

# What Every Special Educator Must Know: Errata Sheet

Following the publication of *What Every Special Education Must Know, 6th Edition*, some updates, changes, and corrections to the text surfaced. Please use this errata sheet to quickly identify these throughout the text.

## **Page 16.** References section missing

- Goodlad, J.I., (1990). *Teachers for Our Nation's Schools*, Jossey-Bass: San Francisco.
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- Murray, F. (2005). *Teacher Education Accreditation Council Guide to Accreditation*. Washington, DC: Teacher Education Accreditation Council. Retrieved October 15, 2008 from <http://www.teac.org/wp-content/uploads/2009/03/teac-guide-to-accreditation.pdf>.
- Council for Exceptional Children. (2002). *CEC Professional Policy Section Four Part 3 Special Purpose Resolutions and Government Actions: Position on Seeking National Program Recognition*. Arlington, VA: Author.
- F. Murray (personal communications, 2007)
- Council of Chief State School Officers. (2001). *Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue*. Washington, DC: Author. Retrieved October 15, 2008 from <http://serge.ccsso.org/pdf/standards.pdf>
- U.S. Department of Education National Center for Education Statistics. (2003, cited as IPEDS). *Digest of education statistics 2002*. (NCES 2003-060). Washington, DC: Author.
- United States Department of Education. (2005). *Twenty-fifth Annual Report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, Dc: Author.
- No Child Left Behind Act of 2001. (H.R.1), Title II (2002).

**Pages 25 and 26.** When using Figure 4.2, please substitute the CEC Content Standards found on pages 45 and 46.

**Page 30.** Under Special Education Standard 4: Instructional Strategies, please insert the following.

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings	
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**Page 33.** Under Special Education Standard 7: Instructional Planning, please insert the following.

ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data	
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**Page 34.** Under Special Education Standard 9: Professional and Ethical Practice, please insert the following.

ICC9S13	Demonstrate commitment to engage in evidence-based practices	
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**Page 65.** IIC K1-3 Delete existing narrative and substitute.

IIC3K1	Complications and implications of medical support services.
IIC3K2	Impact disabilities may have on auditory and information processing skills.
IIC3K3	Impact of multiple disabilities on behavior.

**Page 73.** Under Standard 10: Collaboration, *Skills* section, the skill IGC10S4 should be titled IIC10S4.

**Page 77.** Under Standard 4: Instructional Strategies, *Skills* section, the last skill should be titled D&HH4S4.

**Page 80.** Under Standard 7: Instructional Planning, *Skills* section, please delete D&HH7S5. The language for D&HH7S4 should be the following.

D&HH7S4	Develop successful inclusion experiences.
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**Page 83.** Under Standard 10: Collaboration, *Skills* section, the last skill should be titled D&HH10S1.

**Page 111 and 112.** Under Standard 1: Foundations, *Skills* section, please delete DD2K1, DD2K2, DD2K3, DD2K4, and DD2K5.

**Page 144.** Under Standard 5: Learning Environments/Social Interactions, *Skills* section, please add the following skills.

ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
ICC5S12	Design and manage daily routines
ICC5S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences
ICC5S14	Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors

ICC5S16	Use universal precautions
B&VI5S1	Design multisensory learning environments that encourage active participation in group and individual activities
B&VI5S2	Provide access to incidental learning experiences

**Page 150-152.** When referring to the Advanced Content Standards, please use the following, updated language.

**Advanced Standard 1: Leadership and Policy**

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.** They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice.** They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

**Advanced Standard 2: Program Development & Organization**

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.** They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

**Advanced Standard 3: Research & Inquiry**

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies.** Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature.** They **use educational research to improve instructional techniques, intervention strategies, and curricular materials.** They foster an **environment supportive of continuous instructional improvement,** and engage in the **design and implementation of action research.** Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices.**

**Advanced Standard 4: Student and Program Evaluation**

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation,** along with skills in the implementation of **evidence based practices in assessment.** Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used in the **selection of assessment instruments, methods, and procedures** for both **programs and individuals.**

With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

**Advanced Standard 5: Professional Development and Ethical Practice**

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

**Advanced Standard 6: Collaboration**

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understand to **integrate services for individuals with exceptional learning needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs**.

**Page 159.** Under Standard 1: Leadership and Policy, *Skills* section, the last skill should be titled TE1S4.

**Page 161.** Under Standard 4: Individual and Program Evaluation, *Knowledge* section, the knowledge TE3K1 should be titled TE4K1.

**Page 177.** Under Standard 1: Leadership and Policy, *Skills* section, please add the following skills.

AEC1S1	Advocate on behalf of infants and young child with exceptional needs, and their families, at local, state, national levels
AEC1S2	Provide leadership to help others understand policy and research that guide recommended practices
AEC1S3	Provide leadership in the collaborative development of community-based services and resources
AEC1S4	Provide effective supervision and evaluation

**Page 187.** Change second sentence in fifth paragraph to read:

In addition, CEC has validated a set of corollary knowledge and skills for paraeducators of individuals with deafblindness, i.e., paraeducator interveners for individuals with deafblindness. CEC expects that agencies will ensure that all paraeducators working with individuals with exceptional learning needs have, at a minimum, master the Paraeducator Common Core and appropriate specialization knowledge and skills through ongoing, effective, preservice and continuing education with professional educators and training that is specifically targeted for paraeducators.

**Page 187.** Substitute title on chart to read:

Specialization Knowledge and Skill Set for Paraeducators Who Are Intervenors for Individuals With Deafblindness