

# Standards for the LBS II/Curriculum Adaptation Specialist

## [28.360]

### *STANDARD 1 – Foundations*

**The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]**

**Knowledge** - *The competent curriculum adaptation specialist understands:*

- 1A. the general curriculum structure.
  - 1B. curricular issues and their associated implications for students with disabilities.
  - 1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).
  - 1D. state law related to the general curriculum.
  - 1E. processes for curriculum development.
  - 1F. philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.
- 1G. **Performance** - The competent curriculum adaptation specialist meets the standards set forth in Section 28.100 (a) (2) of this Part.

### *STANDARD 2 - Characteristics of Learners*

**The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.360(b)]**

**Knowledge** - *The competent curriculum adaptation specialist understands:*

- 2A. learning research and implications for students with disabilities.
- 2B. the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.
- 2C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 2D. the impact of language development on the academic and social skills of individuals with disabilities.

**Performance** - *The competent curriculum adaptation specialist:*

- 2E. determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.
- 2F. modifies and adapts curricula appropriate to student's learning style.

### *STANDARD 3 – Assessment*

**The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]**

**Knowledge** - *The competent curriculum adaptation specialist understands:*

- 3A. curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
- 3B. methods used for statewide assessment of student learning standards.
- 3C. problem-solving models used to analyze curricular needs and learning characteristics of students.
- 3D. alternative methods for assessing and grading student performance.
- 3E. varied test-taking strategies.

**Performance** - *The competent curriculum adaptation specialist:*

- 3F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.
- 3G. modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.
- 3H. systematically monitors student progress through general and modified curriculum.
- 3I. systematically measures and evaluates the effectiveness of curricular adaptations and/or modifications in instructional strategies on student learning.
- 3J. conducts student error analyses to identify needed instructional modifications.
- 3K. adapts formal tests to accommodate students' disabilities and modes of communication.
- 3L. assesses reliable methods of response of individuals who lack communication and performance abilities.

### *STANDARD 4 - Planning for Instruction*

**The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]**

**Knowledge** - *The competent curriculum adaptation specialist understands:*

- 4A. sources of specialized materials for individuals with disabilities.
- 4B. a variety of approaches for modifying the general curriculum.
- 4C. essential elements of social skills, life skills, study skills, and vocational and other alternative curricula.
- 4D. strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.

**Performance** - *The competent curriculum adaptation specialist:*

- 4E. modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.

- 4F. utilizes the least intrusive intervention or adaptation first.
- 4G. matches individual learning style with appropriate curricular adaptations.
- 4H. determines critical functional skills within the general curriculum.
- 4I. selects instructional materials which engage students in meaningful learning.

### *STANDARD 5 - Learning Environment*

**The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.360(e)]**

**Knowledge -** *The competent curriculum adaptation specialist understands:*

- 5A. reinforcement theory and its application to learning.
- 5B. the impact of the environment on student learning.
- 5C. **Performance -** The competent curriculum adaptation specialist modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.

### *STANDARD 6 - Instructional Delivery*

**The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.360(f)]**

**Knowledge -** *The competent curriculum adaptation specialist understands:*

- 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.
- 6B. various student learning strategies that increase capacity for learning.
- 6C. study strategies to assist students in the completion of various tasks.
- 6D. various methods for grouping students to maximize learning.
- 6E. how technology may be used to maximize learning.

**Performance -** *The competent curriculum adaptation specialist:*

- 6F. develops an individualized curriculum for all students in the least restrictive environment.
- 6G. adapts content, materials, and instructional strategies in reading to meet individualized needs.
- 6H. adapts content, materials, and instructional strategies in mathematics to meet individualized needs.
- 6I. adapts content, materials, and instructional strategies in language arts to meet individualized needs.
- 6J. adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
- 6K. adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.
- 6L. uses research-supported instructional strategies and practices.

- 6M. uses adaptations and strategies for facilitating maintenance and generalization of skills across environments.
- 6N. uses assistive technology devices to meet individualized needs and maximize learning.
- 6O. teaches students cognitive strategies which maximize learning.

### *STANDARD 7 - Collaborative Relationships*

**The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.360(g)]**

- 7A. **Knowledge** - The competent curriculum adaptation specialist understands models for co-teaching and consultation.

**Performance** - *The competent curriculum adaptation specialist:*

- 7B. collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students.
- 7C. provides direct assistance, when needed, to general educators, other special educators, and related service personnel as adaptations are implemented.
- 7D. assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.

### *STANDARD 8 - Professional Conduct and Leadership*

**The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]**

- 8A. **Performance** - The competent curriculum adaptation specialist advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

### *STANDARD 9 - Reflection and Professional Growth*

**The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.360(i)]**

- 9A. **Performance** - The competent curriculum adaptation specialist reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.