# SPED 531: Data-Based Individualization in Special Education

## (Spring 2023) Syllabus

Instructor: Sally K. Fluhler, Ph.D.

Class Location: Virtual

Synchronous Class Times: We will have 7 synchronous class times using the Zoom link below from 6:00-7:15pm CT on the following dates: January 25th, February 8th and 23rd, March 9th and 29th, April 12th and 20th

Zoom Meeting ID: 326 331 9980

Instructor's Office Hours:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| 2:30-5:30pm | | 2:30-5:30pm | *Virtual via Zoom* 2:00-5:00pm | |

If you are planning on coming to office hours please use this link here to sign-up for an appointment slot. If none of these times work or are full, please email to schedule a time.

*I will always make time to meet and/or answer questions through email. My goal is for you to get as much out of the course as possible, I welcome any questions about class. You will receive the timeliest reply if you contact me through direct e-mail (sally.fluhler@wku.edu). I am likely to respond within 24-48 hours of receiving email during the week. I do not reliably respond to emails on nights and weekends, so please try to send questions regarding assignments during the week so I can respond to them prior to the typical due date on Sundays. If I do not respond within 24-48 hours, you may send a follow-up e-mail.*

\*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

**Address:**  Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

**Prerequisite:**  Teacher Certification or Instructor Permission
MAT students should have successfully completed SPED 515

**Required Texts:**
There is no required textbook for this course. Readings and/or videos will be uploaded/accessible on Blackboard.

**Recommended Texts for your Graduate Program:**
American Psychological Association (2020). *Publication Manual of the APA, 7th Ed.* Washington, D.C.: APA
*This manual is the style manual for writing, publication, and research in social science fields such as special education. It is widely available at any bookstore, amazon.com, library, WKU bookstore, etc. It will serve you well throughout your entire graduate program.*

**Electronic Resources:**

WKU library: Use Blackboard link or go to WKU Library, go to: Services tab; Extended and Off-campus Library Services to learn how to use library

Blackboard Tutorials: https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_42_1

WKU's Homepage: http://www.wku.edu/

KY Core Academic Standards: accessed online

*Note: During the course of the semester, candidates will be asked to use additional resources found online, in research journals or texts.*

**Primary Course Website:** Blackboard

**Graduate Catalog Description:**
The purpose of this course is to provide students with the opportunity to monitor and interpret academic progress, make instructional decisions, and set goals for individual students based on data gathered from the DBI process.

**Course Objectives/Student Learning Outcomes (SLO):**
1. Demonstrate knowledge of the role of assessments in diagnosing difficulties, designing literacy instruction, monitoring progress, adjusting instruction, assessing achievement, and evaluating program effectiveness for children with special needs including English Learners (APS 1.2, 3.2, IPS 1.1, 1.2, KTPS 1.2, 2.1, 3.1, 4.1, 4.2, 4.3, 4.4, 6.2)
2. Monitor student performance using curriculum-based measurement (APS 1.2, KTPS 3.1, 4.1, 4.2, 4.4)
3. Research and demonstrate knowledge of effective interventions in the key areas of math and reading instruction (IPS 1.1, 1.2, 2.2, 2.3, KTPS 3.1, 5.1, 5.4, 5.6, 6.2, 7.2, 7.3)
4. Use data to make appropriate instructional decisions and then use data, including CBMs, to modify instructional material (APS 1.2, KTPS 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 5.2, 5.6)
5. Write goals and objectives for Individualized Education Programs (APS 7.2, KTPS 2.1, 3.1, 3.3, 4.3, 5.1, 6.1, 6.3, 7.2, 7.3)

**Course Topics:**
- Using academic progress monitoring for individualized instructional planning
- Using data to guide intensive instruction
- Taxonomy of intervention intensity
- Academic diagnostic assessment

**Course Content Outline:**
Students will be evaluated based on their performance in completing assignments such as the following:

**Course Modules**: This course contains eight major modules (and one mini module) from the Blackboard course site. By clicking on the course site button labeled "Course Modules" you will find information, instructions, assignments, etc. for each module. The modules are to be completed in order as they build upon one another. Each module will be released gradually throughout the semester.

**Module One: A Multi-Tiered System of Support**
**Module Two: IEP Development**
**Module Three: Explicit Instruction**
**Module Four: Data-Based Individualization**
**Module One: Intensive Intervention in Mathematics**
**Module One: Intensive Intervention in Reading**
**Module One: Culturally Responsive and Sustaining Pedagogy**
**Module One: High-Leverage Practices in Special Education**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty.  For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:
- Weekly office hours
- Regular instructor feedback on assignments and discussion board postings
- Responses to emails within 48 business hours

**Course Meeting Times:** This course is primarily completed asynchronously, however this is a highly interactive class with adaptive assignments. We will meet synchronously 7 times throughout the semester on specified Wednesdays and Thursdays as listed at the top of this syllabus from 6:00-7:15pm via this Zoom link. I ***strongly*** encourage you to try to attend these meetings live, if possible. However, I will record the session and post it to Blackboard for those unable to attend.

## Description of Course Assignments/Assessments:

### IEP Development
Writing IEPs is an essential part of a special educator's role in the schools. You will be writing a hypothetical IEP for a student with a disability including reporting on his/her/their present levels, academic goals and objectives, and classroom accommodations and modifications. You will turn this assignment in twice throughout the semester, for the opportunity of revisions and feedback.

### Math 1 and 2 Lesson Plans
You will be writing a total of two formal math lesson plans to be turned in over the course of the semester. Both will focus on math instruction that is relevant to your student population.

### DBI Case Study
This project is a cumulative, adaptive, semester-long project that focuses on explicit instruction within an academic subject and using data to make adjustments to instruction. Parts A-C will be submitted throughout the semester, for the opportunity for revisions and feedback. All revised parts will be turned in with Part D by the end of the semester.
> **Part A**
> Background information, initial assessments, and present skills.
> **Part B**
> Initial instruction (intervention 1)
> **Part C**
> Data analysis and adjusted instruction (continued intervention 1/intervention 2)
> **Part D**
> Data analysis and guidelines for next steps within instruction

### Lesson Delivery Fidelity
Implementation fidelity is an important component of intensive intervention implementation. You will upload one video of your instruction with your chosen student for your DBI case study along with your lesson plan for the recorded session. You will incorporate the feedback from your recorded lesson into your DBI Case Study assignment.

### Reading Quizzes
You will have up to 8 reading quizzes about the module's reading content throughout the semester.

### Semester Activities
Throughout the semester, you will be engaging in activities such as journal entries, discussion boards, student progress graph uploads, etc. All of these assignments will be taken into consideration for points within this assignment category.

**Professionalism/Participation**

You will be able to receive points for participation/professionalism each week of class. This includes attending live synchronous classes* Professionalism/participation can be demonstrated by the following behaviors (*the following list are examples but is not exhaustive*): treating classmates and your professor in a respectful manner in class discussions, meetings, interactions, online discussions, and emails; turning in assignments in a timely manner as reflected on the course calendar. You may earn up to 2 points per week (total of 30 pts.) and an additional 2 points for each virtual class meeting (total of 14 pts).

## Course Grading and Evaluation:

A course calendar will be posted on Blackboard to outline each modules assigned readings, assignments, assessments, and tasks.

| Assignment Name | Point Value | Due Date |
|---|---|---|
| Introductory Activities | 20 | Completed by Week 2 |
| IEP Development | 100 | See course schedule |
| *Turn-in 1* | | |
| *Turn-in 2* | | |
| Math 1 Lesson Plan | 30 | |
| Math 2 Lesson Plan | 30 | See course schedule |
| Lesson Delivery Fidelity | 50 | See course schedule |
| DBI Case Study | 200 | See course schedule |
| *Part A* | | |
| *Part B* | | |
| *Part C* | | |
| *Part D* | | |
| Reading Quizzes (8 x 5 pts) | up to 40 | See course schedule |
| Semester Activities | 100 | Throughout the semester |
| Professionalism/Participation | 44 | Throughout the semester |
| **Total:** | ***614** | |

*These points may be adjusted if assignments are cancelled or adjusted at the discretion of the instructor

## Grading Scale:

*Percentages are based on earned points out of the total amount of points for the semester as described above

| Grading Scale | |
|---|---|
| **Grade** | **Percent** |
| **A** | **90-100%** |
| **B** | **80-89.9%** |
| **C** | **70-79.9%** |
| **D** | **60-69.9%** |
| **F** | **$\leq$ 59.9%** |

**Course schedule will be posted on Blackboard. Notice, course schedule, syllabus, and requirements *may* be modified/subject to change over the course of the semester if I deem it necessary.

All grading will be done as objectively and carefully as possible. However, if you find that a grading error has been made, or if you disagree with my evaluation of your assignment, you may appeal the grade using the following procedures. Via email more than 24 hours after feedback is given, submit a statement of the grading error and a concise rationale for why you should receive credit for that portion of the assignment, and office hour appointment set up. Include references to readings or class notes, as appropriate. Appeals must be made within one week of the grade being posted.

**Class Time Management:**
Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

**Emails to Instructor:**
Whole class emails/announcements are typically sent through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed. You are expected to check the course site and your email on a daily basis for class notifications/updates.

Email communication can cause communication concerns due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation. Therefore, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. If the student has a doubt that a post may be inappropriate, it is most likely best not to post it. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: http://www.albion.com/netiquette/index.html <http://www.albion.com/netiquette/index.html> .

If you are reaching out to me specifically through the typical WKU email, please refer to the note below regarding subject lines.
- Please include the course number in the subject line of your e-mail (Examples: SPED531 – Quick Question, or SPED531 | Office Hour Arrangement, or Assignment Question | SPED531)

**Naming Files:**
1. Please submit all assignments in with the following file name: **Lastname_SPED531_AssignmentName** . Example: **Fluhler_SPED531_JournalEntry1**. You will see that there may be points attached to this naming convention in the assignment rubrics.
2. Rubrics should be reviewed before submitting each of your assignments.
3. All written work should adhere to APA 7th edition formatting (*double-spaced, 12-point, consistent font, 1" margins on all sides, no extra space between paragraphs*). **APA style will not be taught as a part of this course.** Complete all work neatly and in a manner consistent with professional quality (i.e., *no errors in grammar or spelling, no typos*). Follow directions for assignments carefully. If you do not understand the requirements of an assignment, it is your responsibility to contact the instructors *prior to the session in which the assignment is due*. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

**Written Work Quality:** All submitted work is to be of professional quality. Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Student should analyze the rubric and edit work prior to submission. If writing is a weak skill set, please procure an editor/tutor to strengthen this skill.

Please use "people first" language. That means that you always refer to a person first and the disability as secondary. For example, person with autism is correct, autistic student is incorrect. Points will be deducted for misuse of people first language.

**All graduate work should be in 12-point font & double-spaced in APA format.**
http://owl.english.purdue.edu/owl/resource/560/01/

**Writing Center Assistance:** The Writing Center offers online consultations for students. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website www.wku.edu/writingcenter for making online appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

**Participation and Communication:**

You are part of a distributed class (i.e., you and your classmates are spread around the US and even the world!) and therefore class participation is required. Each time you come to class via Blackboard on the web, please check announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for more than a week.

Students' participation grade includes completion of class assignments, reading all assigned materials, maintaining contact with the instructor, timely original posts on discussion boards and thoughtful responses to peers, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person, by ZOOM, or by phone) with any student to help with any assignment or answer questions. However, it is easier for your instructor to respond more quickly to email than phone messages.

**Discussion Board Postings (DBP):**

When posting to the course discussion board, students should: (a) post in a timely manner, (b) maintain confidentiality regarding schools, school personnel, students, and students' families and (c) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, nor is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board. Please think carefully before posting.

**Technology Management:**

Managing student technology is the sole responsibility of the student.
The professor and/or WKU are not responsible for making sure that:
 (a) student word processing software is compatible with that used by the University;
 (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
 (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
 (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
 (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require *more d*edication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

***Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes Word/PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.***

**Student Disability Services:**
 In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do

not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities.  To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense.  The academic work of a student must be his/her own.  One must give any author credit for source material borrowed from him/her.  To lift content directly from a source without giving credit is a flagrant act.  To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.  Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program.  Student work may be subject to review and checks using plagiarism detection software. For more information about the Process for Academic Dishonesty

**Sexual Misconduct/Assault Policy:**

*Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and*

*Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.*

*Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.*

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

**Professionalism Policy:**

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the college coursework and your field experience.

**WKU College of Education and Behavioral Science Dispositions**

The Educational Professional Demonstrates the following:

**Values Learning** as evidenced by:
- Class Participation
- Attendance
- Class Preparation
- Communication

**Values Personal Integrity** as evidenced by:
- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

**Values Professionalism** as evidenced by:
- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

*Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.*

| Major Course Experiences | Course Objectives/Student Learning Outcomes | SPA Standard(s) [APS and IPS from CEC Standards] | KY Teacher Performance Standards Embedded as KTPS |
|---|---|---|---|
|  |  |  |  |

**Standards addressed in this course:**

| KTPS with INTASC Details/Indicators -- Core Curriculum Alignment | Alignment: Assignments/Assessments |
|---|---|
| **Standard 1. Learner Development:** The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. |  |
| **Standard 2. Learning differences:** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |  |
| **Standard 3.Learning environments:** The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. |  |

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| **Standard 4. Content knowledge:** The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | |
| **Standard 5. Application of content:** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | |
| **Standard 6. Assessment:** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. | |
| **Standard 7. Planning for Instruction:** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | |
| **Standard 8. Instructional strategies:** The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. | |
| **Standard 9. Professional learning and ethical practice:** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | |
| **Standard 10. Leadership and collaboration:** The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. | |

**Course Experiences or Assessments Addressing CEC Standards:**

| CEC Initial Standards | SPED 335 |
|---|---|
| **Standard 1. Learning Development and Individual Learning Differences** | |
| 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | X |
| 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. | X |
| 1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | X |
| **Standard 2. Learning Environments** | |

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|---|---|
| 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination. | |
| 2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. | X |
| 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. | X |
| 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. | |
| **Standard 3. Curricular Content Knowledge** | |
| 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | X |
| 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. | X |
| 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. | X |
| 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. | X |
| **Standard 4. Assessment** | |
| 4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. | |
| 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. | |
| 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. | |
| 4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. | |
| 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. | |
| **Standard 5. Instructional Planning and Strategies** | |
| 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | X |
| 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. | X |
| 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. | X |
| 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. | X |
| 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. | |
| 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. | X |
| 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. | X |

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| 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. | X |
| **Standard 6: Professional Learning and Ethical Practice** | |
| 6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. | X |
| 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. | X |
| 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. | X |
| 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. | |
| 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. | |
| 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. | |
| 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. | |
| **Standard 7. Collaboration** | |
| 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | X |
| 7.1 Beginning special education professionals use the theory and elements of effective collaboration. | |
| 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. | X |
| 7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators. | X |


| CEC Advanced Standards | SPED 335 |
|---|---|
| **Standard 1. Assessment: Special education specialist use valid and reliable assessment practices to minimize bias.** | |
| 1.1 Special education specialists use valid and reliable assessment practices to minimize bias. | X |
| 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. | X |
| **Standard 2. Curricular Content Knowledge: Special education specialists use their knoweldge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and systems levels.** | |
| 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. | X |
| 2.2 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 and learning of challenging content. | X |
| 2.3 Special education specialists use understanding of diversity and indvidual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. | X |
| **Standard 3. Programs, Services, and Outcomes: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for students with exceptionalities.** | |

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|---|---|
| 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. | |
| 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. | |
| 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. | |
| 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. | |
| 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. | X |
| **Standard 4. Research and Inquiry. Special education specialists conduct, evaluate, and use inquiry to guide professional practice.** | |
| 4.1 Special education specialists evaluate research and inquiry to identify effective practices. | |
| 4.2 Special education specialists use their knowledge of professional literature to improve practices with individuals with exceptionalities and their families. | |
| 4.3 Special education specialists foster and environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. | X |
| **Standard 5. Leadership and Policy. Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.** | |
| 5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. | |
| 5.2 Special education specialists support and use linguistically and culturally responsive practices. | |
| 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families. | |
| 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities. | |
| 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. | |
| **Standard 6. Professional and Ethical Practice: Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.** | |
| 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. | |
| 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive enviornments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. | |
| 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. | |
| 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise. | X |
| 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. | |
| 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. | |
| 6.7 Special education specialists actively promote the advancement of the profession. | |

| Standard 7. Collaboration: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. | |
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| 7.1 Special education specialists use culturally responsive practices to enhance collaboration. | X |
| 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. | |
| 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities. | |

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| **Standard 1. Learner Development** | |
| 1(a) The teacher regularly assesses individual and group performancein order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. | X |
| 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. | X |
| 1(c) The teacher collaborates with families, communities, colleagues,and other professionals to promote learner growth and development. | |
| 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning. | X |
| 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. | X |
| 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. | X |
| 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. | |
| 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. | X |
| 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. | X |
| 1(j) The teacher takes responsibility for promoting learners' growth and development. | X |
| 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development. | |
| 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. | X |
| 2(b) The teacher makes appropriate and timely provisions (e.g.,pacing for individual rates of growth, task demands, communication,assessment, and response modes) for individual students with particular learning differences or needs. | X |
| 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. | X |
| 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. | |
| 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. | |
| 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. | X |
| 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. | X |

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| 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs | X |
| 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. | |
| 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. | |
| 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. | |
| 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. | X |
| 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. | |
| 2(n) The teacher makes learners feel valued and helps them learn to value each other. | |
| 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning. | |
| 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. | |
| 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. | X |
| 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. | |
| 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. | |
| 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. | X |
| 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. | |
| 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally | X |
| 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. | X |
| 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. | |
| 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. | X |
| 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. | |
| 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. | |
| 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. | X |
| 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. | |
| 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. | |
| 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. | X |
| 3(q) The teacher seeks to foster respectful communication among all members of the learning community. | |
| 3(r) The teacher is a thoughtful and responsive listener and observer. | |

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| 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. | |
| 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. | X |
| 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. | |
| 4(d) The teacher stimulates learner refl ection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. | |
| 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. | X |
| 4(f) The teacher evaluates and modifi es instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. | X |
| 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. | X |
| 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. | |
| 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. | |
| 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. | |
| 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. | X |
| 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. | |
| 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. | |
| 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. | X |
| 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the fi eld. | |
| 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. | |
| 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. | |
| 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills. | X |
| 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). | |
| 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., fi nancial literacy, environmental literacy). | |
| 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts | X |
| 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. | |
| 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. | |
| 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. | |

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| 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. | |
| 5(h) The teacher develops and implements supports for learner literacy development across content areas. | |
| 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. | |
| 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. | |
| 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. | |
| 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. | X |
| 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. | |
| 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. | |
| 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. | |
| 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum | |
| 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. | |
| 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. | |
| 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. | |
| 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. | |
| 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. | |
| 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. | X |
| 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. | X |
| 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. | |
| 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. | |
| 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. | X |
| 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. | |
| 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. | |
| 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. | X |
| 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specifi c learning goals and individual differences, and to minimize sources of bias. | |

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| 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. | X |
| 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning | X |
| 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. | |
| 6(o) The teacher knows when and how to evaluate and report learner progress against standards. | |
| 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. | |
| 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning. | |
| 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. | |
| 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. | |
| 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. | |
| 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. | |
| 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. | X |
| 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners | X |
| 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. | X |
| 7(c) The teacher develops appropriate sequencing of learning experiencesand provides multiple ways to demonstrate knowledge and skill. | X |
| 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. | X |
| 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. | |
| 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. | X |
| 7(g) The teacher understands content and content standards and how these are organized in the curriculum. | X |
| 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. | X |
| 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. | |
| 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. | |
| 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. | X |
| 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. | X |
| 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). | |
| 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. | |
| 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. | |

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| 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. | X |
| 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. | |
| 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. | X |
| 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. | X |
| 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. | X |
| 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. | X |
| 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. | |
| 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. | |
| 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. | |
| 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. | X |
| 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). | X |
| 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. | X |
| 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. | X |
| 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. | X |
| 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. | |
| 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. | |
| 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. | X |
| 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. | X |
| 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. | X |
| 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. | X |
| 8(s) The teacher values fl exibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. | X |
| 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. | |
| 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. | |
| 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. | X |

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| 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. | |
| 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. | |
| 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. | |
| 9(g) The teacher understands and knows how to use a variety of selfassessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. | |
| 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. | |
| 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. | |
| 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confi dentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). | |
| 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities. | |
| 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. | X |
| 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. | |
| 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and refl ection to improve practice. | |
| 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. | X |
| **Standard 10. Leadership and collaboration** | |
| 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. | |
| 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | |
| 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. | |
| 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. | |
| 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. | |
| 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. | |
| 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. | X |
| 10(h) The teacher uses and generates meaningful research on education issues and policies. | |
| 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. | |
| 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. | |
| 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. | |

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| 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. | |
| 10(m) The teacher understands that alignment of family, school, and community spheres of infl uence enhances student learning and that discontinuity in these spheres of infl uence interferes with learning. | |
| 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts | |
| 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning | |
| 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. | |
| 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. | |
| 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. | |
| 10(s) The teacher takes responsibility for contributing to and advancing the profession. | |
| 10(t) The teacher embraces the challenge of continuous improvement and change. | |