

## *Educational Examiner*

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### **STANDARD ONE**

The educational examiner understands the central concepts, tools of inquiry, structures of the discipline(s) he or she practices and can link it to effective educational programming.

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### **KNOWLEDGE**

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

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

The educational examiner knows how to relate higher disciplinary knowledge to effective educational programming.

The educational examiner understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence acquisition of learning.

The educational examiner knows and understands special education law, guidelines, due process and procedures.

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### **Evidences**

The educational examiner has knowledge of the historical, philosophical, and legal basis of services for all children both with and without special needs.

The educational examiner demonstrates knowledge and understanding of special education law, guidelines, due process and procedures.

## **DISPOSITIONS**

The educational examiner has enthusiasm for the discipline(s) he/she practices.

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

The educational examiner accepts multiple perspectives.

The educational examiner values interdisciplinary teaching and learning.

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## **Evidences**

The educational examiner demonstrates interest in providing a quality evaluation and links that evaluation to educational programming in an effective manner.

The educational examiner keeps abreast of best practices in current instructional methods.

The educational examiner considers multiple viewpoints.

## **PERFORMANCE**

The educational examiner keeps abreast of new ideas and understandings in higher discipline.

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

The educational examiner effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' learning.

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

The educational examiner includes multicultural perspectives in his/her assessments and evaluations.

The educational examiner ensures that what is assessed and what is communicated is accurate.

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## **Evidences**

The educational examiner has knowledge of current trends and issues in general education and special education.

The educational examiner works within the standards and policies of their profession.

The educational examiner seeks to uphold and improve, when necessary, the laws, regulations and policies governing the delivery of special education and related services and the practice of their profession.

The educational examiner uses various types of assessment procedures appropriately.

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**STANDARD TWO**

The educational examiner designs assessment and measurement tools appropriate to the students, to the content, and to the course

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**KNOWLEDGE**

The educational examiner understands principles of curriculum design and knows how to make the evaluation information instructionally relevant.

The educational examiner recognizes the continuum of learning within the K-12 curriculum.

The educational examiner knows how to use various evaluation technologies to address individual needs.

The educational examiner 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.

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**Evidences**

The educational examiner knows how to interpret evaluation results so academic, career, and social curricula may be adapted for all types of exceptional learners.

The educational examiner knows how to adapt oral and written communication to the needs of the student.

The educational examiner knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The educational examiner knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The educational examiner knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil.

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The educational examiner knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The educational examiner knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The educational examiner knows how to analyze students' individual interests, abilities, and learning styles.

## **DISPOSITIONS**

The educational examiner is willing to respond with different approaches until an appropriate assessment is achieved.

The educational examiner is inclined to use a variety of resources, techniques and methods.

The educational examiner is willing to explore and use technology as a resource in the assessment process.

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

The educational examiner is committed to lifelong learning.

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## **Evidences**

The educational examiner uses different approaches until the assessment satisfactorily addresses the referral question(s).

The educational examiner uses a variety of resources, techniques and methods which address student learning levels, rates and styles.

The educational examiner explores and uses technology as a resource in the assessment process.

The educational examiner continually updates his/her skills necessary to provide the best possible assessment both formal and informal.

The educational examiner engages in life-long learning.

## **PERFORMANCE**

The educational examiner designs assessment that are appropriate to the students.

The educational examiner adapts the assessment instrument to accommodate the individual student.

The educational examiner evaluates and uses assessment instruments and resources for comprehensiveness, accuracy, and usefulness.

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

The educational examiner uses technology, as appropriate, to improve assessment.

The educational examiner constructs and uses a variety of assessment techniques to assess student growth and development.

The educational examiner uses feedback and assessment to improve skills.

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## **Evidences**

The educational examiner uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The educational examiner plans and implements developmentally and individually appropriate evaluations based on knowledge of individual students, the family, the community, and curriculum goals and content.

The educational examiner identifies educational, developmental, functional, vocational, and social outcomes for pupils with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The educational examiner cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The educational examiner provide suggestions to the teacher for adapting curricula, materials, and methods for average and diverse pupils.

The educational examiner selects media and technology appropriate to assessment goals and

objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The educational examiner modifies evaluation instruments as necessary for students with disabilities.

The educational examiner modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The educational examiner collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The educational examiner selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The educational examiner involves families as active participants in the assessment process (especially for early childhood educational examiners).

The educational examiner provides suggestions for modifications of a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

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**STANDARD THREE**

The educational examiner services instruction based upon human growth and development, learning theory, and the needs of students.

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**KNOWLEDGE**

The educational examiner knows concepts of human growth and development.

The educational examiner can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

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

The educational examiner understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions concerning pre-referral inventories, referrals, assessments, evaluation, placement, programming and classroom interventions.

The educational examiner knows and understands special law, guidelines, due process, and procedures.

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

The educational examiner understands the importance of classroom teachers and peers to intellectual development.

The educational examiner knows how to find information and services to support students, teachers, and parents.

The educational examiner knows and understands special education law, guidelines, due process, and procedures.

## **Evidences**

The educational examiner knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The educational examiner knows of ethical considerations inherent in classroom behavior management, assessment, and evaluation.

The educational examiner knows techniques for crisis prevention for students with various cultural and language backgrounds, and students with exceptional learning needs.

The educational examiner knows how to establish rapport with students, parents, and team members during all phases of the evaluation processes.

The educational examiner knows how to use resources, aids, and materials for assessing children with special needs.

The educational examiner knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The educational examiner knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The educational examiner has an understanding of peer coaching skills.

The educational examiner understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The educational examiner knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

## **DISPOSITIONS**

The educational examiner is willing to provide and maintain positive office and conference environments.

The educational examiner believes that all children can learn at high levels and persists in helping children, parents, and teachers access materials and services needed for success.

The educational examiner is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The educational examiner appreciates individual variations among students and is committed to providing the multidisciplinary team with information to help students develop their self-confidence and competencies.

The educational examiner understands the value of sharing knowledge, networking, and collaborating with colleagues.

The educational examiner is willing to provide information to help the classroom teacher create an environment that motivates students to learn by building on their strengths, weaknesses, and interests.

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## **Evidences**

The educational examiner is willing to identify personal attitudes and behaviors that may affect student behavior during the assessment situation.

The educational examiner believes that all children can learn at high levels and persists in sharing information concerning student learning-styles with teachers, parents, and the multidisciplinary team.

The educational examiner is sensitive to factors that affect student behavior and performance.

The educational examiner is willing to use assistive technology.

The educational examiner is committed to providing information to the classroom teacher so that the child can participate to his/her fullest extent in the regular classroom

The educational examiner acknowledges and responds to situations and factors affecting student behavior/performance in the evaluation situation.

## **PERFORMANCE**

The educational examiner applies concepts of human growth and development to the evaluation process.

The educational examiner provides different learning techniques and strategies as appropriate for students and the content.

The educational examiner selects, procures, maintains and provides materials to support different assessment and instructional strategies.

The educational examiner finds, uses, and shares information and services to support students.

The educational examiner creates an environment which allows students to perform at their optimal level during the evaluation setting.

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## **Evidences**

The educational examiner applies concepts of human growth and development to evaluation situations, including application of typical and atypical child development theories.

The educational examiner uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of evaluation.

The educational examiner selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The educational examiner may assist the student directly and/or the classroom teacher to help students in developing independent study behaviors.

The educational examiner makes appropriate referrals to community health and social services.

The educational examiner plans appropriate physical arrangements and activities which facilitate optimal testing conditions.

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**STANDARD FOUR**

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

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**KNOWLEDGE**

The educational examiner is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

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

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

The educational examiner knows how to communicate effectively with multiple and diverse audiences.

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**Evidences**

The educational examiner knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The educational examiner knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The educational examiner knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

The educational examiner articulates philosophy of special education including its relationship to/with regular education.

## **DISPOSITIONS**

The educational examiner respects, accepts, and support ALL students.

The educational examiner appreciates the importance of effective communication.

The educational examiner is committed to the expression of democratic values in the educational setting.

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## **Evidences**

The educational examiner demonstrates commitment to developing the highest educational and quality of life potential for all students.

The educational examiner communicates evaluation information in an effective and understandable manner.

The educational examiner demonstrates positive regard for the culture, religion, gender and sexual orientation of individual students.

## **PERFORMANCE**

The educational examiner promotes positive interpersonal relationships among peers, student/parents/guardians, and the community.

The educational examiner expresses empathy and warmth in interpersonal relationships.

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

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

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

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## **Evidences**

The educational examiner serves as a role model for teachers other professionals and parents in a collaborative relationship.

The educational examiner models affective, positive behavior appropriate to specific circumstances.

The educational examiner demonstrates conflict resolution skills.

The educational examiner interprets education programs of all students to school personnel, school patrons, and community members.

The educational examiner models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The educational examiner creates an environment which motivates the student to perform at his/her optimal level.

The educational examiner interprets relevant information in an understandable way so that the student is better able to serve as his/her own advocate.

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**STANDARD FIVE**

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

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**KNOWLEDGE**

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

The educational examiner understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The educational examiner understands the process of change.

The educational examiner understands schools as organization within the larger community context.

The educational examiner understands the importance of family/guardian involvement.

The educational examiner understands how student groups function and influence people and how people influence students.

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**Evidences**

The educational examiner knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The educational examiner knows how to use stress management skills.

The educational examiner knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The educational examiner knows how to plan for involving parents in the evaluation/programming/placement process.

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The educational examiner knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The educational examiner knows how to encourage and assist families to become active participants in the educational team.

The educational examiner knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

## **DISPOSITIONS**

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

The educational examiner appreciates the need for change in a dynamic organization.

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

The educational examiner is willing to cooperate and collaborate in school-improvement activities.

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## **Evidences**

The educational examiner is willing to demonstrate knowledge of best practices in the area of assessment, curriculum, and communication skills.

The educational examiner values engagement in professional activities that benefit individuals, their families, other colleagues, students of research subjects.

The educational examiner is willing to exercise objective professional judgment in the practice of his/her profession.

The educational examiner appreciates flexibility and adaptability when there is a need for change.

## **PERFORMANCE**

The educational examiner reflects on his/her practice to improve the educational process.

The educational examiner uses research to improve practices such as assessment, programming, and intervention.

The educational examiner assumes responsibility for his/her own professional development.

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

The educational examiner works collaboratively for student and school improvement.

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

The educational examiner is an advocate for student learning and school improvement.

The educational examiner develops and maintains a professional presence and maintains a professional growth plan.

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## **Evidences**

The educational examiner reads and critically applies research and recommended practices for effective practice management.

The educational examiner participates in professional organizations.

The educational examiner adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for all children and their families.

The educational examiner demonstrates communication, consultation, collaboration, cooperation, and problem-solving skills that can be used to develop instructional and management procedures for students.

The educational examiner develops a plan to collaborate in developing methods for implementing an educational plan for children.

The educational examiner participates appropriately as a member of a multidisciplinary team in

activities related to individualized instructional and related programs for a students.

The educational examiner communicates options for programs and services at the next level and assists the family in planning for transition when appropriate.

The educational examiner assists families in identifying their resources, priorities and concerns in relation to their child's development.

The educational examiner involves families in planning for individual children, including children with special needs.

The educational examiner suggests a range of family-oriented services based on the family's identified resources, priorities, and concerns when appropriate.

The educational examiner uses state, local, regional, and national resources to aid in the delivery of services for students.

The educational examiner matches home, school, and community resources with students needs.

The educational examiner demonstrates knowledge of the roles and use of paraprofessionals and volunteers in an educational setting.

The educational examiner demonstrates the ability to work with and supervise paraprofessionals in an educational setting.

The educational examiner employs adult learning principles in supervising and training other adults.

The educational examiner facilitates the identification of staff development needs and strategies for professional growth.

The educational examiner communicates program needs, processes, and outcomes.

The educational examiner advocates on behalf of all children and their families.