

Advanced Specialty Set: Special Education Academic Intervention Specialist

| Advanced Preparation Standard 1: Assessment | |
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| <i>Knowledge</i> | |
| SEAIS.1.K1 | Technology to support individual and program evaluation |
| <i>Skills</i> | |
| SEAIS.1.S1 | Conduct comprehensive evaluations of individuals with exceptionalities and translate data for programmatic purposes |
| SEAIS.1.S2 | Evaluate and adjust intervention plans based on data |
| SEAIS.1.S3 | Provide data-driven feedback on individual, schoolwide, and system-wide intervention implementation |
| SEAIS.1.S4 | Document and interpret program evaluation data and make recommendations |

| Advanced Preparation Standard 2: Curricular Content Knowledge | |
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| None specified | |

| Advanced Preparation Standard 3: Programs, Services, and Outcomes | |
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| <i>Knowledge</i> | |
| SEAIS.3.K1 | Full range of general education academic standards and behavior expectations |
| SEAIS.3.K2 | Domain-specific knowledge of academic content and associated pedagogical practices |
| SEAIS.3.K3 | Differentiated instructional practices that promote and enhance the learning of all individuals |
| SEAIS.3.K4 | Theories of behavior and its influence on academic performance |
| SEAIS.3.K5 | Culturally responsive content and pedagogical practice |
| <i>Skills</i> | |
| SEAIS.3.S1 | Promote the systematic adoption of instructional practices that increase individual growth and achievement in content areas |
| SEAIS.3.S2 | Promote the implementation of evidence-based practices that address programmatic needs of individuals with exceptionalities |
| SEAIS.3.S3 | Consult with teachers and staff on program planning and classroom management strategies |
| SEAIS.3.S4 | Develop schoolwide and system-wide intervention programs across behavior and academic skills |
| SEAIS.3.S5 | Incorporate technology-based academic and behavior strategies |
| SEAIS.3.S6 | Use effective coaching strategies to improve instruction |
| SEAIS.3.S7 | Support others in using evidence-based practices in teaching academic content |

| Advanced Preparation Standard 4: Research and Inquiry | |
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| <i>Knowledge</i> | |
| SEAIS.4.K1 | Determination of academic and behavior intervention practices consistent with best-evidence syntheses of research |
| SEAIS.4.K2 | Fidelity of intervention |
| <i>Skills</i> | |
| SEAIS.4.S1 | Build the capacity of stakeholders to analyze data relative to individual progress and outcomes |
| SEAIS.4.S2 | Assist stakeholders in selecting, implementing with fidelity, and evaluating academic and behavior intervention research and practices |

| Advanced Preparation Standard 5: Leadership and Policy | |
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| <i>Knowledge</i> | |
| SEAIS.5.K1 | Historical and social significance of legislation, litigation, and other influences on accountability for the equitable educational attainment of individuals with exceptionalities |
| SEAIS.5.K2 | Relationship among structures at different levels of the educational system |
| SEAIS.5.K3 | Emerging policy trends in approaches to assessment and analysis of individual learning problems and related educational practice |
| SEAIS.5.K4 | Instructional significance of developing depth in academic content knowledge and using evidence-based interventions |
| <i>Skills</i> | |
| SEAIS.5.S1 | Advocate for the equitable and meaningful educational attainment of individuals with exceptionalities |
| SEAIS.5.S2 | Provide leadership in recognizing and responding to individual learning differences |
| SEAIS.5.S3 | Promote evidence-based practices and accountability for individualized learning in the context of standards-based reforms |
| SEAIS.5.S4 | Provide leadership to influence policy, practice, and improved educational outcomes for individuals with exceptionalities |
| SEAIS.5.S5 | Implement and evaluate leadership models for continuous improvement and renewal |

| Advanced Preparation Standard 6: Professional and Ethical Practice | |
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| <i>Knowledge</i> | |
| SEAIS.6.K1 | Needs of individual learners and families |
| SEAIS.6.K2 | Culture biases and differences that affect one's practice |
| SEAIS.6.K3 | Principles of adult learning theory |
| <i>Skills</i> | |
| SEAIS.6.S1 | Articulate and apply current evidence-based practices in professional development |
| SEAIS.6.S2 | Engage in reflective inquiry and professional self-assessment |
| SEAIS.6.S3 | Promote universal design for learning principles |
| SEAIS.6.S4 | Foster the use of culturally responsive content and pedagogical practices to meet the needs of learners from diverse cultural and linguistic backgrounds |

| Advanced Preparation Standard 7: Collaboration | |
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| <i>Knowledge</i> | |
| SEAIS.7.K1 | Effects of consultation and collaboration on the roles of special educators and general educators |
| SEAIS.7.K2 | Strategies for integrating services for individuals with exceptionalities and families |
| SEAIS.7.K3 | Models of teaming to provide services that meet the academic support needs of learners with exceptionalities |
| SEAIS.7.K4 | Theories, models, and research that support instructional coaching and collaborative relationships |
| <i>Skills</i> | |
| SEAIS.7.S1 | Identify and address barriers to collaboration |
| SEAIS.7.S2 | Collaborate with stakeholders to access and review the needs of individuals with exceptionalities and their families |
| SEAIS.7.S3 | Use culturally responsive practices to facilitate collaboration among individuals and families from diverse backgrounds |
| SEAIS.7.S4 | Provide coaching and training to promote shared decision-making among stakeholders |
| SEAIS.7.S5 | Use interagency collaboration in planning interventions |
| SEAIS.7.S6 | Refer team members and families to relevant resources that address identified learner needs |
| SEAIS.7.S7 | Involve team members in establishing procedures that enhance collaborative practices |
| SEAIS.7.S8 | Facilitate and support family and community engagement |