Meeting Competencies for *Teacher of Students with Moderate Disabilities*

MAT candidates who successfully complete all the requirements for their MAT degree and the Massachusetts Initial Teacher License in a subject area will also be able to earn certification to teach students with moderate disabilities through a process called a Competency Review. The Competency Review for Special Education includes completing a portfolio providing evidence that a candidate has

- met each of the competencies in coursework and workshops;
- completed a 150 hour practicum focusing on students with IEPs, with work done in a resource room, in your own classroom, or in other contexts (see more details below under “Practicum Requirements for Competency Review”);
- completed a Foundations of Literacy course and passed the MTEL in Foundations of Reading.

### Note:

Schools and districts which are considered “high need” require candidates for teaching positions to be certified in the subject area they will teach *and* in teaching students with moderate special needs. As such, MAT candidates are strongly encouraged to pursue the *Teacher of Students with Moderate Disabilities* licensure.

**Practicum Requirements for Competency Review:**

- spend 1-3 hours weekly assisting and working with students who have IEPs in a Resource Room, your classroom, or some other context;
- attend 2 IEP meetings and assist in preparing, implementing and evaluating IEPs of your students;
- Provide evidence of how you use an IEP to differentiate instruction in the general classroom for students with special needs;
- Interview counselors and SPED resource faculty in your school regarding knowledge of services provided by other agencies, assistive technologies and federal and state laws governing policies for special education students in your school site;
- Maintain a log that documents work with special education students.

This table below illustrates how various Competencies can be met with academic work and practicum requirements.

<table>
<thead>
<tr>
<th>Topics to be included for the SPED Competency Review</th>
<th>Addressed in Tufts Course Work as approved by Massachusetts DESE</th>
<th>Practicum Work</th>
<th>Portfolio Review Suggested Evidence; Choose Two</th>
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<tbody>
<tr>
<td>1. Educational terminology for students with moderate disabilities</td>
<td>ED 142: Education of the Exceptional Child</td>
<td>- Assisting in Resource Room/your own classroom</td>
<td>- Case Study assignment or Bibliography of 3-5 readings</td>
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<td><strong>2. Preparation, implementation, and evaluation of Individualized Education Programs (IEP)</strong></td>
<td><strong>3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.</strong></td>
<td><strong>4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies</strong></td>
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|   | Interviews with SPED resource faculty at the school site | - Attend 2 IEP meetings of students with whom you are working  
- Review IEPs for students in your classroom  
- Evaluate progress of students to be shared in parent conferences | - Use IEPs to design lessons and differentiate instruction  
- Present student work or video interviews to evaluate lesson and materials | - Work closely with students on IEPs in your inclusive classroom setting |
|   | ED 142 ED102/104 practicum seminar | ED 142 ED102/104 practicum seminar & placement ED 120 series courses | ED 142 introduction ED102/104 practicum placement if possible | ED 142 ED102/104 practicum seminar & placement Consultation assignment with 2nd year school psychology students |
|   | that have influenced your understanding of terms  
Journal reflection; video | - Documentation of IEP meeting attended  
- Sample IEP you have used to guide your lesson planning  
- Consultation with School Psychology colleague | - Bibliography of 3-5 readings that influence your design of lessons with accommodations  
- Article(s) that influence your classroom management techniques | - Bibliography of 3-5 readings on this competency |
|   | - Documentation of IEP meeting attended  
- Sample IEP you have used to guide your lesson planning  
- Consultation with School Psychology colleague | - Evidence of student work  
- Evidence of lesson planning with accommodations  
- Bibliography of 3-5 readings that influence your design of lessons with accommodations  
- Journal reflection | - Evidence of interview with school or district SPED Administrator on this topic  
- District workshop | - Bibliography of 3-5 readings on this competency  
- Article(s) that influence your classroom management techniques |
|   | Knowledge of services provided by other agencies | ED 142 | - Interview with SPED resource faculty at the school site  
|   |                                             |       | - Community project  
|   |                                           |       | - Community project  
| 6. |                                           |       | - Consultation with School Psychology colleague  
|   | Federal and state laws and regulations pertaining to special education | ED 142  
|   |                                             | ED 101/103 assignment for local sites | - Interview with administrators and SPED resource people in the school district  
|   |                                           |       | - Bibliography of 3-5 readings  
|   |                                           |       | - Assignments from ED 142  
|   |                                           |       | - Interview with SPED personnel in your school site  
|   |                                           |       | - Documentation of participation in IEP or family information process  
| 7. |                                           |       | - Community project  
|   | Science laboratory work | ED 102/104 practicum placement  
|   |                                             | ED 121/127 | - Design lab work that reflects safety standards and provides access to all learners  
|   |                                           |       | - Interview with Mentor science teacher  
|   |                                           |       | - Safety regulations for lab work in your school  
| 8. |                                           |       | - Community project  
|   | Child development. | ED 130: Human Development and Learning  
|   | 1. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | ED 142 introduction | - Journal entries regarding how your school site accommodates students at different levels of development and with disabling conditions  
|   | 2. Characteristics and instructional implications of moderately and severely disabling conditions. |       | - Assignment from ED 130  
|   |                                           |       | - Assignment from ED 142  
|   |                                           |       | - Bibliography of 3-5 readings on instructional implications that have assisted your practice with students  
| 9. |                                           |       | - Community project  