

## **NCATE Report**

### **THE UNDERGRADUATE SPECIAL EDUCATION OPTION SECTION I—CONTEXT**

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

The Special Education Option at Keene State College (KSC) prepares teacher candidates for NH State Department of Education Special Education certification (Kindergarten-Grade 12). New Hampshire is not a partnership state with NCATE and therefore does not require directly meeting the CEC standards for state accreditation, though focuses and criteria are compatible. Our teacher education programs were reviewed in June 2005 by the NH Council of Teacher Education and approved for six years.

At Keene State College, we have consistently focused on meeting CEC standards in our Special Education Certification Option (SPED) program, and have been recognized by CEC in previous accreditation reviews. The KSC Teacher Education program requires all students to complete general education courses and core education courses, complete a content area major from an approved list, and meet NH certification requirements and standards through the appropriate course work and field experiences for their desired certification. NH has just implemented a PRAXIS II requirement for public school teachers in general education to meet Highly Qualified Teacher status. At present, our graduates seeking special education certification through KSC are required to obtain certification in Elementary Education and/ or their selected content area in Secondary Education and take corresponding PRAXIS II. However, they are not required to take the PRAXIS II in special education (Currently Assessments 1 and 2 are used as substitutes.).

#### **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.**

Field experiences are tied to course work for pre-service teachers and provide for systematic entry into schools to gain familiarity with the structures different service delivery options take and to learn how to connect with professionals collegially and interact with students professionally. As pre-service teachers enter the special education program, they are concurrently involved in elementary and/ or secondary classroom certification programs, through which they have opportunities for additional field experiences which include service learning, reading buddy projects, and methods experience in general education. In most of these situations, pre-service teachers are engaged in inclusive settings and work directly with students identified with special needs. The special education program builds on those experiences and extends focuses to raise awareness and develop understanding and competence relative to laws, service delivery options, awareness of student needs, practices to assess and address individual needs, and demands inherent in the role of the special educator.

During the initial course (SPED 301) in the special education certification option, students interview special educators to gain perspectives with regard to the variations of roles special education professionals take in the schools and attain an understanding of the responsibilities they have in addressing and supporting the needs of identified students, classroom teachers, parents/ caregivers, and paraprofessionals. In addition, the focus of discussion with practitioners and observations of programs provide pre-service teachers with several views about factors impacting learning (tied in with course content, readings, and assignments), the

corresponding instructional materials and preferred resources, along with the reasoning for developing the existing inventory (SPED 301 and SPED 401). As students proceed through course work (SPED 401, ESEC 387), their responsibilities are expanded and they enter situations to observe and explore uses, advantages, and drawbacks associated with curriculum, instruction, and interventions. In the latter courses, pre-service teachers develop proficiency across several standards pertinent to fulfilling the role of the special educator. They are required to take on the role of case manager/ program coordinator, prepare for an Evaluation Planning Team meeting by drawing on a case study through which they examine paper work; practice administering, scoring, and reporting results from evaluation instruments (SPED 420); actually conduct functional behavior assessments and analyze and interpret data to construct behavior intervention plans (ESEC 387 – this is a ‘cross-over’ course containing special education content); and design, implement, reflect and evaluate instruction/ lesson and modification plans; adopt and adapt instructional strategies according to the needs of learners (SPED 401, SPED 430/439, SPED 465).

During the methods/ practicum course and student teaching experiences, pre-service teachers are placed with professionals certified as special educators in one of a range of placements, representative of the existing variations of service delivery options, from inclusive settings to pull-out/ alternative programs. Pre-service teachers are more intentionally immersed in supervised experiences in which they implement planned instruction, engage in the activity of the special education process and complete corresponding written work, reflect on impact of their actions (assessing, planning, instructing) with regard to outcomes for students, and collaborate with cooperating professionals. They are given opportunities to read student files; conduct academic and behavioral/ social assessments; plan academic and social instruction; develop and deliver lessons to individuals and small and large groups of students across curricular areas; document and evaluate student performance to monitor progress; examine student responsiveness to interventions and instructional programs; and collaborate with cooperating professionals and possibly work with paraprofessionals. Pre-service teachers are observed by college faculty and cooperating professionals while they provide direct services to students and/ or participate in meetings. Supervision plays a critical role during the special education practicum/ methods experience. Informal and formal feedback range from addressing the ways the lesson is presented to the qualities of interactions the pre-service teacher has throughout the instructional situation. Written feedback documents pre-service teachers’ performance throughout each semester and is designed to enhance the level at which they reflect on what they plan, do, and say and the effects of their performance on student outcomes. Feedback pre-service teachers receive highlight the effectiveness of their interactions with students and delivery of planned or impromptu lessons, encourage them to take risks, feel comfortable with mistakes, and consider alternative approaches or teaching strategies for future opportunities. Their responses to feedback during conferences and in writing are part of making supervision an ongoing dialogue among pre-service teachers, cooperating teachers, and college faculty. Candidates are evaluated in terms of taking initiative in the field placement, based on the teaching opportunities they secure as evidenced by journal entries, types of instructional situations observed and supervised, and comments made by cooperating teachers.

The student teaching experience builds on methods/ practicum experiences, requiring pre-service teachers to take more responsibilities in order to experience the complex and frenetic nature of the role of the special educator. Cooperating professionals and site supervisors offer support, feedback, and encouragement as student teachers work to juggle the range of demands placed on special educators.

Candidates who graduate from the Special Education program successfully complete two supervised methods experiences, which involve 14-week part-time placements (one under the guise of general education teacher certification and one for special education certification), earning a grade of C or better.

In addition, they are required to meet prescribed competencies to successfully complete student teaching, which includes full time teaching in elementary, middle or high school public school classroom for seven weeks and in or according to the way the special education program operates for seven weeks. Student teaching occurs at primary, intermediate/ middle, and/or high school levels and different types of special education programs to complement previous methods placements. Some students teaching secondary special education certification opt to student teach in special education only (the program is in the process of revising this option and requiring dual certification for secondary certification).

COURSES	FIELD EXPERIENCES
SPED 301 Context for Teaching Students with Special Needs	Interview of Special Educator & Observations of Special Education Program (10 hours)
ESEC 387 Creating Social Contexts	Concurrent with General Education Methods Courses (focuses attention on structures, community building, interactions with students around behavior, conducting FBA and developing BIP) – (approximately 100 hours)
SPED 401 Instruction and Curriculum Design in Special Education	Interview, observe, explore, and question professionals about the uses of curriculum materials and existing inventories to evaluate how reading, writing, and mathematics are addressed under the guise of special education (10 hours)
SPED 420 Assessment and Evaluation for Special Education	Concurrent with Special Education Methods Course (planning and conducting informal and formal assessments to administer to an individual student; interviewing a professional to examine the role and paper work associated with assessment and the special education process) (15 hours)
SPED 430 Methods and Practicum in Special Education	100 hours (minimum) on-site working two mornings and a couple full days in an assigned placement to conduct lessons, engage in supervision, simulate the special education process (see assessment description), participate in meetings when appropriate
ESEC 450 and Supplemental Seminars	Concurrent with Student Teaching, focusing on professional development, collaboration, and work with paraprofessionals
SPED 460/ 465 Student Teaching	Full-time placement in Special Education Program; conducting lessons, engaging in supervision, participating in the sped process (see assignments) – Specified special education placement is 7 weeks. However, pre-service teachers are involved in <i>inclusive</i> settings and related work with identified students in their 7 weeks for general education

	certification
SPED 525 Transition Planning * (required for those seeking Secondary Special Education)	Concurrent with methods or student teaching, focusing on assessments in preparation for transition plans

### **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.**

While candidates are completing a progression of courses and field experiences in the Teacher Education program, they are also doing course work to meet the requirements of their second major and the General Education requirements. For future teachers these courses are particularly important as they help develop the content knowledge and academic skills candidates draw on as classroom and special education teachers to design instructional experiences, learning environments, and relationships that are responsive to and respectful of diversity, cultures, language, gender. These requirements are in the appendix of the course of studies.

The Catalog descriptions that appear in the appendix of this section provide information regarding course requirements, criteria for admission to teacher education and again at student teaching.

### **4. Description of the relationship<sup>1</sup> of the program to the unit's conceptual framework.**

The KSC 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. We expect 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 themes of the conceptual framework work hand in hand with the beliefs, values, practices, and standards that are inherent in the preparation of special educators. Pre-service teachers' work focuses on adopting practices that recognize the interrelationship of assessment and instruction to determine student responsiveness to learning experiences, monitoring progress, and adjusting teaching approaches according to student needs. These are among the examples of the links with the conceptual framework. Through their direct service with students with special needs, collaborations with families and professionals, and their advocacy work to create open, non-discriminatory learning environments and secure services, pre-service special educators are prepared to advance non-biased, multiple perspectives and discover ways to contribute to make the world just and equitable. Candidates use *CEC Code of Ethics and Standards of Practice* as guides and are held accountable for accepting responsibility for one's actions; respecting and empathizing with others; understanding legal mandates and moral obligations of the profession; and meeting standards for academic honesty and excellence as they strive to meet program

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<sup>1</sup> The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

standards. There are many other ways in which the conceptual framework is woven throughout the courses, standards for evaluation, and field 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<sup>2</sup>.**

To guide and evaluate candidates in the field placements, the Teacher Education program has adopted Charlotte Danielson's (1996) model for assessment of future general education teachers, taken from: *Enhancing professional practice: A framework for teaching*. The teaching domains; planning and preparation, classroom environment, instruction, and professional responsibilities are embedded into course goals and objectives and incorporated into assignments, grading criteria, and field placements. Even though this framework has common focuses, it is seen as the basis upon which special education teacher preparation and evaluation is built. Course work, field experiences, and expectations of pre-service teachers seeking special education certification extend the framework to iterate the different emphases the role requires and include competencies that more directly reflect the demands placed on special educators and align with CEC standards.

The special education program thus infuses the expectations set by the CEC Standards and incorporates the expectations set by IDEA in order to prepare candidates for the range of tasks and responsibilities involved in serving students with mild to moderate special needs. Therefore, the option creates more intensive treatment of understanding the diverse academic, social, language, cultural, and emotional needs of students as the bases for systematically engaging in problem solving and making informed decisions in order to: conduct evaluations and ongoing assessments; access resources for individualizing instruction, drawing on evidence-based practices; plan and implement direct and modified instruction and interventions; adopt and design strategies for addressing individual learning and behavior needs and challenges; create tools for documenting student progress and evaluating responsiveness to individual lessons and interventions; conduct functional behavior assessments to inform behavior intervention plans; engage in the process leading to assessing student needs and writing Individualized Education Plans and Programs (IEP); design programming to complement, supplement, or replace services in general education; and collaborate with members of multidisciplinary teams (emphasizing the importance of classroom teacher and parent/ caregiver voices).

The in-class and field-based learning experiences that comprise the program are designed to support pre-service teachers' developing ways of thinking, problem solving strategies, and related sets of competencies for taking on the role of special educator regardless of the model of service delivery. Course content and requirements are sequenced to build *foundations* in viewing the field of special education and its role in schools as evolving; immersing students in the expectations of legislation; and providing lenses for understanding *development and characteristics of learners* and the range of factors that contribute to *individual learning and language differences*. Pre-service teachers also learn about *instructional strategies*, pro-active and intervention approaches for designing *learning environments and social interactions*. The combination of understanding learning, factors impacting student progress; and what constitutes curriculum, instructional strategies, and learning environments are fundamental to supporting pre-service teachers' acquiring decision making skills to choose and use practices and approaches for: assessing and identifying students' needs, planning and providing direct instruction to address needs in the area(s) of

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<sup>2</sup> This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

concern, designing and/ or implementing modifications and interventions to support access to the general education curriculum and classroom, monitoring student progress and evaluating lesson and program effectiveness, and examining the multiple forms special education programs take.

The *Role Model of the Special Educator* (Gleckel & Koretz, 2002) has been adopted by the undergraduate program to bridge the Danielson model (unit system) to the CEC Standards. It offers undergraduate candidates a tool for capturing program goals and emphasizing the practices and demands placed on special educators, while acknowledging the fundamental knowledge that underlies the required data collection, problem solving, decision making, and work with students. Program goals embrace the Standards defined by the Council for Exceptional Children, which are systematically threaded through course experiences and expectations and used to support preparation of pre-service teachers who strive to manage the daunting nature of the demands placed on special educators. Framing the role of the special educator in terms of evaluator, planner, instructor, program coordinator, collaborator, and reflective practitioner offers a manageable way to communicate key components of the special educator role and infuse the desired professionalism, ethics, and commitment to collaboration that lead to making a constructive place for special education in schools and communities. Further the fundamental knowledge and values of development and characteristics of learners, individual learning differences, and language are treated central to practice with regard to assessing student needs, selecting instructional strategies, and instituting instruction.

As pre-service teachers proceed through the program option, they are encouraged to think about their own practices and progress as they process their understanding of the roles and competencies of becoming a special educator. They are assigned in-class writing, invited onto blackboard discussions, involved in seminar-style conversations, and maintain journals and different types of portfolios as opportunities to engage in self-reflection. The CEC Standards, the *Role Model*, and Danielson Framework, are used to support candidates in their growth and development as special educators; serving as points of reference for self-examination, self-evaluation, goal setting and setting the course for ongoing professional growth and lifelong learning. These three frameworks/ sets of standards have been cross-referenced in the attached chart to demonstrate the interrelationships, tying the special certification option to the unit while also distinguishing competency requirements of special educators. The chart is used with pre-service teachers to support their understanding of themselves and the field they are entering.



KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	DANIELSON DOMAINS AND ELEMENTS
<p>Standard 1: <i>Foundations</i></p> <ul style="list-style-type: none"> <li>-show understanding of the practices, principles, and theories in special education</li> <li>-show understanding of special education law, process, and policy</li> <li>- show the historical and human issues that affect special education</li> <li>-show the connections between theory, law, policy, and historical perspectives and special education practice</li> <li>-show understanding of the relationship between special education and other organizations and systems</li> </ul>	<p><b>Fundamental knowledge that informs practice and is seen through candidates' applications to the myriad of tasks, responsibilities, and activities of the special educator as they conduct assessment, create instructional plans, instruct, design and manage programs, collaborate, and reflect on effectiveness.</b></p>	<p><b>Domains:</b> 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</p> <p><b>Elements:</b> 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></p> <ul style="list-style-type: none"> <li>- show understanding and respect for the uniqueness of individuals</li> <li>- reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities</li> <li>-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</li> </ul>		<p><b>Domains:</b> 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</p> <p><b>Elements:</b> 1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning 4a Reflecting on Teaching</p>
<p>Standard 3: <i>Individual Learning Differences</i></p> <ul style="list-style-type: none"> <li>-show an understanding and knowledge about the effects that a disability can have on and individual's learning</li> <li>-reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual's disability</li> <li>-show a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction</li> </ul>		<p><b>Domains:</b> 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</p> <p><b>Elements:</b> 1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning 4a Reflecting on Teaching</p>



<p><b>Standard 6 Language</b></p> <ul style="list-style-type: none"> <li>-show an understanding about typical and atypical language development in the context of supporting individuals with disabilities</li> <li>-show a knowledge and understanding about how individualized strategies enhance language development and teach communication skills</li> <li>-show knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities</li> <li>-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</li> </ul>		<p><b>Domains:</b></p> <ul style="list-style-type: none"> <li>Domain #1 Planning and Preparation</li> <li>Domain #2 Classroom Environment</li> <li>Domain #3 Instruction</li> <li>Domain #4 Professional Responsibilities</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Content and Pedagogy</li> <li>1b Demonstrating Knowledge of Students</li> <li>1d Demonstrating Knowledge of Resources</li> <li>1e Designing Coherent Instruction</li> <li>1f Assessing Student Learning</li> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>3a Communicating Clearly and Accurately</li> <li>3b Using Questioning and Discussion Techniques</li> <li>3c Engaging Students in Learning</li> <li>3e Demonstrating Flexibility &amp; Responsiveness</li> </ul>
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<p>Standard 8 <i>Assessment</i></p> <ul style="list-style-type: none"> <li>-show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching</li> <li>-show knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities</li> <li>-show knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results</li> <li>-show knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools</li> <li>-show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making.</li> <li>-show use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development</li> <li>-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</li> <li>-show ways to effectively monitor student progress in general and special curricula</li> <li>-show knowledge about using assistive technology to support assessments</li> </ul>	<p><b>EVALUATOR:</b></p> <ul style="list-style-type: none"> <li>§ Cooperatively works to describe the current status and challenges the student experiences by collecting informal and formal assessment data, charting that data, and collating information with team members; examining impact on who the student is as a reader, writer, mathematician, participant in the learning environment, and member of the classroom community while simultaneously examining curriculum frameworks and standards defined for the general education curriculum.</li> <li>§ Conducts assessments to account for student academic and behavior/ social challenges, determine student status with regard to area(s) of concern, make decisions about instructional planning, and determine programs and settings for appropriate service delivery; using authentic assessment strategies (survey level tasks, observations, probe-level tasks) to ensure data are relevant, valuable, and constructive.</li> <li>§ Integrates assessment data to create a student profile and description of present levels of academic and behavior/ social performance for Individualized Educational Plan/ Program; establishing justification for tailored curriculum frameworks, teaching approaches and methodologies, and service delivery plans.</li> <li>§ Commits to ongoing assessment and collection of data to evaluate student academic and behavior/ social progress and program effectiveness; treating assessment as opportunities to further understanding of the challenges the student faces and increase understanding of individual performance, participation, progress and the effects of instruction on student outcomes.</li> </ul>	<p><b>Domains:</b></p> <ul style="list-style-type: none"> <li>Domain #1 Planning and Preparation</li> <li>Domain #3 Instruction</li> <li>Domain #4 Professional Responsibilities</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>1b Demonstrating Knowledge of Students</li> <li>1f Assessing Student Learning</li> <li>3a Communicating Clearly and Accurately</li> <li>4a Reflecting on Teaching</li> <li>4b Maintaining Accurate Records</li> </ul>

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<p>Standard 7 <i>Instructional Planning</i></p> <ul style="list-style-type: none"> <li>-show knowledge of long-range individualized instructional plans for individuals with disabilities</li> <li>-show evidence of the translation of long-range individualized plans into shorter-range goals and objectives</li> <li>-show knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization</li> <li>-show knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress</li> <li>-show knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans</li> <li>-show knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals</li> <li>-show integration of assistive technology into instructional plans</li> </ul> <p>Standard 5 <i>Learning Environments and Social Interactions</i></p> <ul style="list-style-type: none"> <li>-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</li> <li>-show an understanding of ways to foster environments in which diversity is valued</li> <li>-show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy</li> <li>-show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities</li> <li>-show how to safely intervene with individuals with disabilities in crisis</li> <li>-reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants</li> </ul>	<p><b>INSTRUCTIONAL PLANNER:</b></p> <ul style="list-style-type: none"> <li>§ Collaboratively designs direct instruction lessons, activities, materials to address student needs and cooperatively creates adaptations and modifications to provide student access to general education curriculum.</li> <li>§ Develops comprehensive instructional plans; systematically matching who the student is as a learner with appropriate academic/social instructional experiences in inclusive settings; justifying when and what the student requires for alternative services to best meet her/his needs.</li> <li>§ Draws on the integration of assessment data in a student profile and description of present levels of performance of the Individualized Educational Plan/ Program as the basis for designing: curriculum frameworks – goals, objectives/ benchmarks, and evaluation/ documentation tools; instructional approaches – teaching approaches and methodologies and modifications and adaptations to the general education curriculum, and service delivery plans.</li> <li>§ Translates IEP into action, creating daily lessons and learning experiences to promote student growth as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and member of the classroom community</li> <li>§ Designs lesson plans that center on skill or concept development; incorporating instructional materials and resources, direct instruction, modeling/ demonstration, guided practice, and independent work.</li> <li>§ Analyzes the focus for instruction and selects corresponding teaching approaches, instructional materials to address student needs</li> </ul>	<p><b>Domains:</b></p> <p>Domain #1 Planning and Preparation</p> <p>Domain #3 Instruction</p> <p>Domain #4 Professional Responsibilities</p> <p><b>Elements:</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Students</p> <p>1c Selecting Instructional Goals</p> <p>1d Demonstrating Knowledge of Resources</p> <p>1e Designing Coherent Instruction</p> <p>1f Assessing Student Learning</p> <p>3c Engaging Students in Learning</p> <p>3d Providing Feedback to Students</p> <p>3e Demonstrating Flexibility &amp; Responsiveness</p> <p>4a Reflecting on Teaching</p> <p>4f Showing Professionalism</p> <p><b>Domains:</b></p> <p>Domain #2 Classroom Environment</p> <p><b>Elements:</b></p> <p>2a Creating an Environment of Respect and Rapport</p> <p>2b Establishing a Culture for Learning</p> <p>2c Managing Classroom Procedures</p> <p>2d Managing Student Behavior</p> <p>2e Organizing Physical Space</p>

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<p>Standard 4: <i>Instructional Strategies</i></p> <ul style="list-style-type: none"> <li>-show a range or repertoire of evidence-based instructional strategies to individualize instruction</li> <li>-show instructional strategies promote positive learning results in general and special curricula</li> <li>-show an understanding and ability to modify learning environments for individuals with disabilities</li> <li>-emphasize instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities</li> <li>-show development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities</li> </ul> <p>Standard 5 <i>Learning Environments and Social Interactions</i></p> <ul style="list-style-type: none"> <li>-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</li> <li>-show an understanding of ways to foster environments in which diversity is valued</li> <li>-show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy</li> <li>-show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities</li> <li>-show how to safely intervene with individuals with disabilities in crisis</li> <li>-reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants</li> </ul>	<p><b>INSTRUCTOR:</b></p> <ul style="list-style-type: none"> <li>§ Collaboratively implements organized, sequenced lessons; builds relationships with students; manages specified direct instruction to address academic and behavior/ social needs and access to the general education curriculum, coordinating curriculum, teaching modifications;</li> <li>§ Uses pro-active classroom management systems, establishing and teaching expectations for behavior; identifying specific structures to support appropriate behavior and choices; adopting strategies for responding to desirable behavior and misbehavior; building relationships with students; using reminders, redirection, intentional transitions, and logical consequences according to situations; and recording when, where, and conditions for misbehavior.</li> <li>§ Organizes ongoing record keeping; responds to the demands of situations as they arise; coordinates efforts with those of classroom teacher, other support staff, and paraprofessionals.</li> <li>§ Implements lesson plans, setting clear academic and social expectations, involving students in learning through varied types of questions and meaningful activity, proceeding through instructional experiences sequentially and responding to students to support her/ his understanding and interactions.</li> <li>§ Revises lessons according to responses of students; demonstrating flexibility and responsiveness with regard to student readiness to participate effectively in planned activities, preparedness to understand skills or concepts, and adeptness to meaningfully gain from materials or activities</li> </ul>	<p><b>Domains:</b></p> <p>Domain #1 Planning and Preparation</p> <p>Domain #3 Instruction</p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Content and Pedagogy</li> <li>1b Demonstrating Knowledge of Students</li> <li>3a Communicating Clearly and Accurately</li> <li>3b Using Questioning and Discussion Techniques</li> <li>3c Engaging Students in Learning</li> <li>3d Providing Feedback to Students</li> <li>3e Demonstrating Flexibility &amp; Responsiveness</li> </ul> <p><b>Domains:</b></p> <p>Domain #2 Classroom Environment</p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>2c Managing Classroom Procedures</li> <li>2d Managing Student Behavior</li> <li>2e Organizing Physical Space</li> </ul>

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<p>Standard 9 <i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> <li>-show evidence of knowledge of legal matters in special education including ethical considerations</li> <li>-show active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development</li> <li>-show information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices</li> <li>-show knowledge about how disability interacts with cultural and language differences</li> </ul>	<p><b>COORDINATOR:</b></p> <ul style="list-style-type: none"> <li>§collaborates with colleagues to define and implement special education services; managing paper work, communications, and services of identified students; and developing schedules and environments for services.</li> <li>§organizes and manages special education programming in the school; overseeing multiple individualized educational plans and programs for students; academic/ social instruction, service delivery, ongoing assessments, communications: re-evaluations, and program changes; and schedules and service options for students that reflect the school culture, support staff, and paraprofessionals.</li> </ul> <p><b>REFLECTIVE PRACTITIONER:</b></p> <ul style="list-style-type: none"> <li>• to commit to being a reflective practitioner, holding a mirror up to oneself, evaluating the effectiveness of planned and impromptu lessons</li> <li>• evaluates the effectiveness of planned and impromptu lessons and interactions with students; examining qualities of instruction, ways engage with and respond to students, and outcomes for students</li> <li>• participates in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance</li> <li>• documents evidence of professional competence, justifying how artifacts are representative of skills</li> </ul>	<p><b>Domains:</b></p> <ul style="list-style-type: none"> <li>Domain #1 Planning and Preparation</li> <li>Domain #2 Classroom Environment</li> <li>Domain #3 Instruction</li> <li>Domain #4 Professional Responsibilities</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Content and Pedagogy</li> <li>1b Demonstrating Knowledge of Students</li> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>2c Managing Classroom Procedures</li> <li>3a Communicating Clearly and Accurately</li> <li>3e Demonstrating Flexibility &amp; Responsiveness</li> <li>4a Reflecting on Teaching</li> <li>4b Maintaining Accurate Records</li> <li>4c Communicating with Families</li> <li>4d Contributing to the School and District</li> <li>4e Growing and Developing Professionally</li> <li>4f Showing Professionalism</li> </ul>

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	DANIELSON DOMAINS AND ELEMENTS
<p>Standard 10 <i>Collaboration</i></p> <ul style="list-style-type: none"> <li>-show collaboration with families, other educators, related service providers, and personnel from community agencies</li> <li>-show collaboration in culturally responsive ways</li> <li>-show awareness and knowledge about the role as advocate for individuals with disabilities</li> <li>-show collaboration with colleagues about special education ethics, laws, policy, and procedures</li> <li>-shows knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings</li> </ul>	<p><b>COLLABORATOR:</b></p> <ul style="list-style-type: none"> <li>§ involves colleagues, parents/ caregivers, students, and administrators in teaming together to create programs, facilitate communication, develop IEPs, and orchestrate instructional efforts.</li> <li>§ works cooperatively with classroom teachers and parents/ caregivers to create and bridge effective educational programs; coordinating learning experiences and expectations, orchestrating efforts to monitor program effectiveness, and maximizing learning opportunities for students.</li> </ul>	<p><b>Domains:</b></p> <ul style="list-style-type: none"> <li>Domain #1 Planning and Preparation</li> <li>Domain #2 Classroom Environment</li> <li>Domain #3 Instruction</li> <li>Domain #4 Professional Responsibilities</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Content and Pedagogy</li> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>3a Communicating Clearly and Accurately</li> <li>3e Demonstrating Flexibility &amp; Responsiveness</li> <li>4a Reflecting on Teaching</li> <li>4c Communicating with Families</li> <li>4f Showing Professionalism</li> </ul>