency.		I														I,R,IP		I	I		
<b>Standard 3: Curriculum and Instruction ELA educator candidates shall:</b>																					
3.1 Create units of study that integrate multiple standards to build students' conceptual knowledge in order to meet grade level expectations.										I, R	I, R					I,R,A,IP	I,R,A,IP		I,IP		
3.2 Use available resources and knowledge about how learners, including English Learners, process information to differentiate instruction in order to support students' abilities to access and produce information, while addressing their instructional needs (and continually provide cognitive stretch so that students are achieving beyond minimal expectations).					I		I, R	I, R, IP	I, R, IP		I, R	I, R				I,R,A,IP	I,R,A,IP	I	I		
3.3 Make evidence-based judgments (based on multiple forms of evidence), to identified learning needs and set measurable and explicit goals for literacy according to knowledge about each student.	I, R, IP, A	I			I		I, R	I, R, IP, A	I, R, IP, A		I, R	I, R, A				I,R,A,IP	I,R,A,IP	I	I		
3.4 Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures, use of mentor texts) that:					I			I, R, IP, A	I, R, IP, A		I, R	I, R				I,R,A,IP	I,R,A,IP	I	I		
a. Build a wide range of strategies for comprehending, interpreting, and evaluating texts while promoting motivation and active engagement in reading and writing;					I			I, R	I, R, IP		I, R	I, R				I,R,A,IP	I,R,A,IP	I	I		
b. Help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes; and					I			I, R	I, R, IP		I, R	I, R				I,R,A,IP	I,R,A,IP				
c. Teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.					I				I, R		I, R	I, R				I			I		
3.5 Analyze a wide range of complex texts in print, digital and multiple media formats for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts and teach students to read, comprehend, and use grade level or above complex text independently and proficiently recognizing various text structures and employing specific comprehension strategies in support of knowledge building around text, which includes literature, literary nonfiction, and informational text.											I, R	I, R				I					
3.6 Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.					I		I, R	I, R	I, R		I, R	I, R			I, R	I,R,A,IP			I		
<b>Standard 4: Assessment and Evaluation ELA educator candidates shall:</b>																					







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e. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.																						
f. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.																						
g. Identify purposeful and appropriate data-driven assessments (including screeners, diagnostic, and progress monitoring) based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions and improve reading instruction for students.																I						
h. Recognize the importance of outcome data in developing and implementing evidence-based school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision making (e.g., intervention selection, intervention placement, professional development goals, etc.)																I						
i. Support the development and planning of professional learning activities that are grounded in effective evidence-based practices of literacy and high-quality instructional materials.																I,R						
j. Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.																						
l. Support teachers to implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students' strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction																I,R		I,R	I,R			
k. Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.																I,R,A ,IP			I,R			
m. Support teachers to use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.																I,R						
n. Demonstrate knowledge of core concepts of development, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. Candidates must also be familiar with Adverse Childhood Experiences (ACEs), strategies to deescalate, and secondary traumatic stress.																						
o. Demonstrate knowledge of core concepts of development, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. Candidates must also be familiar with Adverse Childhood Experiences (ACEs), strategies to deescalate, and secondary traumatic stress. Demonstrate knowledge of trauma informed discipline practices to ensure students can access reading instruction, including principles such as:																						

1. Effective and engaging instruction and classroom/behavior management.																				
2. Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.																				
3. Holding students accountable without compromising school safety, respect, and dignity.																				
4. Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.																				
5. Building positive relationships with students and referring students to appropriate mental health supports when needed.																				
6. Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action.																				
7. Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.																				
8. Offering students an opportunity to learn from their mistakes to re-engage the student in learning.																				
p. Demonstrate knowledge of effective trauma informed discipline policies, that:																				
1. Balance accountability with an understanding of traumatic behavior;																				
2. Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;																				
3. Minimize disruptions to the educational environment with an emphasis on positive behavioral supports and behavioral intervention plans;																				
4. Create consistent rules and consequences; and																				
5. Model respectful, non-violent relationships.																				

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<b>Key: I-Introduced R-Reviewed A-Assessed IP-Integrated Practice</b>																			x
<b>K-12 Initial Standards and Components</b>																			
<b>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</b>																			
<b>Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals</b>																			
Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.																			
Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their																			
Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis																			
<b>LD Initial Specialty Set: Initial Preparation Standard 6: Professional Learning and Ethical Practice</b>																			
<b>Knowledge</b>																			
LD.6.K1: Historical foundations, classic studies, and major contributors in the field of learning																			
LD.6.K2: Philosophies, theories, models, and issues related to individuals with learning disabilities																			
LD.6.K3: Effect of legislation on the education of individuals with learning disabilities																			
LD.6.K4: Laws and policies regarding prereferral, referral, and placement procedures for individuals																			
LD.6.K5: Current definitions and issues related to the identification of individuals with learning																			
LD.6.K6: Ethical responsibility to advocate for appropriate services for individuals with learning disabilities																			
LD.6.K7: Professional organizations and sources of information relevant to the field of learning																			
<b>Skills</b>																			
LD.6.S1: Participate in activities of professional organizations relevant to the field of learning																			
LD.6.S2: Use research findings and theories to guide practice																			
<b>Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</b>																			
Candidates use their understanding of human growth and development, the multiple influences on																			
Component 2.1: Candidates apply understanding of human growth and development to create																			
Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence																			
<b>LD Initial Specialty Set: Initial Preparation Standard 1 : Learner Development and Individual Learning Differences</b>																			
<b>Knowledge</b>																			
LD.1.K1: Etiologies of learning disabilities																			
LD.1.K2: Neurobiological and medical factors that may affect the learning of individuals with learning																			
LD.1.K3: Psychological, social, and emotional characteristics of individuals with learning																			
LD.1.K4: Impact of co-existing conditions and exceptionalities on individuals with learning disabilities																			
LD.1.K5: Effects of phonological awareness on the reading abilities of individuals with learning disabilities																			
LD.1.K6: Effect learning disabilities may have on auditory and information processing skills																			
LD.1.K7: Typical language development and how that may differ for individuals with learning disabilities																			
LD.1.K8: Effect of language development and listening comprehension on academic and non- academic learning of individuals with learning disabilities																			
<b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular</b>																			
<b>Knowledge</b>																			
Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.																			
Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.																			
Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.																			
<b>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making</b>																			
Support classroom and school-based systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.																			
Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.																			
Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.																			
Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long- term planning, and make ongoing adjustments to instruction.																			
<b>LD Initial Specialty Set: Initial Preparation Standard 4: Assessment</b>																			
<b>Knowledge</b>																			

LD.4.K1 Terminology and procedures used in the assessment of individuals with learning disabilities		I	I, A, R, IP	I, A, R, IP	I	I, A	I, A	I	I	I, R, IP	I, R, IP	I, R, IP	I, R, IP	I				
LD.4.K2 Factors that could lead to misidentification of individuals as having learning disabilities		I	I, A, R, IP	I, A, R, IP														
LD.4.K3 Procedures to identify young children who may be at risk for learning disabilities						I, R	I											
LD.4.S1 Choose and administer assessment instruments appropriate to the individual with learning disabilities			I, A, R, IP	I, A, R, IP		I	I	I	I	I, R, IP	I, R, IP	I, R, IP	I, R, IP	I, R, IP	I, R			
<b>Standard 5: Supporting Learning Using Effective Instruction</b>																		
Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.			I, A			I	IP	I	I									
are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.		I	I, A	I, A, R, IP	I				I	I, R, A, IP	I, R, A, IP	I, R	I, R, A, IP	I, R, IP	I, R, A			
student motivation, increase opportunities to respond, and enhance self-regulation of student learning.						I			I, A	I	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, A, R, IP
Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	I					I, A	I	I, A, IP	I, R, A	I	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, A, R, IP
Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.																		I, A, R, IP
Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.																		I, A, R, IP
Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	I					I	I	I, IP	I, IP	IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, IP	I, A, R, IP	I, A, R, IP
<b>Strategies</b>																		
<b>Knowledge</b>																		
LD.5.K1: Strategies to prepare for and take tests group settings				I, A, R, IP														
LD.5.K3 Methods for increasing accuracy and proficiency in math calculations and applications																		
LD.5.K4 Methods for teaching individuals to independently use cognitive processing to solve problems																		
LD.5.K5 Methods for guiding individuals in identifying and organizing critical content						I							I, R		I, R		I, R, IP	
LD.5.K6 Relationships between reading instruction methods and learning disabilities	I					I	I, A	I, A	I, A, IP	I, IP	I, R	I, R	I, R	I, R	I, R, A, IP	I, A, R, IP	I, A, R, IP	I, A, R, IP
disabilities	I					I	I	I	I	I	I, R	I, R	I, R	I, R	I, R	I, A, R, IP	I, A, R, IP	I, A, R, IP
LD.5.K8 Interventions and services for children who may be at risk for learning disabilities	I					I	I	I	I, A	I, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, A, R, IP	I, A, R, IP	I, A, R, IP
<b>Skills</b>																		
LD.5.S1 Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities	I		I			I	I, A	I, A	I, A, IP	I, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, A, R, IP	I, A, R, IP
LD.5.S2 Use specialized methods for teaching basic skills	I					I	I, A	I, A	I, A, IP	I, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, A, R, IP	I, A, R, IP
LD.5.S3 Modify the pace of instruction and provide organizational cues											I, R, A, IP	I, R, IP	I		I, R, A, IP	I, R, IP		I, A, R, IP
LD.5.S4 Identify and teach basic structures and relationships within and across curricula											I, R, IP		I, R, IP	I, R	I, R	I, R		
LD.5.S5 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval							I	I			I, R	I, R	I, R, A, IP	I, R, A, IP		I, R, A, IP		I, A, R, IP
LD.5.S6 Use responses and errors to guide instructional decisions and provide feedback to learners curriculum	I								I		I, R, A, IP	I, R	I, R, IP	I, R, A, IP	I, R			I, A, R, IP
LD.5.S8 Use reading methods appropriate to the individual with learning disabilities	I						I, R, A	I, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP	I, R, A, IP		I, R, A, IP		I, A, R, P
LD.5.S9 Implement systematic instruction in teaching reading comprehension and monitoring strategies	I						I	I			I, R, A, IP	I, R, A, IP	I, R, A, IP			I, R, A, IP		I, A, R, P
LD.5.S10 Teach strategies for organizing and composing written products content area reading and written language	I										I, R, A, IP	I, R, A, IP	I, R		I, R, A, IP	I, R, A, IP		I, A, R, P
LD.5.S12 Use methods to teach mathematics appropriate to the individual with learning disabilities																		I, A, R, P
LD.5.S13 Teach learning strategies and study skills to acquire academic content														I, R		I, R, IP		I, A, R, P
LD.5.S14 Enhance vocabulary development							I, R, A		I	I	I, R, A, IP		I, R, A, IP			I, R, IP		I, A, R, P
LD.5.S15 Teach strategies for spelling accuracy and generalization	I								I	I	I, R, IP			I, R, A, IP				
LD.5.S16 Teach methods and strategies for producing legible documents															I, R, A, IP			
LD.5.S17 Teach individuals with learning disabilities to monitor for errors in oral and written communications	I													I, R, IP	I, R, A, IP			
<b>Standard 6: Supporting Social, Emotional, and Behavioral Growth</b>																		
Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.																		
Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.																		I, A, R, IP

