

Instructional Specialist Birth Through Eight Years

STANDARD #1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the disciplines to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how children's conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher has knowledge of models, theories, and philosophies that form the basis for special education practice.

The teacher has knowledge of laws, policies, and ethical principles regarding behavior management planning and implementation.

The teacher has knowledge of relationship of special education to the organization and function of educational agencies.

The teacher has knowledge of rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

The teacher has knowledge of issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

The teacher has knowledge of issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)

The teacher has knowledge of family systems and the role of families in the educational process.

The teacher has knowledge of historical points of view and contribution of culturally diverse groups.

The teacher has knowledge of impact of the dominant culture on shaping schools and the individuals who study and work in them.

The teacher has knowledge of potential impact of differences in values, languages, and customs that can exist between the home and school.

The teacher has knowledge of historical and philosophical foundations of services for young children both with and without exceptional learning needs.

The teacher has knowledge of trends and issues in early childhood education and early childhood special education.

The teacher has knowledge of laws and policies that affect young children, families, and programs for young children.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher fosters enthusiasm in the everyday learning process.

The teacher encourages multiple perspectives in the classroom.

The teacher encourages input from a variety of disciplines.

The teacher believes that knowledge is not static, but is ever-evolving.

PERFORMANCE

The teacher keeps current on new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to the children's prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages children in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow children to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher communicates effectively through reading, writing, speaking and listening, and assists children in doing the same.

Evidence

The teacher articulates a personal philosophy of special education.

STANDARD #2

The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the pre K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher has knowledge of theories and research that form the basis of curriculum development and instructional practice.

The teacher has knowledge of scope and sequences of general and special curricula.

The teacher has knowledge of national, state or provincial, and local curricula standards.

The teacher has knowledge of technology for planning and managing the teaching and learning environment.

The teacher has knowledge of roles and responsibilities of the paraeducator related to instruction, intervention and direct service.

The teacher has knowledge of basic terminology used in assessment.

The teacher has knowledge of legal provisions and ethical principles regarding assessment of individuals.

The teacher has knowledge of screening, pre-referral, referral, and classification procedures.

The teacher has knowledge of uses and limitations of assessment instruments.

The teacher has knowledge of national, state or provincial, and local accommodations and modifications.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is inclined to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher believes that the school is to assist students, with the support of parents and other professionals, in planning for transition to adulthood, including employment and community and daily life, with maximum opportunities for full participation in the community and decision making.

The teacher believes assessments, both formal and informal, improve curriculum practice.

The teacher values student success by encouraging multiple approaches to solutions.

The teacher considers input from organizations, presentations, and other learning opportunities.

The teacher appreciates technology as an instructional tool.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate the individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess a student's growth and development.

The teacher uses feedback and assessment to improve learning.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs.

The teacher develops and implements comprehensive, longitudinal individualized programs in collaboration with team members.

The teacher involves the individual and family in setting instructional goals and monitoring progress.

The teacher uses functional assessments to develop intervention plans.

The teacher uses task analysis.

The teacher sequences, implements, and evaluates individualized learning objectives.

The teacher integrates affective, social, and life skills with academic curricula.

The teacher develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

The teacher incorporates and implements instructional and assistive technology into the educational program.

The teacher prepares lesson plans.

The teacher prepares and organizes materials to implement daily lesson plans.

The teacher uses instructional time effectively.

The teacher makes responsive adjustments to instruction based on continual observations.

The teacher prepares individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

The teacher implements, monitors, and evaluates individualized family service plans and individualized education plans.

The teacher plans and implements developmentally and individually appropriate curriculum.

The teacher designs intervention strategies incorporating information from multiple disciplines.

The teacher implements developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

The teacher gathers relevant background information.

The teacher administers nonbiased formal and informal assessments.

The teacher uses technology to conduct assessments.

The teacher develops or modifies individualized assessment strategies.

The teacher interprets information from formal and informal assessments.

The teacher uses assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

The teacher reports assessment results to all stakeholders using effective communication skills.

The teacher evaluates instruction and monitor progress of individuals with exceptional learning needs.

The teacher creates and maintains records.

The teacher assesses the development and learning of young children.

The teacher selects, adapts and uses specialized formal and informal assessments for infants, young children and their families.

The teacher participates as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.

The teacher assists families in identifying their concerns, resources, and priorities.

The teacher participates and collaborates as a team member with other professionals in conducting family-centered assessments.

The teacher evaluates services with families.

STANDARD #3

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher has knowledge of typical and atypical human growth and development.

The teacher has knowledge of educational implications of characteristics of various exceptionalities.

The teacher has knowledge of characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

The teacher has knowledge of family systems and the role of families in supporting development.

The teacher has knowledge of similarities and differences of individuals with and without exceptional learning needs.

The teacher has knowledge of similarities and differences among individuals with exceptional learning needs.

The teacher has knowledge of effects of various medications on individuals with exceptional learning needs.

The teacher has knowledge of theories of typical and atypical early childhood development.

The teacher has knowledge of effect of biological and environmental factors on pre-, peri-, and post-natal development.

The teacher has knowledge of influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.

The teacher has knowledge of significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.

The teacher has knowledge of impact of medical conditions on family concerns, resources, and priorities.

The teacher has knowledge of childhood illnesses and communicable diseases.

The teacher has knowledge of effects an exceptional condition(s) can have on an individual's life.

The teacher has knowledge of impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

The teacher has knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

The teacher has knowledge of cultural perspectives influencing the relationships among families, schools and communities as related to instruction.

The teacher has knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility of creating an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.
The teacher recognizes that all students are capable of sharing knowledge.

Evidence

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn and persists in helping all children achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

The teacher is willing to use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.
The teacher is committed to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.

The teacher is sensitive toward those who have communicable diseases.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher uses intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

The teacher uses strategies to facilitate integration into various settings.

The teacher teaches individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

The teacher selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

The teacher uses strategies to facilitate maintenance and generalization of skills across learning environments.

The teacher uses procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

The teacher uses strategies that promote successful transitions for individuals with exceptional learning needs.

The teacher uses instructional practices based on knowledge of the child, family, community, and the curriculum.

The teacher uses knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

The teacher prepares young children for successful transitions.

STANDARD #4

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling/early learning.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher has knowledge of demands of learning environments.

The teacher has knowledge of basic classroom management theories and strategies for individuals with exceptional learning needs.

The teacher has knowledge of effective management of teaching and learning.

The teacher has knowledge of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

The teacher has knowledge of social skills needed for educational and other environments.

The teacher has knowledge of strategies for crisis prevention and intervention.

The teacher has knowledge of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

The teacher has knowledge of ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

The teacher has knowledge of ways specific cultures are negatively stereotyped.

The teacher has knowledge of strategies used by diverse populations to cope with a legacy of former and continuing racism.

The teacher has knowledge of medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

The teacher has knowledge of effects of cultural and linguistic differences on growth and development.

The teacher has knowledge of characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

The teacher has knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

The teacher has knowledge of augmentative and assistive communication strategies

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom, school, and community.

Evidences

The teacher values students with disabilities and their contributions.

The teacher encourages respect for democratic values in the classroom.

The teacher encourages effective communication.

The teacher realizes personal cultural biases and differences that affect one's teaching.

The teacher has positive regard for the culture, religion, gender, and sexual orientation of individual students.

The teacher focuses on the abilities and similarities of all individuals.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The teacher creates a safe, equitable, positive, and supportive learning environment in which diversities are valued.

The teacher identifies realistic expectations for personal and social behavior in various settings.

The teacher identifies supports needed for integration into various program placements.

The teacher designs learning environments that encourage active participation in individual and group activities.

The teacher modifies the learning environment to manage behaviors.

The teacher uses performance data and information from all stakeholders to make or suggest modifications in learning environments.

The teacher establishes and maintains rapport with individuals with and without exceptional learning needs.

The teacher teaches self-advocacy.

The teacher creates an environment that encourages self-advocacy and increased independence.

The teacher uses effective and varied behavior management strategies.

The teacher uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

The teacher designs and manages daily routines.

The teacher organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences.

The teacher mediates controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

The teacher structures, directs, and supports the activities of paraeducators, volunteers, and tutors.

The teacher uses universal precautions.

The teacher implements nutrition plans and feeding strategies.

The teacher uses health appraisal procedures and make referrals as needed.

The teacher designs, implements, and evaluates environments to assure developmental and functional appropriateness.

The teacher provides a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.

The teacher maximizes young children's progress in group and home settings through organization of the physical, temporal, and social environments.

The teacher uses strategies to support and enhance communication skills of individuals with exceptional learning needs.

The teacher uses communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

The teacher supports and facilitates family and child interactions as primary contexts for learning and development.

STANDARD #5

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, apply, and evaluate current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decisions, or other policy.

The teacher understands the process of change.

The teacher understands school as an organization within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher has knowledge of personal cultural biases and differences that affect one's teaching.

The teacher has knowledge of importance of the teacher serving as a model for individuals with exceptional learning needs.

The teacher has knowledge of continuum of lifelong professional development.

The teacher has knowledge of methods to remain current regarding research-validated practice.

The teacher has knowledge of models and strategies of consultation and collaboration.

The teacher has knowledge of roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

The teacher has knowledge of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

The teacher has knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

The teacher has knowledge of organizations and publications relevant to the field of early childhood special education.

The teacher has knowledge of models and strategies of consultation and collaboration.

The teacher has knowledge of roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

The teacher has knowledge of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

The teacher has knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

The teacher has knowledge of dynamics of team-building, problem-solving, and conflict resolution.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values the results of research, assessment, and on-going learning in the development of curriculum.

The teacher embraces organizational improvements.

The teacher values collaboration with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and technological needs of students with disabilities.

The teacher promotes and maintains a high level of competence and integrity in the practice of the profession.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively to improve the child's program.

The teacher seeks and uses human, material, community, and financial resources to facilitate student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and a professional growth plan.

Evidences

The teacher practices within the CEC Code of Ethics and other standards of the profession.

The teacher upholds high standards of competence and integrity and exercise sound judgment in the practice of the professional.

The teacher acts ethically in advocating for appropriate services.

The teacher conducts professional activities in compliance with applicable laws and policies.

The teacher demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

The teacher demonstrates sensitivity for the culture, language, religion, gender disability, socioeconomic status, and sexual orientation of individuals.

The teacher practices within one's skill limit and obtain assistance as needed.

The teacher uses verbal, nonverbal, and written language effectively.

The teacher conducts self-evaluation of instruction.

The teacher accesses information on exceptionalities.

The teacher reflects on one's practice to improve instruction and guide professional growth.

The teacher engages in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

The teacher recognizes signs of child abuse and neglect in young children and follow reporting procedures.

The teacher uses family theories and principles to guide professional practice.

The teacher respects family choices and goals.

The teacher applies models of team process in early childhood.

The teacher advocates for enhanced professional status and working conditions for early childhood service providers.

The teacher participates in activities of professional organizations relevant to the field of early childhood special education.

The teacher applies research and effective practices critically in early childhood settings.

The teacher develops, implements and evaluates a professional development plan relevant to one's work with young children.

The teacher maintains confidential communication about individuals with exceptional learning needs.

The teacher collaborates with families and others in assessment of individuals with exceptional learning needs.

The teacher fosters respectful and beneficial relationships between families and professionals.

The teacher assists individuals with exceptional learning needs and their families in becoming active participants in the educational team.

The teacher plans and conducts collaborative conferences with individuals with exceptional learning needs and their families.

The teacher collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

The teacher uses group problem solving skills to develop, implement and evaluate collaborative activities.

The teacher models techniques and coaches others in the use of instructional methods and accommodations.

The teacher communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs.

The teacher communicates effectively with families of individuals with exceptional learning needs from diverse backgrounds.

The teacher observes, evaluates and provides feedback to paraeducators.

The teacher assists the family in planning for transitions.

The teacher communicates effectively with families about curriculum and their child's progress.

The teacher applies models of team process in early childhood settings.

The teacher applies various models of consultation in early childhood settings.

The teacher establishes and maintains positive collaborative relationships with families.

The teacher provides consultation and instruction specific to services for children and families.

1/ 'Individual with exceptional learning needs' is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2/ 'Exceptional Condition' is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

3/ 'Special Curricula' is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.