

SECTION I - CONTEXT

KSC Post-Baccalaureate Special Education Certification Program (PB SPED)

1. Description of any state or institutional policies that may influence the application of CEC standards.

Keene State College (KSC), Department of Education, Special Education, and Early Childhood (ESEC) has two options for New Hampshire certification in General Special Education (K-12). The first is offered undergraduates (see SPA report for Undergraduate Special Education Certification Program). The second program is offered to those with bachelor's degrees and is referred to as the Post-Baccalaureate Special Education (PB SPED) program (24 credits). The PB SPED program is designed to be a community-based program with an emphasis on an apprenticeship approach. The facilitation of knowledge and skill development is shared between the KSC faculty and special education teachers from the community who mentor candidates in the program. Members of the special education community in Southwestern New Hampshire support the program through adjunct teaching, workshops on special education topics for seminars, mentoring, and providing direction for program development.

The PB SPED option at KSC began as a pilot project in 2001 as part of a NH Department of Education, Bureau of Special Education, State Improvement Grant project. The initiative, referred to as the Teacher Shortage Response Project, was funded over a three-year period with the major thrust of the project focused on the creation of a post-baccalaureate certification option at KSC. From 2001-2003 the program was piloted and the delivery model developed with assistance from an advisory board of local school district special education personnel including five special education directors from districts surrounding KSC. The program was officially adopted by the college for the 2004-2005 academic year.

The PB SPED program is designed to address the shortage of highly qualified special educators in New Hampshire and serves these populations: (1) teachers who are working professionals seeking the certification (e.g., special education paraprofessionals); (2) Alternative IV (emergency licensure) special education teachers who are hired and must enroll in an Alternative I (e.g., KSC) accredited certification program and complete the program in 3 years; and (3) post-masters level students seeking special education certification; (4) recent graduates from undergraduate general education programs at KSC or other institutions who seek to add special education certification. Most candidates in the program are from categories 1 and 2.

The PB SPED option only accepts students with general education certification or demonstrated competency in general education and is designed to be a one-year intensive 24-credit certification program that starts in the summer prior to the academic year Internships in Special Education I and II (see file, "program of study"). Candidates begin the program by attending an orientation and portfolio development workshop and then take two foundations courses in special education: (1) *SPED 301 Context for Teaching Students with Special Needs*; (2) *SPED 401 Instruction and Curriculum Design in Special Education*. Most candidates take these courses the summer prior to the Internship I and II experiences although some students take these courses over the span of two years and may take the courses during the academic year. Once the foundational coursework is completed candidates form a cohort and take the *SPED 560 Internship in Special Education I* (fall) and *SPED 565 Internship in Special Education II* (spring). They also take two courses that are connected to the Internships: (1) *SPED 520 Assessment and Evaluation for Special Educators* (fall); and (2) *SPED 525 Transition Planning and Programming* (spring). Courses and internships offer a blend of both elementary and secondary experiences in the context of a candidate's interest area.

The PB SPED program will begin its third year of formal operation, and was reviewed by the New Hampshire Council of Teacher Education in 2005. The program received state approval from the Council for 6 years. Additionally, program faculty consistently developed curriculum and field experiences to align with *CEC Content Standards* and extend curriculum from the unit adopted *Danielson Framework* (1996) assessment framework. Our ongoing work in this area is evident in our newly developed program assessments that will support a curriculum revision in 2006-2007. Currently, the NH Department of Education does not require PRAXIS II testing for initial special education certification.

In 2005-2006 KSC developed an M.Ed. option for PB SPED candidates so that they can apply their PB SPED credits (24) to a KSC graduate degree where they take an additional 12 credits of ESEC Graduate Core courses. In 2006-2007, 4 candidates will take advantage of this option and plans to formalize this option are underway. Also, in line with the overall ESEC revision, PB SPED will be redesigning the core courses in the program to be all at the 500 level. A portfolio system for the PB SPED program was initiated in Summer 2006 for all candidates upon entrance in the program. The plan is to connect the portfolio system developed for the PB SPED program to the evolving Unit portfolio system.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The *Internships in Special Education I and II* are designed to facilitate candidate development of knowledge and skills in a flexible, integrated, and seamless fashion. In order to formalize the Internship experience all interns in the program complete a *Post-Baccalaureate Special Education Internship I Cooperative Agreement* between the school district and KSC. This agreement outlines roles and responsibilities for all stakeholders in the Internship as well as provides guidelines for reimbursement of services. Each intern is assigned a mentor from the school district that possesses required knowledge and skills in special education. A KSC faculty member consults with school district personnel (e.g., advisory board members, school principals, special education directors) and selects a mentor that is a good fit for each intern. This is one of the most important steps in the program because KSC relies on solid collaboration with school districts to support the success of interns. Mentors are required to attend training sessions at KSC to assist with the evaluation of a mentor’s performance in relation to KSC competencies. The PB SPED program and Internship is centered on a portfolio based assessment of special education competencies as outlined by *CEC Content Standards and Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculum*s and the New Hampshire Department of Education. Preliminary assessments of the portfolio are conducted throughout the Internships so that interns can be guided to success.

The Internship I and II experiences are equivalent in clock hours to the undergraduate option and distributed over the entire academic year in a flexible manner to meet the needs of adult learners. The clock hour requirement was approved by the Director of KSC Teacher Education and Graduate Studies and meets state certification guidelines for field experiences in special education. This allows for adult learners to work while they participate in the program. For Alternative IV interns, who work in a special education teaching position, the time on-the-job is utilized to meet the initial certification in special education competencies. Interns are required to attend a seminar throughout the year which focuses on problem solving and skill development. Below are the clock hours required for Internship I and II:

| | Internship I and II* |
|---|-----------------------------|
| Intern does not have current or prior teacher certification | 700 hours |
| Intern has current or prior teacher certification | 400 hours |

*For interns employed in an appropriate special education setting through NH Alternative IV the contact hour requirement is met on-the-job.

Since many students in the PB SPED program bring significant educational experiences with them to the program, it is critical that interns self-assess their skills and knowledge in special education so that solid targets can be addressed by KSC faculty as interns progress in the program. Students revisit their self-assessment reflections four times during the Internship. Utilizing this self-assessment, interns complete the *Competency Action Plan (CAP)* which assists the planning of activities to meet the individual needs of students in the program in the context of the program competencies (*CEC Content Standards*). This takes place at the beginning of the Internship II after an initial understanding of candidate knowledge and skills is established in Internship I.

Students also take two courses concurrent to the Internship I and II experiences: *SPED 520 Assessment and Evaluation for Special Educators* (Internship I); and *SPED 525 Transition Planning and Programming* (Internship II). The SPED 520 course is integrated with the field experience and many of the assignments and tasks related to assessment dovetail with requirements in the Internship I and Internship II.

The SPED 525 course is also integrated with the Internship experience and allows for students to learn and develop knowledge and skills in the area of transition planning and programming (K-12). Students in elementary placements are required to work with a middle school or high school case study student to complete field based requirements for the course.

The culminating experience for the program and internships involve a portfolio exhibition which takes place at the end of the Internship II. At this session, students discuss their growth as a beginning special educator in the context of sharing artifacts that demonstrate competence. Mentors are also invited to attend this final experience. All interns meet with the KSC supervisor at the end of the experience to discuss future goals for professional development, job prospects, as well as review the year's progress.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

PB SPED Admissions Criteria

1. Admission Criteria

Official transcripts from each college or university attended (undergraduate or graduate). Applicants must hold a bachelor's degree from an appropriately accredited institution of higher education. Transcripts for course work completed at KSC will be obtained by the Admissions Office.

2. A minimum 2.50 grade point average for undergraduate work or an official score report indicating:

- A score in the 50th percentile or above on all three subtests of the GRE
- A score in the 50th percentile or above on the Miller Analogies Test

3. Three letters of recommendation completed on a KSC "Recommendation for Advanced Study in Education" form

4. A typewritten essay to include:

- Your experience with children of pre-kindergarten age through 12th grade. Please provide specific examples of your experience in developing relationships and collaborating with youth, teachers, administrators, and families.
- Special abilities, life experiences, and personal qualities you bring to the program
- Self-assessment: areas of strength in your knowledge and skills and areas for further development.
- Underlying values that guide you in working with and advocating for students in schools
- Your experiences, thoughts, and feelings about working with people who are different from you.
- Your experiences as an advocate and/or agent of change within a system.

5. If you possess a current NH teaching certificate: a copy of your certificate

6. If you DO NOT possess a current NH teaching certificate: an official score report indicating "passing scores" on the PRAXIS I: Pre-Professional Skills Test.

Additional Criteria for Post-baccalaureate Teacher Certification Program:

1. Observe and interact with children of various ages in different public school environments for at least 100 hours before completing the application process – strongly recommended
2. Program planning sheet – to be completed with the academic counselor in the KSC Office of Teacher Education & Graduate Studies after the application and transcripts have been submitted
3. A personal interview with the academic counselor for Teacher Education & Graduate Studies

Grading and Retention of Candidates

Grading System at Keene State College (from the KSC 2006-2007 Course Catalog)

Students who wish to change from credit-to-audit, audit-to-credit, or undergraduate-to-graduate status in a course must do so during the first two weeks of the semester. An Incomplete ("I") may be given when there have been extenuating circumstances or illness. An "I" is not calculated into a student's quality point average, but becomes an "XF" if the course requirements are not completed by the end of the seventh week of the following semester, or, for students granted an academic leave of absence, by the end of the seventh week of the semester following the leave.

The "XF" grade is calculated as an "F" in the student's cumulative G.P.A. Exceptions to the above stated procedure require approval of the appropriate divisional dean. The grade In Progress ("IP") is given only for courses requiring more than one semester to complete. The Divisional Deans submit to the Registrar a list of courses in their divisions for which an "IP" grade is appropriate. Any course for which an "IP" is awarded must be completed within one semester after the "IP" is given, at which time the "IP" will change to an "XF" if the work is not finished. Exceptions to the above stated procedure require approval of the appropriate divisional dean. Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

Advanced Studies in Education Policy (from the KSC 2006-2007 Course Catalog)

Graduate students who fail to maintain a 3.0 cumulative grade point average (on a 4.0 scale) are subject to academic dismissal. Students may also be dismissed for lack of professionalism, attitude toward and aptitude for professed occupational goals, and other criteria established by the degree program.

Criteria Established by PB SPED (from PB SPED Program of Study)

In order to progress to Internship I a student must have earned a "C" or better for SPED 301 and SPED 401. A cumulative GPA of 2.5 or greater is also required for these courses (Advanced Studies in Education policy).

4. Description of the relationship of the program to the unit's conceptual framework.

Focus on the development of these themes and add mission statement focus on community based program that

The Keene State College teacher education program vision is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, and who are responsive to the needs of students in a changing, multicultural world. Our Unit Conceptual Framework outlines our focus on supporting our graduates to:

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors by meeting high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

The PB SPED program is dedicated to preparing special educators by partnering with local special education professionals in the larger KSC community. Guiding principles include assisting PB SPED candidates to...

- ...**APPLY** special education knowledge and skills so that the individuals with disabilities they teach develop academic, social, and transition skills to become meaningful and productive members of a community.
- ...**DESIGN** instruction, assessment, and individualized programs with the student and family at the center of the process
- ...**UTILIZE** expertise of special education stakeholders within and outside a school system in a collaborative framework
- ...**CELEBRATE** diversity in the context of supporting individuals with disabilities
- ...**ACT** as advocates for individuals with disabilities
- ...**DEVELOP** belief and value systems that provide a focus for acting as a special educator
- ...**REFLECT** on practice to increase special education knowledge, skills, and beliefs

The PB SPED program strives to train special educators in the context of the Unit themes, and in future curriculum development efforts the program will be more explicit in addressing this conceptual framework. Through portfolio tasks including course work assignments, internship activities, and internship work samples, candidates address Unit themes. The *dynamic nature of the teaching and learning process* is emphasized in the PB SPED program by stressing the use of multiple differentiated instructional strategies, implementing authentic assessment approaches, reflecting on the success of each learning experience, and developing a deep understanding of developmentally appropriate practices. Special education faculty and mentors use varied instructional approaches and involve students in constructing their own understanding of their skills and abilities as learners and as teachers. Case studies, observations, simulations, and readings provide opportunities for analysis and discussion, and promote growth. Participation in K-12 settings through authentic field experiences facilitates the development of the knowledge and skills needed to address the learning needs of individuals with disabilities. Careful planning and

reflection on observation and assessment data, and the ability to take risks and try new approaches, support the growth of successful teachers who are life long learners.

Candidates are introduced to the CEC Code of Ethics and Standards of Practice in their first course in the program and *professional and ethical behaviors* are directly taught and assessed throughout the program. PB SPED candidates know the expectations and standards for the program and are assessed directly on those expectations and standards. Knowledge and acceptance of personal responsibility for one's actions; respect and empathy for others; a clear understanding of the legal mandates and moral obligations of the profession; and the ability to implement ones' values in the "real world" are all important components of ethical behavior. Hand in hand with professional and ethical standards, PB SPED candidates understand the importance of high expectations and of multiple strategies for assessment and evaluation of performance. College standards for academic honesty and academic excellence, state and national standards for excellence in teacher preparation, and national legislation and standards for school performance (e.g. IDEA, NCLB, Title IX, ADA, etc.), influence the establishment of a climate of academic and personal excellence. Developing curriculum to meet the needs of diverse learners requires a deep understanding of planning and assessment; future teachers and educational leaders need the ability to critically analyze current practices and work for improvement. Understanding the role of teacher as educational leader; acceptance of the need to foster good communication skills (e.g. listening, writing, speaking); cooperation and collaboration with families, students, and colleagues; and experience with conflict resolution strategies are all fundamental to the special education profession.

The emphasis on understanding the world from *multiple perspectives* is inherent in the work of the special education PB SPED candidate since the program stresses the diversity of learning style and intelligence; of ability; of personal and cultural background; of historical and philosophical approach; and of the contexts in which these differences interact. In fact the construct of disability is utilized as a way to teach candidates directly about multiple perspectives.

Because of the direct links to the community established by the PB SPED program it is stressed that candidates learn about ways to *contribute to a just and equitable world* through the role of the special educator. Special educators have significant influence and impact on their students, and must acknowledge that role in the education community as well as in the larger society. By emphasizing the importance of embracing the political nature of education, developing a sense of service to the community, and working to become advocates for all learners and their families, we empower special educators to see themselves as citizens of the global world and as change agents. By analyzing the dominant perspective and working for inclusion and diversity, we develop respect for each other as unique humans and affirm and expand upon individual viewpoints and experiences.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

To guide and evaluate students in the field placements the Teacher Education program has adopted Charlotte Danielson's model from her book, (1996) *Enhancing professional practice: A framework for teaching*. This framework is used by site supervisors during classroom teaching observations as well as mid-term and final evaluations. Supervisors for the PB SPED program (i.e., mentors and KSC supervisors) are required to complete all Unit assessments following this framework. Additionally, the PB SPED program has extended the *Danielson Framework* and has referenced the Danielson Framework on our Internship Evaluation tool to show the relationship between the *Danielson Domains* and the *CEC Content Standards*. The role of the special educator goes beyond the foundation level of general education teaching and requires more sophisticated understandings and specific skills related to special education. Candidates learn about the relationship between the *Danielson Framework* and the *CEC Content Standards* during the orientation to the PB SPED program.

The expected outcomes of assessments for the PB Program are aligned with the CEC Content Standards and also connected to the aforementioned guiding principles of the program. Candidates in the PB SPED program complete a series of assessments that include case studies and work samples. Some of these assessments are adapted from similar assessments in the Undergraduate Special Education program. Below we have cross-referenced the Danielson framework with key elements of the CEC Content Standards.

| KEY ELEMENTS OF CEC CONTENT STANDARD | DANIELSON DOMAINS AND ELEMENTS |
|---|---|
| <p>Standard 1: <i>Foundations</i> -show understanding of the practices, principles, and theories in special education -show understanding of special education law, process, and policy - show the historical and human issues that affect special education -show the connections between theory, law, policy, and historical perspectives and special education practice -show understanding of the relationship between special education and other organizations and systems</p> | <p>Domains: All Domains addressed, as this knowledge and skills in this CEC standard is foundational to work in each Domain area Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities Elements: 1a Demonstrating Knowledge of Content and Pedagogy 2a Creating an Environment of Respect and Rapport 3c Engaging Students in Learning 4a Reflecting on Teaching</p> |
| <p>Standard 2: <i>Development and Characteristics of Learners</i> - show understanding and respect for the uniqueness of individuals - reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities -show an understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities</p> | <p>Domains: All Domains addressed, as this knowledge and skills in this CEC standard is foundational to work in each Domain area Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities Elements: 1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning 4a Reflecting on Teaching</p> |
| <p>Standard 3: <i>Individual Learning Differences</i> -show an understanding and knowledge about the effects that a disability can have on and individual’s learning -reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual’s disability -show a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction</p> | <p>Domains: All Domains addressed, as this knowledge and skills in this CEC standard is foundational to work in each Domain area Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities Elements: 1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning 4a Reflecting on Teaching</p> |
| <p>Standard 4: <i>Instructional Strategies</i> -show a range or repertoire of evidence-based instructional strategies to individualize instruction -show instructional strategies promote positive learning results in general and special curricula -show an understanding and ability to modify learning environments for individuals with disabilities -emphasize instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities -show development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities</p> | <p>Domains: Domain #1 Planning and Preparation Domain #3 Instruction Elements: 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 3a Communicating Clearly and Accurately 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Providing Feedback to Students 3e Demonstrating Flexibility & Responsiveness</p> |
| <p>Standard 5 <i>Learning Environments and Social Interactions</i> -show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show an understanding of ways to foster environments in which diversity is valued -show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -show how to safely intervene with individuals with disabilities in crisis -reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants</p> | <p>Domains: Domain #2 Classroom Environment Elements: 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space</p> |
| | |

| KEY ELEMENTS OF CEC CONTENT STANDARD | DANIELSON DOMAINS AND ELEMENTS |
|--|---|
| <p>Standard 6 <i>Language</i> -show an understanding about typical and atypical language development in the context of supporting individuals with disabilities -show a knowledge and understanding about how individualized strategies enhance language development and teach communication skills -show knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities -show ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is NOT English</p> | <p>Domains: Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities</p> <p>Elements: 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Assessing Student Learning 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 3a Communicating Clearly and Accurately 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3e Demonstrating Flexibility & Responsiveness</p> |
| <p>Standard 7 <i>Instructional Planning</i> -show knowledge of long-range individualized instructional plans for individuals with disabilities -show evidence of the translation of long-range individualized plans into shorter-range goals and objectives -show knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization -show knowledge about how to modify and adjust instruction after and analysis of an individual’s learning progress -show knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans -show knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals -show integration of assistive technology into instructional plans</p> | <p>Domains: Domain #1 Planning and Preparation Domain #3 Instruction Domain #4 Professional Responsibilities</p> <p>Elements: 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Selecting Instructional Goals 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Assessing Student Learning 3c Engaging Students in Learning 3d Providing Feedback to Students 3e Demonstrating Flexibility & Responsiveness 4a Reflecting on Teaching 4f Showing Professionalism</p> |
| <p>Standard 8 <i>Assessment</i> -show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching -show knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities -show knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results -show knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools -show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making. -show use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development -show knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs -show ways to effectively monitor student progress in general and special curricula -show knowledge about using assistive technology to support assessments</p> | <p>Domains: Domain #1 Planning and Preparation Domain #3 Instruction Domain #4 Professional Responsibilities</p> <p>Elements: 1b Demonstrating Knowledge of Students 1f Assessing Student Learning 3a Communicating Clearly and Accurately 4a Reflecting on Teaching 4b Maintaining Accurate Records</p> |

| KEY ELEMENTS OF CEC CONTENT STANDARD | DANIELSON DOMAINS AND ELEMENTS |
|--|--|
| <p>Standard 9 <i>Professional and Ethical Practice</i> -show evidence of knowledge of legal matters in special education including ethical considerations -show active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development -show information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices -show knowledge about how disability interacts with cultural and language differences</p> | <p>Domains: Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities</p> <p>Elements: 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 3a Communicating Clearly and Accurately 3e Demonstrating Flexibility & Responsiveness 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Contributing to the School and District 4e Growing and Developing Professionally 4f Showing Professionalism</p> |
| <p>Standard 10 <i>Collaboration</i> -show collaboration with families, other educators, related service providers, and personnel from community agencies -show collaboration in culturally responsive ways -show awareness and knowledge about the role as advocate for individuals with disabilities -show collaboration with colleagues about special education ethics, laws, policy, and procedures -shows knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings</p> | <p>Domains: Domain #1 Planning and Preparation Domain #2 Classroom Environment Domain #3 Instruction Domain #4 Professional Responsibilities</p> <p>Elements: 1a Demonstrating Knowledge of Content and Pedagogy 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 3a Communicating Clearly and Accurately 3e Demonstrating Flexibility & Responsiveness 4a Reflecting on Teaching 4c Communicating with Families 4f Showing Professionalism</p> |