

STANDARD ONE

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 can link the discipline(s) 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 the 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 the impact of the dominant culture on shaping schools and the individuals who study and work in them.

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

The teacher has knowledge of definitions and issues related to the identification of individuals with disabilities.

The teacher has knowledge of models and theories of deviance and behavior problems.

The teacher has knowledge of historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.

The teacher has knowledge of the legal, judicial, and educational systems to assist individuals with disabilities.

The teacher has knowledge of continuum of placement and services available for individuals with disabilities.

The teacher has knowledge of laws and policies related to provision of specialized health care in educational settings.

The teacher has knowledge of factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.

The teacher has knowledge of principles of normalization and concept of least restrictive environment.

The teacher has knowledge of theory of reinforcement techniques in serving individuals with disabilities.

The teacher has knowledge of theories of behavior problems of individuals with disabilities.

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.

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.

The teacher has knowledge of the impact of disabilities on auditory and information processing skills.

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.

Evidences

The teacher articulates personal philosophy of special education.

The teacher relates levels of support to the needs of the individual.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the 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 integrate academic instruction and behavior management for individuals and groups with disabilities.

The teacher has knowledge of model career, vocational, and transition programs for individuals with disabilities.

The teacher has knowledge of interventions and services for children who may be at risk for learning disabilities.

The teacher has knowledge of relationships among disabilities and reading instruction.

The teacher has knowledge of sources of specialized materials, curricula, and resources for individuals with disabilities.

The teacher has knowledge of strategies to prepare for and take tests.

The teacher has knowledge of advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.

The teacher has knowledge of prevention and intervention strategies for individuals at-risk for a disability.

The teacher has knowledge of strategies for integrating student initiated learning experiences into ongoing instruction.

The teacher has knowledge of methods for increasing accuracy and proficiency in math calculations and applications.

The teacher has knowledge of methods for guiding individuals in identifying and organizing critical content.

The teacher has knowledge of specialized materials for individuals with disabilities.

The teacher has knowledge of prevention and intervention strategies for individuals with disabilities.

The teacher has knowledge of resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.

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 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. (Replaces CC4.S12)

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 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 knows how to sequence, implement, and evaluate individualized learning objectives.

The teacher knows how to integrate affective, social, and life skills with academic curricula.

The teacher knows how to develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

The teacher knows how to incorporate and implement instructional and assistive technology into the educational program.

The teacher knows how to prepare lesson plans.

The teacher knows how to prepare and organize 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 uses research-supported methods for academic and non-academic instruction of individuals with disabilities.

The teacher uses strategies from multiple theoretical approaches for individuals with disabilities.

The teacher teaches learning strategies and study skills to acquire academic content.

The teacher uses reading methods appropriate to individuals with disabilities.

The teacher uses methods to teach mathematics appropriate to the individuals with disabilities.

The teacher modifies pace of instruction and provides organizational cues.

The teacher uses appropriate adaptations and technology for all individuals with disabilities.

The teacher uses resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.

The teacher uses a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities.

The teacher identifies and teaches basic structures and relationships within and across curricula.

The teacher uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

The teacher uses responses and errors to guide instructional decisions and provide feedback to learners.

The teacher identifies and teaches essential concepts, vocabulary, and content across the general curriculum.

The teacher implements systematic instruction in teaching reading comprehension and monitoring strategies.

The teacher teaches strategies for organizing and composing written products.

The teacher implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

The teacher plans and implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

The teacher selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual.

The teacher plans and implements age and ability appropriate instruction for individuals with disabilities.

The teacher selects, designs, and uses technology, materials and resources required to educate individuals whose disabilities interfere with communication.

The teacher interprets sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

The teacher designs and implements instructional programs that address independent living and career education for individuals.

The teacher designs and implements curriculum and instructional strategies for medical self-management procedures.

The teacher designs, implements, and evaluates instructional programs that enhance social participation across environments.

The teacher uses research-supported instructional strategies and practices.

STANDARD THREE

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 effects of various medications on individuals with exceptional learning needs.

The teacher has knowledge of etiology and diagnosis related to various theoretical approaches.

The teacher has knowledge of impact of sensory impairments, physical and health disabilities on individuals, families and society.

The teacher has knowledge of etiologies and medical aspects of conditions affecting individuals with disabilities.

The teacher has knowledge of psychological and social-emotional characteristics of individuals with disabilities.

The teacher has knowledge of common etiologies and the impact of sensory disabilities on learning and experience.

The teacher has knowledge of types and transmission routes of infectious disease.

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.

The teacher has knowledge of specialized terminology used in the assessment of individuals with disabilities.

The teacher has knowledge of laws and policies regarding referral and placement procedures for individuals with disabilities.

The teacher has knowledge of types and importance of information concerning individuals with disabilities available from families and public agencies.

The teacher has knowledge of procedures for early identification of young children who may be at risk for disabilities.

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.

Evidences

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 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 develops or modifies individualized assessment strategies.

The teacher creates and maintains records.

The teacher implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.

The teacher uses exceptionality-specific assessment instruments with individuals with disabilities.

The teacher selects, adapts and modifies assessments to accommodate the unique abilities and needs of individuals with disabilities.

The teacher assesses reliable methods(s) of response of individuals who lack typical

communication and performance abilities.

The teacher monitors intragroup behavior changes across subjects and activities.

The teacher adapts and modifies assessments to accommodate the unique abilities and needs of individuals with disabilities.

The teacher develops and uses a technology plan based on adaptive technology assessment.

STANDARD FOUR

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 others' 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 barriers to accessibility and acceptance of individuals with disabilities.

The teacher has knowledge of adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.

The teacher has knowledge of methods for ensuring individual academic success in one-to-one, small group, and large-group settings.

The teacher has knowledge of specialized health care interventions for individuals with physical and health disabilities in educational settings.

The teacher has knowledge of advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.

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.

The teacher has knowledge of impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

The teacher has knowledge of communication and social interaction alternatives for individuals who are non-speaking.

The teacher has knowledge of typical language development and how that may differ for individuals with learning disabilities.

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 provides instruction in community-based settings.

The teacher uses and maintains assistive technologies.

The teacher plans instruction in a variety of educational settings.

The teacher teaches individuals with disabilities₁ to give and receive meaningful feedback from peers and adults.

The teacher uses skills in problem solving and conflict resolution.

The teacher establishes a consistent classroom routine for individuals with disabilities.

The teacher structures the educational environment to provide optimal learning opportunities for individuals with disabilities.

The teacher designs learning environments that are multi-sensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities₁ in a variety of group and individual learning activities.

The teacher uses techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.

The teacher demonstrates appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.

The teacher uses positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.

The teacher designs and implements sensory stimulation programs.

The teacher plans instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.

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 enhances vocabulary development.

The teacher teaches strategies for spelling accuracy and generalization.

The teacher teaches individuals with disabilities to monitor for errors in oral and written language.

The teacher teaches methods and strategies for producing legible documents.

The teacher plans instruction on the use of alternative and augmentative communication systems.

STANDARD FIVE

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 difference 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 Sources of unique services, networks, and organizations for individuals with disabilities.

The teacher has knowledge of organizations and publications relevant to individuals with disabilities.

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 parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.

The teacher has knowledge collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

The teacher has knowledge of roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

The teacher has knowledge of co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

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, socio-economic status, and sexual orientation of individuals.

The teacher practices within one's skill limit and obtains 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 participates in the activities of professional organizations relevant to individuals with disabilities.

The teachers uses ethical responsibility to advocate for appropriate services for individuals with disabilities.

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 uses local community, and state and provincial resources to assist in programming with individuals with disabilities.

The teacher selects, plans, and coordinates activities of related services personnel to maximize direct instruction for individuals with disabilities¹⁷.

The teacher teaches parents to use appropriate behavior management and counseling techniques.

The teacher collaborates with team members to plan transition to adulthood that encourages full community participation

The teacher participates in the selection and implementation of augmentative or alternative communication systems.

The teacher collaborates with families of and service providers to individuals who are chronically or terminally ill.