

**505-3-.30 SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare teachers to teach all students P-12 with disabilities whose individual education program indicates instruction using the general education curriculum and participation in the general statewide assessment. This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) **Requirements.**

(a) To receive approval for a Special Education General Curriculum Program, a state-approved professional education unit shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following Common Core standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children:

(i) Foundations

(I) The program shall prepare candidates who know the models, theories, and philosophies that form the basis for special education practice.

(II) The program shall prepare candidates who know and apply the laws, policies, and ethical principles regarding behavior management.

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies.

(IV) The program shall prepare candidates who know the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

(V) The program shall prepare candidates who are familiar with the issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

(VI) The program shall prepare candidates who are knowledgeable about the issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process.

(VIII) The program shall prepare candidates who understand historical points of view and the contribution of culturally diverse groups.

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them.

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school.

(XI) The program shall prepare candidates who can articulate a personal philosophy of special education.

(ii) Development and Characteristics of Learners

(I) The program shall prepare candidates who understand typical and atypical human growth and development.

(II) The program shall prepare candidates who are cognizant of the educational implications of characteristics of various exceptionalities.

(III) The program shall prepare candidates who understand the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development.

(V) The program shall prepare candidates who are aware of similarities and differences among individuals with and without exceptional learning needs.

(VI) The program shall prepare candidates who are aware of similarities and differences among individuals with exceptional learning needs.

(VII) The program shall prepare candidates who understand the effects of various medications on individuals with exceptional learning needs.

(iii) Individual Learning Differences

(I) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life.

(II) The program shall prepare candidates who understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

(III) The program shall prepare candidates who appreciate variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

(IV) The program shall prepare candidates who understand cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

(V) The program shall prepare candidates who understand differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

(iv) Instructional Strategies

(I) The program shall prepare candidates who can use strategies to facilitate integration into various settings.

(II) The program shall prepare candidates who can teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

(III) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs.

(IV) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments.

(V) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

(VI) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptional learning needs.

(v) Learning Environments and Social Interactions

(I) The program shall prepare candidates who are aware of the demands of learning environments.

(II) The program shall prepare candidates who know and apply basic classroom management theories and strategies for individuals with exceptional learning needs.

(III) The program shall prepare candidates who know principles of effective management of teaching and learning.

(IV) The program shall prepare candidates who are aware of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

(V) The program shall prepare candidates who have social skills needed for educational and other environments.

(VI) The program shall prepare candidates who know strategies for crisis prevention and intervention.

(VII) The program shall prepare candidates who know strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

(VIII) The program shall prepare candidates who know ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

(IX) The program shall prepare candidates who know ways specific cultures are negatively stereotyped.

(X) The program shall prepare candidates who are aware of strategies used by diverse populations to cope with a legacy of former and continuing racism.

(XI) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

(XII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings.

(XIII) The program shall prepare candidates who identify supports needed for integration into various program placements.

(XIV) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities.

(XV) The program shall prepare candidates who modify the learning environment to manage behaviors.

(XVI) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modification in learning environments.

(XVII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptional learning needs.

(XVIII) The program shall prepare candidates who teach self-advocacy.

(XIX) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence.

(XX) The program shall prepare candidates who use effective and varied behavior management strategies.

(XXI) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

(XXII) The program shall prepare individuals who design and manage daily routines.

(XXIII) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

(XXIV) The program shall prepare candidates who mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

(XXV) The program shall prepare candidates who shall structure, direct, and support the activities of para-educators, volunteers, and tutors.

(XVI) The program shall prepare candidates who use universal precautions.

(vi) Communication

(I) The program shall prepare candidates who understand the effects of cultural and linguistic differences on growth and development.

(II) The program shall prepare candidates who understand the characteristics of their own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

(III) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

(IV) The program shall prepare candidates who understand the use of augmentative and assistive communication strategies.

(V) The program shall prepare candidates who use strategies to support and enhance the communication skills of individuals with exceptional learning needs.

(VI) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

(vii) Instructional Planning

(I) The program shall prepare candidates who know theories and research that form the basis of curriculum development and instructional practice.

(II) The program shall prepare candidates who know the scope and sequences of general and special curricula.

(III) The program shall prepare candidates who know national, state or provincial, and local curricula.

(IV) The program shall prepare candidates who can use technology for planning and managing the teaching and learning environment.

(V) The program shall prepare candidates who understand the roles and responsibilities of the para-educator related to instruction, intervention, and direct service.

(VI) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

(VII) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

(VIII) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress.

(IX) The program shall prepare candidates who use functional assessments to develop intervention plans.

(X) The program shall prepare candidates who use task analysis.

(XI) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives.

(XII) The program shall prepare candidates who integrate affective, social and life skills with academic curricula.

(XIII) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

(XIV) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program.

(XV) The program shall prepare candidates who prepare lesson plans.

(XVI) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans.

(XVII) The program shall prepare candidates who use instructional time effectively.

(XVIII) The program shall prepare candidates who make responsive adjustments to instruction based on continual observations.

(XIX) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

(viii) Assessment

(I) The program shall prepare candidates who know basic terminology used in assessment.

(II) The program shall prepare candidates who know and implement legal provisions and ethical principles regarding assessment of individuals.

(III) The program shall prepare candidates who know screening, pre-referral, referral, and classification procedures.

(IV) The program shall prepare candidates who know the use and limitations of assessment instruments.

(V) The program shall prepare candidates who are aware of national, state or provincial, and local accommodations and modifications.

(VI) The program shall prepare candidates who gather relevant background information.

(XVII) The program shall prepare candidates who administer nonbiased formal and informal assessments.

(XVIII) The program shall prepare candidates who use technology to conduct assessments.

(XIX) The program shall prepare candidates who develop or modify individualized assessment strategies.

(XX) The program shall prepare candidates who interpret information for formal and informal assessments.

(XXI) The program shall prepare candidates who use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

(XXII) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills.

(XXIII) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptional learning needs.

(XIV) The program shall prepare candidates who develop or modify individualized assessment strategies.

(XV) The program shall prepare candidates who create and maintain records.

(ix) Professional and Ethical Practice

(I) The program shall prepare candidates who understand personal and cultural biases and differences that affect one's teaching.

(II) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptional learning needs.

(III) The program shall prepare candidates who understand the continuum of lifelong professional development.

(IV) The program shall prepare candidates who are aware of methods to remain current regarding research-validated practice.

(V) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession.

(VI) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.

(VII) The program shall prepare candidates who act ethically in advocating for appropriate services.

(VIII) The program shall conduct professional activities in compliance with applicable laws and policies.

(IX) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

(X) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

(XI) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed.

(XII) The program shall prepare candidates who use verbal, nonverbal, and written language effectively.

(XIII) The program shall prepare candidates who conduct self-evaluation of instruction.

(XIV) The program shall prepare candidates who access information on exceptionalities.

(XV) The program shall prepare candidates who reflect on their practice to improve instruction and guide professional growth.

(x) Collaboration

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration.

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

(V) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs.

(VI) The program shall prepare candidates who collaborate with families and others in assessment of individuals with exceptional learning needs.

(VII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals.

(VIII) The program shall prepare candidates who assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

(IX) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

(X) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities.

(XI) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations.

(XII) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

(XIII) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

(XIV) The program shall prepare candidates who observe, evaluate and provide feedback to para-educators.

2. The program shall conform to the following standards for the preparation of all beginning special education teachers of students in Individualized General Curriculum published by the Council for Exceptional Children.

(i) Foundations

(I) The program shall prepare candidates who are familiar with the definitions and issues related to the identification of individuals with disabilities.

(II) The program shall prepare candidates who are familiar with models and theories of deviance and behavior problems.

(III) The program shall prepare candidates who know the historical foundations, classic studies, major contributors, major legislation, and current issues related to the knowledge and practice of special education.

(IV) The program shall prepare candidates who can use the legal, judicial, and educational systems to assist individuals with disabilities.

(V) The program shall prepare candidates who are familiar with the continuum of placement and services available for individuals with disabilities.

(VI) The program shall prepare candidates who know the laws and policies related to provision of specialized health care in educational settings.

(VII) The program shall prepare candidates who know the factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.

(VIII) The program shall prepare candidates who understand and apply the principles of normalization and the concept of least restrictive environment.

(IX) The program shall prepare candidates who apply reinforcement theory in serving individuals with disabilities.

(ii) Development and Characteristics of Learners

(I) The program shall prepare candidates who understand etiology and diagnosis related to various theoretical approaches.

(II) The program shall prepare candidates who understand the impact of sensory impairments, physical and health disabilities on individuals, families and society.

(III) The program shall prepare candidates who understand the etiologies and medical aspects of conditions affecting individuals with disabilities.

(IV) The program shall prepare candidates who are aware of the psychological and social-emotional characteristics of individuals with disabilities.

(V) The program shall prepare candidates who know the common etiologies and the impact of sensory disabilities on learning and experience.

(VI) The program shall prepare candidates who know the types and transmission routes of infectious diseases.

(iii) Individual Learning Differences

(I) The program shall prepare candidates who understand the impact of disabilities on auditory and information processing skills.

(II) The program shall prepare candidates who relate levels of support to the needs of the individual.

(iv) Instructional Strategies

(I) The program shall prepare candidates who identify sources of specialized materials, curricula, and resources for individuals with disabilities.

(II) The program shall prepare candidates who know strategies to prepare for and take tests.

(III) The program shall prepare candidates who understand the advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.

(IV) The program shall prepare candidates who know prevention and intervention strategies for individuals at-risk for a disability.

(V) The program shall prepare candidates who know strategies for integrating student initiated learning experiences into ongoing instruction.

(VI) The program shall prepare candidates who know methods for increasing accuracy and proficiency in math calculations and applications.

(VII) The program shall prepare candidates who know methods for guiding individuals in identifying and organizing critical content.

(VIII) The program shall prepare candidates who use research-supported methods for academic and non-academic instruction of individuals with disabilities.

(IX) The program shall prepare candidates who use strategies from multiple theoretical approaches for individuals with disabilities.

(X) The program shall prepare candidates who teach learning strategies and study skills to acquire academic content.

(XI) The program shall prepare candidates who use reading methods appropriate to individuals with disabilities.

(XII) The program shall prepare candidates who use methods to teach mathematics appropriate to the individuals with disabilities.

(XIII) The program shall prepare candidates who modify the pace of instruction and provide organizational cues.

(XIV) The program shall prepare candidates who use appropriate adaptations and technology for all individuals with disabilities.

(XV) The program shall prepare candidates who identify resources and techniques used to transition individuals with disabilities into and out of school and post-school environments.

(XVI) The program shall prepare candidates who use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities.

(XVII) The program shall prepare candidates who identify and teach basic structures and relationships within and across curricula.

(XVIII) The program shall prepare candidates who use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

(XIX) The program shall prepare candidates who use responses and errors to guide instructional decisions and provide feedback to learners.

(XX) The program shall prepare candidates who identify and teach essential concepts, vocabulary, and content across the general curriculum.

(XXI) The program shall prepare candidates who implement systematic instruction in teaching reading comprehension and monitoring strategies.

(XXII) The program shall prepare candidates who teach strategies for organizing and composing written products.

(XXIII) The program shall prepare candidates who implement systemic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

(v) Learning Environments and Social Interactions

(I) The program shall prepare candidates who understand barriers to accessibility and acceptance of individuals with disabilities.

(II) The program shall prepare candidates who know how to adapt the physical environment to provide optimal learning opportunities for individuals with disabilities.

(III) The program shall prepare candidates who know methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.

(IV) The program shall prepare candidates who provide instruction in community-based settings.

(V) The program shall prepare candidates who use and maintain assistive technologies.

(VI) The program shall prepare candidates who plan instruction in a variety of educational settings.

(VII) The program shall prepare candidates who teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

(VIII) The program shall prepare candidates who use skills in problem solving and conflict resolution.

(IX) The program shall prepare candidates who establish a consistent classroom routine for individuals with disabilities.

(vi) Communication

(I) The program shall prepare candidates who understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

(II) The program shall prepare candidates who know communication and social interaction alternatives for individuals who are non-speaking.

(III) The program shall prepare candidates who understand typical language development and how that may differ for individuals with learning disabilities.

(IV) The program shall prepare candidates who enhance vocabulary development.

(V) The program shall prepare candidates who teach strategies for spelling accuracy and generalization.

(VI) The program shall prepare candidates who teach individuals with disabilities to monitor for errors in oral and written language.

(VII) The program shall prepare candidates who teach methods and strategies for producing legible documents.

(VIII) The program shall prepare candidates who plan instruction on the use of alternative and augmentative communication systems.

(vii) Instructional Planning

(I) The program shall prepare candidates who integrate academic instruction and behavior management for individuals and groups with disabilities.

(II) The program shall prepare candidates who model career, vocational, and transition programs for individuals with disabilities.

(III) The program shall prepare candidates who select interventions and services for children who may be at risk for learning disabilities.

(IV) The program shall prepare candidates who understand the relationships among disabilities and reading instruction.

(V) The program shall prepare candidates who plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

(VI) The program shall prepare candidates who select and use specialized instruction strategies appropriate to the abilities and needs of the individual.

(VII) The program shall prepare candidates who plan and implement age and ability appropriate instruction for individuals with disabilities.

(VIII) The program shall prepare candidates who select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.

(IX) The program shall prepare candidates who interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

(X) The program shall prepare candidates who design and implement instructional programs that address independent living and career education for individuals.

(XI) The program shall prepare candidates who design, implement, and evaluate instructional programs that enhance social participation across environments.

(viii) Assessment

(I) The program shall prepare candidates who understand specialized terminology used in the assessment of individuals with disabilities.

(II) The program shall prepare candidates who know laws and policies regarding referral and placement procedures for individuals with disabilities.

(III) The program shall prepare candidates who know types and importance of information concerning individuals with disabilities available from families and public agencies.

(IV) The program shall prepare candidates who know procedures for early identification of young children who may be at risk for disabilities.

(V) The program shall prepare candidates who implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.

(VI) The program shall prepare candidates who select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

(VII) The program shall prepare candidates who assess reliable methods(s) of response of individuals who lack typical communication and performance abilities.

(VIII) The program shall prepare candidates who monitor intra-group behavior changes across subjects and activities.

(ix) Professional and Ethical Practice

(I) The program shall prepare candidates who know sources of unique services, networks, and organizations for individuals with disabilities.

(II) The program shall prepare candidates who know organizations and publications relevant to individuals with disabilities.

(III) The program shall prepare candidates who participate in the activities of professional organizations relevant to individuals with disabilities.

(IV) The program shall prepare candidates who act on their ethical responsibility to advocate for appropriate services for individuals with disabilities.

(x) Collaboration

(I) The program shall prepare candidates who are familiar with parent education programs and behavior management guides that address severe behavior problems and facilitate communication for individuals with disabilities.

(II) The program shall prepare candidates who understand the collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

(III) The program shall prepare candidates who understand the roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

(IV) The program shall prepare candidates who use co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

(V) The program shall prepare candidates who use local, community, and state or provincial resources to assist the programming for individuals with disabilities.

(VI) The program shall prepare candidates who select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

(VII) The program shall prepare candidates who teach parents to use appropriate behavior management and counseling techniques.

(VIII) The program shall prepare candidates who collaborate with team members to plan transition to adulthood that encourages full community participation.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following elements of the standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2003. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. Use knowledge of adolescent literacy development (1.3)
2. Apply knowledge of the teaching of reading and writing to adolescents (1.1, 1.4)
3. Use knowledge of formal and informal literacy assessment strategies in the content areas (3.3)
4. Apply knowledge of how to meet the needs of students who read at diverse levels (2.1, 2.4, 4.2)
5. Facilitate all students' learning from content area texts (2.2, 2.3)

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.26)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

(d) The program shall meet all requirements specified in Rule 505-3-.01 (4.f.), Special Georgia Requirements.

Authority O.C.G.A. § 20-2-200