

Standards for the LBS II/Technology Specialist

[28.320]

STANDARD 1 – Foundations

The competent technology specialist understands the philosophical, historical, and legal foundations of special education. [28.320(a)]

Knowledge - *The competent technology specialist understands:*

- 1A. concepts and issues related to the use of technology in education and other aspects of our society.
- 1B. issues in diversity and assistive technology.

Performance - *The competent technology specialist:*

- 1C. articulates a personal philosophy and goals for using technology in special education.
- 1D. uses technology-related terminology appropriately in written and oral communication.
- 1E. describes legislative mandates and governmental regulations and their implications for technology in special education.

STANDARD 2 - Characteristics of Learners

The competent technology 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 (ages 3-21). [28.320(b)]

- 2A. **Knowledge** - The competent technology specialist understands the impact of technology at all stages of development on individuals with exceptional learning needs.

Performance - *The competent technology specialist:*

- 2B. matches characteristics of individuals with exceptional learning needs with technology product or software features.
- 2C. identifies the demands placed on the user by computers, software, and related technology materials.

STANDARD 3 – Assessment

The competent technology specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students. [28.320(c)]

- 3A. **Knowledge** - The competent technology specialist understands the use of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

Performance - *The competent technology specialist:*

- 3B. uses technology to collect, analyze, summarize, and report student performance data to aid instructional decision-making.
- 3C. identifies functional needs, screens for functional limitations, and determines if the need for a comprehensive assistive or instructional technology evaluation exists.
- 3D. monitors outcomes of technology based interventions and reevaluates and adjusts the system as needed.
- 3E. assists individuals with disabilities in clarifying and prioritizing functional intervention goals regarding technology based evaluation results.
- 3F. works with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.
- 3G. identifies placement of devices and positioning of the individual to optimize the use of assistive or instructional technology.
- 3H. examines alternative solutions and trial periods with potential assistive or instructional technologies prior to making a purchase decision.
- 3I. makes technology decisions based on a continuum of options ranging from no technology to high technology.

STANDARD 4 - Planning for Instruction

The competent technology 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. [28.320(d)]

- 4A. **Knowledge** - The competent technology specialist understands procedures for evaluating computer software and other technology materials for their potential application in special education.

Performance - *The competent technology specialist:*

- 4B. identifies elements of the curriculum for which technology applications are appropriate and ways they can be implemented.
- 4C. identifies and operates software that meets educational objectives for individuals with disabilities' learning needs in a variety of educational environments.
- 4D. identifies and operates instructional and assistive hardware, software, and peripherals.
- 4E. designs, fabricates, and installs assistive technology materials and devices to meet the needs of individuals with disabilities.

- 4F. provides consistent structured training, according to individuals with disabilities' needs to operate instructional and adaptive equipment and software, until mastery is achieved.
- 4G. verifies proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with disabilities.
- 4H. instructs others in the operation, maintenance, and warranties of the technology and troubleshooting techniques that may be needed.
- 4I. uses communication technologies to access information and resources electronically.
- 4J. develops and implements contingency plans in the event that assistive or instructional technology devices fail.

STANDARD 5 - Learning Environment

The competent technology 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. [28.320(e)]

Knowledge - *The competent technology specialist understands:*

- 5A. funding sources and processes for the acquisition of assistive technology devices and services.
- 5B. national and state pre-kindergarten through grade 12 technology standards.
- 5C. procedures for the organization, management, and security of technology.
- 5D. ergonomic principles to facilitate the use of technology.

Performance - *The competent technology specialist:*

- 5E. evaluates features of technology systems.
- 5F. develops clear specifications and/or drawings necessary for technology acquisitions.
- 5G. writes proposals to obtain funds for technology hardware and software.
- 5H. provides technology support to students who are receiving instruction in general education classrooms.

STANDARD 6 - Collaborative Relationships

The competent technology 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. [28.320(f)]

Knowledge - *The competent technology specialist understands:*

- 6A. the importance of collaboration with teachers, administrators, pupil personnel services personnel, parents, and others in a culturally responsive program.
- 6B. when to refer individuals with disabilities' needs to another professional regarding technology.

Performance - *The competent technology specialist:*

- 6C. conducts in-service training in applications of technology in special education.
- 6D. refers team members and families to assistive and instructional technology resources.
- 6E. collaborates with other team members in planning and implementing the use of assistive and adaptive devices.

STANDARD 7 - Professionalism and Ethical Practices

The competent technology specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. [28.320(g)]

7A. **Knowledge** - The competent technology specialist understands equity, ethical, legal, and human issues related to technology in special education.

Performance - The competent technology specialist:

7B. maintains ongoing professional development to acquire knowledge and skills about new developments in technology.

7C. adheres to copyright laws about duplication and distribution of software and other copyrighted technology materials.

7D. advocates for assistive or instructional technology on individual and system change levels.