

**TENNESSEE COMPREHENSIVE SPECIAL EDUCATION STANDARDS  
MASTER'S**

<b>Discipline Taught and Foundations of Special Education</b>		Graduate	Field-Based
1.1	Candidates demonstrate a solid base of understanding in the elementary education general curriculum areas of math, reading, English/language arts, science and social studies.	3300 3350	
1.2	Candidates demonstrate the importance of including in the curriculum such areas as communication skills, oral language development, emotional and social skills, functional and independent living skills, employment-related skills and self-advocacy skills.	3300 3350	3120 3130 3140
1.3	Candidates apply appropriately the continuum of placement and services available for individuals with severe and multiple disabilities, including the concept of least restrictive environment.	3300 3330 3350 3120 3130	3120 3130 3140
1.4	Candidates understand the historical and philosophical foundations of services for individuals with severe and multiple disabilities. They know about current trends and issues in these areas.	3300 3330 3360	3120 3130 3140
<b>Student Learning and Development</b>		Graduate	Field-Based
2.1	Candidates know the characteristics associated with severe and multiple disabilities and the potential impact they may have on learning and development.	3300 3330	3120 3130 3140
2.2	Candidates understand the etiologies and medical aspects of conditions, including the effects of medications, affecting individuals with severe and multiple disabilities. They understand the types and transmission of infections and diseases.	3330	3120 3130 3140
2.3	Candidates understand the impact of sensory impairments and physical and health disabilities on individuals, families and society.	3300 3330	3120 3130 3140
2.4	Candidates understand the psychological, social and emotional characteristics of individuals with severe and multiple disabilities.	3300 3339	
<b>Diverse Learners</b>		Graduate	Field-Based
No standards in addition to special education core.			
<b>Teaching Strategies</b>		Graduate	Field-Based
4.1	Candidates develop, structure and implement accommodations, modifications, adaptations and technology support to provide access to the general curriculum for students with severe and multiple disabilities.	3300 3330 3350	3120 3130 3140

4.2	Candidates select appropriate individualized strategies, curricula and materials in teaching individuals with severe and multiple disabilities.	3300 3330 3350	3120 3130 3140
4.3	Candidates use strategies to facilitate maintenance and generalization of skills across learning environments.	3300 3330 3350	3120 3130 3140
4.4	Candidates identify and teach relationships within and across the curricula.	3300 3330 3350	3120 3130 3140
4.5	Candidates use a variety of nonaversive and reinforcement techniques to engage students, maintain attention and facilitate appropriate behavior.	3300 3330 3350	3120 3130 3140
4.6	Candidate use response and error data to guide instructional decisions and provide feedback to learners.	3300 3330 3350	3120 3130 3140
4.7	Candidates use appropriate adaptive and assistive technologies for individuals with severe and multiple disabilities.	3300 3330 3350	3120 3130 3140
4.8	Candidates use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval.	3300 3330 3350	3120 3130 3140
4.9	Candidates use strategies for integrating student initiated learning experiences into ongoing instruction.	3300 3330 3350	3120 3130 3140
<b>Learning Environment</b>		<b>Graduate</b>	<b>Field-Based</b>
5.1	Candidates modify the physical environment to provide optimal learning opportunities for individuals with severe and multiple disabilities.	3300 3330 3350	3120 3130 3140
5.2	Candidates minimize barriers to accessibility and facilitate acceptance of individuals with severe and multiple disabilities.	3300 3330 3350	3120 3130 3140
5.3	Candidates use appropriate methods to ensure individual academic success in one to one, small group and large group settings.	3350	3120 3130 3140
5.4	Candidates establish a consistent classroom routine for students with severe and multiple disabilities.	3350	3120 3130 3140
5.5	Candidates teach students with disabilities to give and receive meaningful feedback from peers and adults.	3300 3350	3120 3130 3140
5.6	Candidates design learning environments that are multisensory and that facilitate active participation, self-advocacy and independence of individuals with disabilities.	3360	3120 3130 3140
5.7	Candidates use techniques of physical positioning and management to ensure participation in academic and	3330	3120 3130

	social environments; they use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.		3140
5.8	Candidates demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.	3330	3120 3130 3140
5.9	Candidates plan for independent functional life skills relevant to personal living, sexuality, employment, and the community.	3360	3120 3130 3140
<b>Communication</b>		Graduate	Field-Based
6.1	Candidates understand the impact of language development and listening comprehension on academic and non-academic learning; they provide communication and social interaction alternatives for individuals with severe and multiple disabilities.	3050 3300 3330 3350	3120 3130 3140
6.2	Candidates teach methods and strategies for producing legible documents.	3350	3120 3130 3140
6.3	Candidates provide instruction on the use of alternative and augmentative communication systems.	3050	3120 3130 3140
<b>Planning</b>		Graduate	Field-Based
7.1	Candidates incorporate their knowledge of the general curriculum standards and information gathered in assessment of specific students to guide and oversee the development of various individual plans including IEPs.	3300 3330 3350 3120 3130	3120 3130 3140
7.2	Candidates plan for career, vocational and transition programs, working with the family and community.	3360	3120 3130 3140
7.3	Candidates select and plan for integration of related services into the instructional program.	3300 3330 3350	3120 3130 3140
7.4	Candidates plan and implement age- and ability-appropriate instruction for individuals with severe and multiple disabilities.	3300 3330 3350 3360	3120 3130 3140
7.5	Candidates interpret sensory and physical information to create or adapt appropriate learning plans.	3300 3330 3350	3120 3130 3140
7.6	Candidates design and implement instructional programs that address independent living and career education.	3360	3120 3130 3140
7.7	Candidates design and implement curriculum strategies for medical self-management procedures.	3360	3120 3130

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7.8	Candidates design, implement and evaluate instructional programs that enhance social participation across environments.	3300 3330 3350 226-	3120 3130 3140
<b>Assessment and Evaluation</b>		Graduate	Field-Based
8.1	Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion-referenced, curriculum-based and state alternative assessments.	3300 3350 3360	3120 3130 3140
8.2	Candidates plan and conduct informal and formal assessments in order to make eligibility and placement decisions.	3300 3350	3120 3130 3140
8.3	Candidates collaborate with other professionals; they seek multiple perspectives from families and public agencies on the strengths and needs of students with severe and multiple disabilities.	3300 3330 3350 3360	3120 3130 3140
8.4	Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions; they select, adapt and modify assessments to accommodate the unique abilities and needs of students and they use exceptionality-specific assessment instruments.	3300 3330 3350 3360	3120 3130 3140
8.5	Candidates assess reliable method(s) of response of individuals who lack typical communication and performance abilities.	3050 3360	3120 3130 3140
8.6	Candidates implement procedures for assessing and reporting both appropriate and problematic social behaviors; they monitor intragroup behavior changes across subjects and activities.	3300 3330 3350 3360	3120 3130 3140
<b>Reflective Practitioner</b>		Graduate	Field-Based
9.1	Candidates know about and use sources of unique services, networks, and organizations for individuals with disabilities.	3050 3300 3330 3350 3360	3120 3130 3140
9.2	Candidates fulfill ethical responsibility to advocate for appropriate services for individuals with disabilities.	3050 3300 3330 3350 3360	3120 3130 3140
9.3	Candidates seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.	3050 3300 3330 3350 3360	3120 3130 3140

<b>Colleagues, Families, and Community</b>		<b>Graduate</b>	<b>Field-Based</b>
10.1	Candidates use parent and family education programs and behavior management programs that address severe behavior problems and facilitate communication for individuals with disabilities.	3050 3300 3330 3350 3360	3120 3130 3140
10.2	Candidates participate in the selection and implementation of augmentative or alternative communication systems and assistive technology.	3050	3120 3130 3140
10.3	Candidates use local community and state resources to assist in programming with individuals with disabilities.	3050 3300 3330 3350 3360	3120 3130 3140
10.4	Candidates collaborate with team members to plan transition to adulthood that encourages full community participation.	3360	2341 3120 3130 3140
10.5	Candidates collaborate with families and service providers to individuals who are chronically or terminally ill.	3330	3120 3130 3140