



Stages of Professional Development

A Resource For **All** Teachers Responsible for the Achievement
of Students with Disabilities



DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES



MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES

Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities – NOVEMBER 2009

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1. MAKING CONTENT MEANINGFUL

INTASC Principle/Standard

Principle/Standard # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students	1 and 7	Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities	Identifies and sometimes uses the State Curriculum to plan for students including students with disabilities	Often plans instruction for students with disabilities using the State Curriculum subject matter in content areas taught	Consistently plans instruction using the State Curriculum subject matter in content areas taught across all environments for students with disabilities	Serves as a role model in the design of instruction from the content areas for students with disabilities and makes adjustments upon reflection
B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills	1 and 7	Articulates an understanding of the importance of scope and sequence of developmental knowledge and skills to design instruction for students with disabilities	Identifies and sometimes uses the scope and sequence of developmental knowledge and skills in the State Curriculum to plan instruction for students with disabilities	Often plans instruction for students with disabilities using the scope and sequence of developmental knowledge and skills for the content in the State Curriculum	Consistently plans instruction for students with disabilities across all environments using the scope and sequence of developmental knowledge and skills for the content in the State Curriculum	Serves as a role model in the design of instruction for students with disabilities that incorporates the content of an alternate and/or expanded curriculum using the scope and sequence of developmental knowledge and skills

STAGES OF PROFESSIONAL DEVELOPMENT: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities

Indicators	CEC STDS	1	2	3	4	5
C. Appropriately uses accommodations, modifications, and/or adaptations to the general curriculum depending on strengths and weaknesses of the individual student	1 and 4	Articulates an understanding of the use of appropriate accommodations, modifications, and/or adaptations to the general curriculum for students with disabilities to access the general education curriculum	Identifies and sometimes implements appropriate accommodations, modifications and/or adaptations for students with disabilities to provide them access to the general curriculum	Often implements and structures with support appropriate accommodations, modifications, and/or adaptations for students with disabilities to provide them access to the general curriculum	Consistently implements and structures appropriate accommodations, modifications, and/or adaptations for students with disabilities to provide them access to the general curriculum across all environments	Serves as a role model in the selection and implementation of appropriate accommodations, modifications and/or adaptations to provide access to the general curriculum for all students
D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements	1 and 7	Articulates an understanding of basic educational terminology, principles, and parameters of federal legislation regarding students with disabilities and interprets today's movements in special education in a historic context	Identifies and explains some of the major principles and parameters of federal disabilities legislation regarding students with disabilities and attempts to apply federal legislation with appropriate resources.	Often applies the major principles and parameters of federal disabilities legislation in designing instruction for students with disabilities and interprets today's movements in special education in a historic context	Consistently applies the major principles and parameters of federal disabilities legislation in designing instruction for students with disabilities across all environments and interprets today's movements in special education in a historic context	Serves as a role model in the design of quality instruction for students with disabilities within the parameters of federal disabilities legislation and today's movements in special education in a historic context
E. Accesses and uses resources to gain information regarding state, district, and school policies/procedures regarding special education	1 and 9	Articulates purposes of programs for individuals with disabilities	Identifies and describes some services and resources in special education in communication with parents and students	Often accesses and uses resources and information about the laws and policies that support students with disabilities	Consistently accesses and uses resources and information about the laws and policies that support students with disabilities	Serves as a resource to others by providing information about the laws and policies that support students with disabilities

2. CHILD DEVELOPMENT & LEARNING THEORY

INTASC Principle/Standard

Principle/Standard # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

Implications for students with disabilities: Both general and special education teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional and physical areas. They recognize that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. Teachers use knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction	2, 1 and 3	Articulates an understanding of typical and atypical development for learning in all students	Identifies typical and atypical development to determine needs of students with disabilities and sometimes uses supportive resources to plan appropriate instruction	Often plans and delivers instruction appropriate to the developmental level and individual learning needs of the student	Consistently plans and delivers instruction appropriate to the developmental level and individual learning needs of the student across all environments	Serves as a role model in the selection and design of appropriate instruction for individual needs and makes adjustments as necessary based on progress monitoring and assessment
B. Plans instruction that is challenging and supportive for students with disabilities across settings and seeks a holistic understanding of each student's current learning and development	2, 3 and 4	Articulates an understanding of developmentally supportive opportunities within a variety of settings for students with disabilities	Identifies and sometimes provides developmentally supportive opportunities in an appropriate setting with a goal in mind for each student with a disability	Often plans and provides with support developmentally appropriate opportunities for students with disabilities and uses appropriate resources	Consistently plans and provides developmentally appropriate opportunities for students with disabilities and uses all appropriate resources	Serves as a role model in the design and implementation of challenging and supportive instruction that enables all students with disabilities to meet their goals

STAGES OF PROFESSIONAL DEVELOPMENT: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities

Indicators	CEC STDS	1	2	3	4	5
C. Recognizes similarities and differences in learning needs amongst students with like disabilities	2 and 3	Articulates an understanding of the need for a learning environment that recognizes individuals rather than groups based on their coded disability	Identifies and sometimes provides a learning environment that is supportive of individual needs for students with disabilities rather than to teach all students with like disabilities the same	Often provides specialized supports that enable the individual student to profit from learning opportunities specific to the student rather than the disability code	Consistently provides specialized supports that enable the individual student to profit from learning opportunities across all environments specific to the student rather than the disability code	Serves as a role model in the design of learning opportunities that provide challenge and support based on similarities and differences amongst students with disabilities
D. Uses multiple theories of learning and scientific research-based teaching practices to support the learning of students with disabilities.	2, 3 and 4	Articulates an understanding of multiple theories of learning and scientific research-based teaching practices to support the learning of students with disabilities	Identifies and sometimes implements scientific research-based teaching practices to support the learning of students with disabilities	Often supports the learning of students with disabilities using appropriate scientific research-based teaching instruction and by assessing its effectiveness	Consistently supports the learning of students with disabilities using appropriate scientific research-based teaching instruction and by assessing its effectiveness	Serves as a role model in the use of appropriate instruction using multiple theories of learning and scientific research – based instruction to support the learning of students with disabilities
E. Perceives the current development and learning of individual students from a life-span perspective	2 and 3	Articulates an understanding of the need to look at child development and achievement from a life-span perspective	Identifies and sometimes uses current development and learning achievement information from a life span perspective to plan for students with disabilities	Often creates a learning environment that supports students with disabilities by incorporating current development and learning achievement information from a life span perspective as a guide	Consistently creates a learning environment that supports students with disabilities by incorporating current development and learning achievement information from a life span perspective as a guide	Serves as a role model in the use of comprehensive knowledge of student learning to engage families in planning from a life span perspective

3. LEARNING STYLES & DIVERSE LEARNERS

INTASC Principle/Standard

Principle/Standard # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Implications for students with disabilities: Students with disabilities come from a variety of cultures, languages, classes and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. Teachers understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Instructs class members in awareness, sensitivity, acceptance and value of students with disabilities	3 and 5	States the importance of building all students' awareness, sensitivity, acceptance and value of all students	Identifies and sometimes uses activities to build students' awareness, sensitivity, acceptance and value of students with disabilities	Often plans and implements with support activities that build students' awareness, sensitivity, acceptance and value of students with disabilities	Consistently plans and implements with support activities that build students' awareness, sensitivity, acceptance and value of students with disabilities	Serves as a role model in the design and use of strategies to build students' awareness, sensitivity, acceptance and value of students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
B. Recognizes that the disability does not define the student's learning needs	3 and 2	Recognizes that all students should be viewed based on their individual learning needs rather than disability	Sometimes attempts to determine appropriate expectations for students with disabilities based on their individual learning needs rather than disability	Often creates plans for instruction with support that incorporates the needs of students with disabilities based on their individual learning needs rather than disability	Consistently and independently creates plans for instruction that incorporates the needs of students with disabilities based on their individual learning needs rather than disability	Models use of the latest scientific research in terms of planning to meet the needs of students with disabilities based on their individual needs rather than disability
C. Promotes family participation in their child's learning	3 and 10	Listens to parents using culturally appropriate ways and acknowledges their level of acceptance of their child's disability	Sometimes guides parents to support systems that are culturally appropriate and will assist them to advocate for their child with a disability	Often works with parents in culturally appropriate ways to ensure the success of their child	Consistently and independently works with parents in culturally appropriate ways to ensure the success of their child	Models the use of culturally appropriate ways when working with parents to ensure success of their child with a disability
D. Demonstrates sensitivity to cultural, ethnic, gender, and linguistic differences that may not be indicative of a disability.	3 and 8	Recognizes that cultural, ethnic, gender, and linguistic differences may not be indicative of a disability	Sometimes identifies cultural ethnic, gender, and linguistic differences that may not be indicative of a disability	Often plans for instruction with support that is successful for students with disabilities and is sensitive to cultural, ethnic, gender, and linguistic differences	Independently integrates knowledge of the student's culture, ethnicity, gender, and native language with formative assessment to assist in determination of whether lack of achievement may be due to cultural, ethnic, gender, and linguistic differences	Models the use of knowledge of the student's culture, ethnicity, gender, and native language with formative assessment to assist in determination of whether lack of achievement may be due to cultural, ethnic, gender, and linguistic differences

4. INSTRUCTIONAL STRATEGIES & PROBLEM SOLVING

INTASC Principle/Standard

Principle/Standard # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Implications for students with disabilities: Ensuring that students with disabilities can participate successfully in the general curriculum requires teachers to tailor their instructional strategies to the particular learning needs of individual students. General and special education teachers use a variety of instructional strategies and technologies to modify and adapt the general curriculum to accommodate individual students' needs. Students with disabilities who have goals related to an expanded curriculum will also need specialized instruction to achieve those goals.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Provides effective instruction that results in positive learning outcomes for students with disabilities in the general or expanded curriculum	4 and 10	Articulates the need for the effective instruction of students with disabilities in the general or expanded curriculum	Sometimes plans effectively for some students with disabilities to support student learning in the general or expanded curriculum	Often implements with support a variety of instructional strategies based on individual needs in the instruction of students with disabilities in the general or expanded curriculum	Takes responsibility for assessing student needs with respect to the general or expanded curriculum and designing effective instruction independently	Takes responsibility for assessing student needs with respect to the general or expanded curriculum and designing effective instruction and models for others

Indicators	CEC STDS	1	2	3	4	5
B. Uses strategies from different learning theories and scientific research to provide effective instruction and promotes the development of critical thinking and problem-solving skills for students with disabilities	4, 1 and 8	Articulates the need for different learning theories and scientific research-based strategies to provide effective instruction	Sometimes uses some scientific research-based strategies based on cognitive theories such as think-aloud strategies with students with disabilities	Often uses a range of instructional strategies with support based on different learning theories and scientific research to provide effective instruction to promote the development of critical thinking and problem solving skills for students with disabilities	Independently designs and consistently uses instructional strategies based on learning theory and scientific research that promote the development of critical thinking and problem solving skills for students with learning disabilities	Designs and models instructional strategies based on learning theory and scientific research that promote the development of critical thinking and problem solving skills for students with learning disabilities
C. Uses differentiated instruction to support the learning needs and ensure the success of students with disabilities	4 and 7	Describes the need for differentiated instruction to support the learning needs and ensure the success of students with disabilities	Sometimes provides some differentiated instruction to support the learning needs and ensure the success of students with disabilities	Often provides differentiated instruction to support the learning needs and ensure the success of students with disabilities	Consistently and independently provides differentiated instruction to support the learning needs and ensure the success of students with disabilities	Models the design and implementation of differentiated instruction to support the learning needs and ensure the success of students with disabilities
D. Provides multiple ways and supports such as scaffolding for students with disabilities to participate in and find success in learning activities	4 and 3	Describes a range of instructional strategies and supports for students with disabilities to participate in learning activities	Sometimes uses some instructional strategies to modify and/or accommodate and provides supports for students with disabilities so that they can be successful	Often modifies tasks and/or accommodates instruction with support, and provides supports to meet the individual needs of students with disabilities so that they can be successful in the general curriculum	Independently and consistently modifies tasks and/or accommodates instruction and provides supports to meet the individual needs of students with disabilities so that they can be successful in the general curriculum	Models the design of modifications and/or accommodations and supports to meet the individual needs of students with disabilities in a variety of ways so that they can be successful in the general curriculum

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Indicators	CEC STDS	1	2	3	4	5
E. Provides a variety of ways for students with disabilities to demonstrate their learning	4 and 3	Reviews Individual Education Programs for required alternative testing requirements	Sometimes follows Individual Education Programs in providing alternative ways of allowing students with disabilities to demonstrate their learning	With support, provides alternative ways for students with disabilities to demonstrate their learning	Independently and consistently designs a variety of alternative ways for students with disabilities to demonstrate their learning	Models the design of a variety of alternative ways for students with disabilities to demonstrate their learning
F. Adjusts instruction for students with disabilities in response to information gathered from ongoing monitoring of performance and progress	4 and 8	Checks for understanding and recognizes the need for adjustments in instruction for students with disabilities	Sometimes assesses for student understanding and performance and makes some appropriate adjustments for students with disabilities	Often plans instruction for students with disabilities with support based on data-driven decision-making	Independently and consistently plans instruction for students with disabilities based on data-driven decision-making	Models use of on-going assessment to determine whether adaptations and/or modifications are needed and designs instruction based on data-driven decision-making

5. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

INTASC Principle/Standard

Principle/Standard #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Implications for students with disabilities: Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Designs activities that incorporate students' with disabilities interests and preferences	5 and 7	Articulates an understanding of designing activities that incorporate students' with disabilities interests and preferences	Identifies and sometimes provides activities that incorporate students' with disabilities interests and preferences	Often provides activities that incorporate students' with disabilities interests and preferences	Consistently designs and provides activities that incorporate students' with disabilities interests and preferences	Serves as a role model in designing activities that incorporate students' with disabilities interests and preferences
B. Develops positive strategies for students with disabilities to cope with frustrations to optimize student success	5 and 7	Articulates an understanding of developing positive strategies for students with disabilities to cope with frustrations to optimize student success	Identifies and sometimes uses positive strategies for students with disabilities to cope with frustrations to optimize student success	Often uses positive strategies for students with disabilities to cope with frustrations to optimize student success	Consistently develops and uses positive strategies for students with disabilities to cope with frustrations to optimize student success	Serves as a role model in encouraging students with disabilities to take academic risks and persist in challenging situations

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Indicators	CEC STDS	1	2	3	4	5
C. Creates opportunities for students with disabilities for positive social relationships with age-appropriate peers	5	Articulates an understanding of creating opportunities for students with disabilities for positive social relationships with age-appropriate peers	Identifies and sometimes provides opportunities for students with disabilities for positive social relationships with age-appropriate peers	Often provides opportunities for students with disabilities for positive social relationships with age-appropriate peers	Consistently creates opportunities for students with disabilities for positive social relationships with age-appropriate peers	Provides guidance to colleagues to create opportunities for students with disabilities for positive social relationships with age-appropriate peers
D. Creates learning environments that encourage engagement and self-motivation of students with disabilities	5 and 1	Articulates an understanding of creating learning environments to promote students' with disabilities self motivation	Identifies and sometimes provides learning environments that promote students' with disabilities self motivation	Often provides learning environments to promote students' with disabilities self motivation	Consistently creates learning environments to promote students' with disabilities self motivation	Prepares students with disabilities to take an active role in their education planning and act as self advocates
E. Provides students with disabilities with positive behavior supports that are based on individual behavior support plans	5 and 1	Articulates an understanding of providing students with disabilities with positive behavior supports	Identifies and sometimes provides appropriate positive behavior supports	Often provides students with disabilities with positive behavior supports based on functional behavioral assessments	Consistently provides students with disabilities with positive behavior supports based on functional behavioral assessments	Conducts functional behavioral assessments and develops behavior intervention plans using positive behavior supports to sustain appropriate behavior
F. Provides a safe environment for all students including those with disabilities who exhibit challenging behaviors	5	Articulates an understanding of providing all students including those with disabilities with a safe environment	Identifies and sometimes uses prevention and intervention strategies for all students including those with disabilities who exhibit challenging behaviors	Often uses prevention and intervention strategies with support to keep all students including those with disabilities who exhibit challenging behaviors safe	Consistently implements prevention and intervention strategies to keep all students including those with disabilities who exhibit challenging behaviors safe	Collaborates with others so they are able to keep all students including those with challenging behavior, including self-stimulatory and self-injurious behaviors safe

6. COMMUNICATION/LANGUAGE

INTASC Principle/Standard

Principle/Standard #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Implications for students with disabilities: Students with disabilities often have communication or language delays or disorders associated with their disabilities. They may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable environment in which students with disabilities are encouraged and supported to use language and contribute their ideas. They teach language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Uses various types of communication strategies and assistive technologies when warranted as a regular part of instruction for students with disabilities	6, 7 and 4	Articulates an understanding of using various types of communication strategies and assistive technologies with students with disabilities	Identifies and sometimes uses various types of communication strategies and assistive technologies for students with disabilities	Often uses various types of communication strategies and assistive technologies with support when warranted, incorporated as a regular part of instruction to support students with disabilities	Consistently uses various types of communication strategies and assistive technologies when warranted, incorporated as a regular part of instruction to support students with disabilities	Consistently uses and models various types of communication strategies and assistive technologies when warranted, incorporated as a regular part of instruction to support students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
B. Collaborates with speech/language pathologists and other language specialists to identify the language and communication skills students with disabilities need and works cooperatively to teach those skills across settings	6 and 10	Articulates an understanding of collaborating with speech/language pathologists and other language specialists	Identifies and sometimes teaches the language and communication skills students with disabilities need	Often works with speech/language pathologists to identify the language and communication skills students with disabilities need and works cooperatively to teach those skills	Collaborates with speech/language pathologists and other language specialists to identify the language and communication skills students with disabilities need and works cooperatively to teach those skills across settings	Proactively collaborates with speech/language pathologists and other language specialists to identify the language and communication skills students with disabilities need, works cooperatively to teach those skills across settings, and may assist others in facilitating students' communication and language skills
C. Uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful	6 and 7	Articulates the impact linguistic background has on language acquisition and communication content and style	Identifies and sometimes uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful	Often uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful	Consistently uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful	Consistently uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful and may assist others in recognizing when linguistic characteristics are misinterpreted as a language delay or disorder

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Indicators	CEC STDS	1	2	3	4	5
D. Uses knowledge of typical and atypical language development to provide multiple opportunities to foster effective communication among students with disabilities	6, 2 and 3	Articulates an understanding of providing developmentally appropriate opportunities that foster effective communication among students with disabilities and their peers	Identifies and sometimes provides developmentally appropriate opportunities that foster effective communication among students with disabilities and their peers	Often provides developmentally appropriate opportunities that foster effective communication among students with disabilities and their peers, including students' use of alternative communication (e.g., eye blinks and facial expressions), augmentative communication, sign language, and assistive technology tools	Consistently provides developmentally appropriate opportunities that foster effective communication among students with disabilities and their peers, including students' use of alternative communication (e.g., eye blinks and facial expressions), augmentative communication, sign language, and assistive technology tools	Facilitates students' use of assistive devices within and outside the school setting and may assist colleagues and families in incorporating them into the classroom and other daily environments as needed
E. Identifies the positive and negative effects verbal and nonverbal messages may have on students' with disabilities self-concept and motivation	6, 2 and 3	Articulates the positive and negative effects verbal and nonverbal messages may have on students' with disabilities self-concept and motivation	Identifies the positive and negative effects verbal and nonverbal messages may have on students' with disabilities self-concept and motivation	Often monitors the positive and negative effects verbal and nonverbal messages have on students' with disabilities self-concept and motivation	Constantly monitors the positive and negative effects verbal and nonverbal messages have on students' with disabilities self-concept and motivation	Serves as a role model for others in monitoring the positive and negatives effects verbal and nonverbal messages have on students' with disabilities self-concept and motivation

7. INSTRUCTION

INTASC Principle/Standard

Principle/Standard #7: The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals.

Implications for students with disabilities: While students with disabilities often pursue the same learning goals within the general curriculum and benefit from instruction in a manner that is similar to that of their non-disabled peers, they may require adjustments in goals, teaching strategies or supports. Some students with disabilities may require an expanded curriculum that may include areas such as functional life skills, communication skills, or behavior/social skills. Planning for students with disabilities requires an individualized plan of instruction and is a collaborative process that involves special and general educators, the student (when appropriate), families, and other professionals.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Contributes expertise as a member of a collaborative decision-making team to develop, monitor and/or revise various meaningful individualized education plans (e.g., Individualized Education Programs, Individualized Family Service Plans, 504 plans, transition plans) for students with disabilities.	7, 10 and 1	Articulates an understanding of collaboratively teaming to develop, monitor, and/or revise various meaningful individualized education plans for students with disabilities	Sometimes contributes as a collaborative decision-making team member to develop, monitor, and/or revise various meaningful individualized education plans for students with disabilities	Often contributes with support expertise as a member of a collaborative decision-making team to develop, monitor, and/or revise various meaningful individualized education plans for students with disabilities	Consistently contributes expertise independently as a member of a collaborative decision-making team to develop, monitor, and/or revise various meaningful individualized education plans for students with disabilities	Consistently contributes expertise as a member of a collaborative decision-making team and facilitates others to participate, including the student, where appropriate, and the student's family, to develop, monitor, and/or revise various meaningful individualized education plans for students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
B. Provides appropriate individualized education plans for students with disabilities with taking into consideration a life-span perspective (e.g., Individualized Family Service Plans, Individualized Education Programs, 504 plans, transition plans), including long-range instructional plans and shorter-range goals and objectives.	7 and 1	Articulates an understanding of differences among various types of individualized education plans for students with disabilities	Sometimes identifies the various types of individualized education plans needed by their students	Often makes contributions with support to the development of appropriate individualized education plans for students with disabilities	Consistently makes contributions independently to the development of appropriate individualized education plans for students with disabilities	Consistently demonstrates leadership to colleagues in writing of appropriate individualized education plans for students with disabilities
C. Provides accommodations for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.	7 and 4	Articulates an understanding of accommodations for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum	Identifies and sometimes uses accommodations for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum	Often provides accommodations with support for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum	Consistently provides accommodations for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum	Designs accommodations for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum and facilitates their use by colleagues
D. Modifies instruction for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.	7 and 4	Articulates an understanding of modifying instruction only as documented by the Individual Education Program for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum	Sometimes modifies instruction for students with disabilities when documented to facilitate positive learning outcomes in the general or alternate curriculum	Often modifies with support instruction only as documented by the Individualized Education Program for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum	Consistently modifies instruction only as documented by the Individualized Education Program for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum	Modifies instruction only as documented by the Individualized Education Program for students with disabilities to facilitate positive learning outcomes in the general or alternate curriculum and advocates for and monitors the use of accommodations rather than modifications when appropriate

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Indicators	CEC STDS	1	2	3	4	5
E. Continuously monitors students' with disabilities progress and incorporates knowledge from data analyses into the instructional planning process.	7 and 4	Articulates the relationship between formative and summative data collection and instructional planning	Sometimes collects and uses data to inform instructional planning of students with disabilities	Often monitors with support students' with disabilities progress and incorporates knowledge from data analyses into the instructional planning process	Consistently monitors students' with disabilities progress independently and incorporates knowledge from data analyses into the instructional planning process	Consistently monitors students' with disabilities progress across settings and assist others to incorporate knowledge from data into the instructional planning progress
F. Collaborates to evaluate students' acquisition of knowledge and skills related to an alternate or general curriculum and adjusts instruction as documented by the progress of students with more severe disabilities.	7, 10 and 4	Articulates an understanding of an alternate curriculum in general education for students with more severe disabilities	Sometimes identifies ways to expand the curriculum in general education for students with more severe disabilities	Often expands the curriculum in general education with support for students with more severe disabilities when documented by student progress	Consistently and independently expands the curriculum in general education for students with more severe disabilities when documented by student progress	Consistently expands the curriculum in general education for students with more severe disabilities when documented by student progress and facilitates implementation by colleagues

8. ASSESSMENT AND EVALUATION

INTASC Principle/Standard

Principle/Standard # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implications for students with disabilities: Individual comprehensive assessments are required for students with disabilities and are used to determine eligibility for special education services, to plan individualized instruction, and to monitor and evaluate student performance. It is also expected that students with disabilities will participate in the overall assessment programs of the classroom, school district, and state, and that they may require accommodations to demonstrate their knowledge and skills. In addition, some students with disabilities may require assessments related to achievement in an expanded curriculum (i.e. alternate assessments).

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Uses knowledge of purposes, strengths and limitations of various types of informal assessments to make ongoing educational decisions for students with disabilities.	8 and 1	Articulates the importance of using various types of informal assessments to make ongoing educational decisions for students with disabilities	Identifies and sometimes attempts to make decisions based on the purposes, strengths and limitations of informal assessments used to make ongoing educational decisions for students with disabilities	With support, often administers and identifies the purposes, strengths, and limitations and implements a variety of informal assessments to make ongoing educational decisions for students with disabilities	Consistently identifies the purposes, strengths and limitations and administers a variety of informal assessments to make ongoing educational decisions for students with disabilities	Provides guidance to peers regarding the administration, purposes, strengths and limitations of informal assessments and the analysis of assessment data to inform ongoing educational decisions for students with disabilities
B. Uses knowledge of purposes, strengths, and limitations of various types of formal assessments in making educational decisions for students with disabilities.	8 and 1	Articulates the importance of using various formal assessments to make educational decisions for students with disabilities	Identifies and sometimes attempts to make decisions based on the purposes, strengths and limitations of various formal assessments used to make educational decisions for students with disabilities	Often administers and analyzes with assistance formal assessment procedures and results to ensure valid and reliable data is being used to make educational decisions for students with disabilities	Consistently administers and analyzes formal assessment procedures and results to ensure valid and reliable data is being used to make educational decisions for students with disabilities	Engages as a critical team member by modeling assessment administration, the ability to synthesize, summarize and communicate valid formal assessment data in a variety of formats to multiple audiences
C. Uses a variety of assessment procedures to	8, 1 and 10	Articulates several types of assessment procedures to document and monitor	Identifies and sometimes uses assessment procedures to document	Often implements with assistance a variety of assessment procedures to	Consistently implements a variety of assessment procedures to effectively	Models the use of multiple types of assessment procedures

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Indicators	CEC STDS	1	2	3	4	5
document and monitor learning progress of students with disabilities Note: Teachers should follow LSS guidelines regarding administration of formal assessments.		learning progress of students with disabilities	and monitor learning progress of students with disabilities	effectively document and monitor learning progress of students with disabilities within multiple environments	document and monitor learning progress of students with disabilities within multiple environments	to ensure non-biased, meaningful assessment data is used to support team decisions regarding eligibility for special education and related services, developing individualized education plans and monitoring progress of students with disabilities
D. Uses a variety of assessment procedures to document and monitor the behavioral progress of students with disabilities. Note: Teachers should follow LSS guidelines regarding administration of formal assessments.	8, 1 and 10	Articulates several types of assessment procedures to document and monitor the behavioral progress of students with disabilities	Identifies and sometimes uses several types of assessment procedures to document and monitor the behavioral progress of students with disabilities	Often uses a variety of assessment procedures with assistance to effectively document and monitor the behavioral progress of students with disabilities within multiple environments	Consistently uses a variety of assessment procedures to effectively document and monitor the behavioral progress of students with disabilities within multiple environments	Models the use of multiple assessment procedures, including appropriate technologies, to ensure non-biased, meaningful functional behavioral assessment data to support team decisions regarding the monitoring of behavioral progress of students with disabilities within multiple environments
E. Uses accommodations and alternate assessments, when documented by the Individualized Education Program, in the ongoing assessment process of students with disabilities.	8, 1 and 10	Articulates the importance of the use of appropriate, valid accommodations and alternate assessments, when documented by the Individualized Education Program, in the ongoing assessment process for students with disabilities	Identifies and sometimes attempts to implement some appropriate, valid accommodations in the ongoing assessment process of students with disabilities	Often implements with support valid accommodations and alternate assessments, when documented by the Individualized Education Program, in the ongoing assessment process of students with disabilities	Consistently implements appropriate, valid accommodations and alternate assessments, when documented by the Individualized Education Program, in the ongoing assessment process of students with disabilities	Provides guidance to colleagues and consistently models the implementation of valid accommodations and alternate assessments, when documented by the Individualized Education Program, in the ongoing assessment process of students with disabilities
F. Supports the participation of students with disabilities in district and statewide assessment programs.	8, 1 and 10	Articulates the importance of the use of appropriate, valid accommodations and alternate assessments, when documented by the Individualized Education Program, in supporting the participation of students	Identifies and sometimes implements some appropriate, valid accommodations to support the participation of students with disabilities in district and statewide assessment	Often initiates collaboration with the IEP team and colleagues to implement appropriate, valid accommodations or alternate assessments, when documented by the Individualized Education	Consistently implements appropriate, valid accommodations or alternate assessments, when documented by the Individualized Education Program, to facilitate the participation of students	Serves as a resource to colleagues by modeling and supporting the implementation of appropriate, valid accommodations or alternate assessments, when documented by

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Indicators	CEC STDS	1	2	3	4	5
		with disabilities in district and statewide assessment programs	programs	Program, to facilitate the participation of students with disabilities in district and statewide assessment programs.	with disabilities in district and statewide assessment programs	the Individualized Education Program, to facilitate the participation of students with disabilities' in district and statewide assessment programs
G. Engages students with disabilities in assessing and monitoring their own learning and behavioral progress.	8, 1 and 10	Articulates the importance of students with disabilities assessing and monitoring their own learning and behavioral strengths and weaknesses	Identifies and sometimes attempts to implement strategies to engage students with disabilities in assessing and monitoring their own learning and behavior	Often implements with assistance strategies to engage students with disabilities in assessing and monitoring their own learning and behavioral progress through the use of self-assessment and self-regulation strategies	Consistently implements strategies to engage students with disabilities in assessing and monitoring their own learning and behavioral progress through the use of self-assessment and self-regulation strategies	Consistently models strategies for colleagues to support students with disabilities in assessing and monitoring their own learning and behavioral progress through the use of self-assessment and self-regulation strategies
H. Identifies legal policies and ethical principles related to the assessment of students with disabilities.	8 and 1	Articulates the importance of an awareness of legal policies and ethical principles that guide the assessment process of students with disabilities	Identifies and sometimes attempts to apply legal policies and ethical principles that guide the assessment process of students with disabilities	Often implements with assistance valid and reliable assessment measures abiding by legal policies and guiding ethical principles of assessment of students with disabilities	Consistently implements valid and reliable assessment measures abiding by legal policies and guiding ethical principles of assessment of students with disabilities	Engages in and provides guidance to colleagues regarding the application of valid and reliable assessment measures as well as the legal policies and ethical principles of assessment of students with disabilities
I. Guards against inappropriate assessment and identification of students whose cultural, ethnic, gender and linguistic differences may be confused with a manifestation of a disability.	8, 1 and 3	Articulates the importance of recognizing that cultural, ethnic, gender and linguistic differences may be confused with a manifestation of a disability	Sometimes identifies cultural, ethnic, gender and linguistic differences that may be confused with a manifestation of a disability	Often considers with assistance cultural, ethnic, gender and linguistic differences in the assessment and disability identification process	Consistently considers cultural, ethnic, gender and linguistic differences in the assessment and disability identification process	Integrates knowledge of the student's culture, ethnicity, gender, and native language in determining the validity of assessments used in the special education process

9. PROFESSIONAL GROWTH AND REFLECTION

INTASC Principle/Standard

Principle/Standard # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Implications for students with disabilities: Teacher reflection is essential for designing, monitoring and adapting instruction for all students, including students with disabilities. Teachers reflect on their knowledge of the learning strengths and needs of individual students with disabilities, and question and evaluate the appropriateness and effectiveness of their instructional choices and practices for building on those strengths and meeting those needs. Based on their data-based reflections, teachers engage in actions that consistently support and promote the achievement of students with disabilities.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Identifies and uses a professional philosophy of special education in order to guide educational decisions for students with disabilities	9 and 1	Articulates and identifies the importance of a professional philosophy of education that includes the education of students with disabilities	Develops and begins to implement a professional philosophy of education that includes the education of students with disabilities	Often implements a professional philosophy of education that demonstrates a strong commitment to the needs of students with disabilities	Consistently implements a professional philosophy of education that demonstrates a strong commitment to the needs of students with disabilities	Consistently refines, adjusts and models a professional philosophy of special education based on ongoing professional development and reflective growth
B. Uses progress monitoring data to inform self-reflection and evaluation strategies as tools to monitor impact on the educational progress of students with disabilities	9, 3, 7 and 8	Articulates the importance of the use of progress monitoring data to inform self-reflection and evaluation strategies as tools to monitor impact on the educational progress of students with disabilities	Identifies and sometimes uses progress monitoring data to inform self-reflection and evaluation strategies as tools to monitor impact on the educational progress of students with disabilities	Often uses with support progress monitoring data to inform self-reflection and evaluation strategies to determine impact of instructional planning, delivery and assessment procedures on the educational progress of students with disabilities	Consistently uses progress monitoring data to inform self-reflection and evaluation strategies to determine impact of instructional planning, delivery and assessment procedures on the educational progress of students with disabilities	Consistently models the use of progress monitoring data to inform self-reflection and evaluation strategies to determine the impact of instructional planning, delivery and assessment procedures on the educational progress of students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
C. Facilitates the participation of students with disabilities as lifelong learners in the activities of their learning community	9, 5, 4, 3 and 7	Articulates the importance of students with disabilities to engage as lifelong learners in the activities of their learning community	Identifies and sometimes implements ways to alter the environment, curriculum, and/or teaching strategies, as needed, to facilitate students with disabilities' participation as lifelong learners in the activities of their learning community	Often implements with support scientific research based practices to alter the environment, curriculum, and/or teaching strategies, as needed, to facilitate students with disabilities' participation as lifelong learners in the activities of their learning community	Consistently implements scientific research-based practices to alter the environment, curriculum, and/or teaching strategies, as needed, to facilitate students with disabilities' participation as lifelong learners in the activities of their learning community	Serves as a resource to colleagues on how to enhance opportunities for students with disabilities to become lifelong learners and thriving members of their learning community
D. Accesses professional resources to implement scientific research based practices in order to increase educational outcomes for students with disabilities	9, 3, 7 and 10	Articulates knowledge of professional resources in order to gain information to support the needs of students with disabilities	Identifies and sometimes accesses a variety of professional resources to support the implementation of scientific research based practices in order to increase educational outcomes for students with disabilities	Often engages in reflective professional development by accessing and implementing scientific research based practices with assistance in order to increase educational outcomes for students with disabilities	Consistently engages in reflective professional development by accessing and implementing scientific research based practices in order to increase educational outcomes for students with disabilities	Consistently models reflective professional development by accessing and implementing scientific research based practices in order to increase educational outcomes for students with disabilities
E. Reflects on the potential interaction between a student's cultural experience and disability	9, 3 and 7	Articulates an awareness of personal cultural values and how these may impact instructional decision-making and student support	Identifies and sometimes accesses family and professional resources to learn about cultural norms that may impact student response and instructional progress	Often accesses a variety of professional resources, and consults with families to identify cultural norms that may impact student response and instructional progress	Consistently accesses a variety of professional resources, and consults with families to identify cultural norms that may impact student response and instructional progress	Shares professional resources with colleagues to support their understanding of the potential interaction between a student's cultural experience and disability

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Indicators	CEC STDS	1	2	3	4	5
F. Identifies legal policies and ethical principles related to educational services for students with disabilities	9 and 1	Articulates an understanding of the importance of an awareness of legal policies and ethical principles regarding educational services for students with disabilities	Identifies legal policies and ethical principles regarding educational services for students with disabilities	With support, often implements services and instruction within the context of the legal policies and ethical principles regarding educational services for students with disabilities	Consistently implements services and instruction within the context of the legal policies and ethical principles regarding educational services for students with disabilities	Serves as a resource to colleagues to support and monitor the educational services of students with disabilities to ensure legal policies and ethical principles are upheld in providing educational services for students with disabilities

10. INTERPERSONAL RELATIONSHIP

INTASC Principle/Standard

Principle/Standard # 10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Implications for students with disabilities: Families, schools and communities are important contexts for teaching, learning, and development. Teachers advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individual education plans. They collaborate with each other, with other professionals, and with families to ensure that students with disabilities are valued members of the classroom, school, and larger communities.

Indicators	CEC STDS	1	2	3	4	5
		The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
A. Maintains confidential communication about students with disabilities	10, 9 and 1	Articulates the importance of maintaining confidential communication about students with disabilities	Identifies and sometimes establishes the importance of confidential communication regarding students with disabilities' educational needs and services	Often engages in confidential communication regarding students with disabilities during collaboration with families, other educators, related service providers and personnel from other community agencies	Consistently maintains confidential communication regarding students with disabilities during collaboration with families, other educators, related service providers and personnel from other community agencies	Models the use of confidential communication regarding students with disabilities during collaboration with families, other educators, related service providers and personal from other community agencies
B. Develops collaborative relationships with school and community partners to best meet the needs of students with disabilities	10, 9 and 1	Articulates the importance of sharing responsibilities for students with disabilities with both school and community personnel	Identifies the importance of and sometimes establishes well-functioning collaborative relationships with both school and community agencies in order to plan and provide for students with disabilities	Often establishes well-functioning collaborative relationships with both school and community agencies through shared responsibilities for students with disabilities	Consistently establishes well-functioning collaborative relationships with both school and community agencies through shared responsibilities for students with disabilities	Serves as a model by engaging in effective collaboration strategies with both school and community agencies to provide instruction for students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
C. Develops collaborative teaching relationships through shared instructional responsibilities for students with disabilities	10, 9 and 1	Articulates the importance of sharing instructional responsibilities for students with disabilities	Identifies the importance of and sometimes establishes well-functioning collaborative teaching relationships in order to plan and provide instruction for students with disabilities	Often establishes well-functioning collaborative teaching relationships with colleagues through shared instructional responsibilities for students with disabilities	Consistently establishes well-functioning collaborative teaching relationships with colleagues through shared instructional responsibilities for students with disabilities	Serves as a model by engaging in effective co-planning, consultation and co-teaching strategies with colleagues to provide instruction for students with disabilities
D. Participates as an effective member of the different types of decision-making teams within the special education process	10, 9 and 1	Articulates the roles of the various decision-making team members engaged in the education of students with disabilities	Identifies and sometimes applies strategies to engage as an effective decision-making team member to support the education of students with disabilities	Often engages as an effective decision-making team member during the special education process by initiating collaboration with colleagues, families and other agencies regarding the education of students with disabilities	Consistently engages as an effective decision-making team member during the special education process by collaborating with colleagues, families and other agencies regarding the education of students with disabilities	Provides guidance to colleagues regarding the dissemination of instruction and assessment data as well as the legal and ethical responsibilities of teammates during the special education process
E. Works with paraprofessionals to meet the educational needs of students with disabilities	10, 9 and 1	Articulates the roles and responsibilities of paraprofessionals in meeting the educational needs of students with disabilities	Identifies and sometimes applies strategies to effectively work with paraprofessionals to foster the safety, health, academic and/or social learning of students with disabilities	With support, often applies strategies to effectively work with paraprofessionals to foster the safety, health, academic and/or social learning of students with disabilities	Consistently applies strategies to effectively work with paraprofessionals to foster the safety, health, academic and/or social learning of students with disabilities	Serves as a resource to paraprofessionals to support the safety, health, academic and/or social learning of students with disabilities

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Indicators	CEC STDS	1	2	3	4	5
F. Collaborates with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities	10, 9 and 1	Articulates the roles and responsibilities of related service professionals in meeting the educational needs of students with disabilities	Identifies and sometimes applies strategies to effectively collaborate with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities	Often applies strategies to effectively collaborate with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities	Consistently applies strategies to effectively collaborate with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities	Serves as a resource to related service professionals in designing, implementing and evaluating instructional plans and services for students with disabilities
G. Promotes families as full partners in planning, implementing and monitoring appropriate educational services for students with disabilities	10, 9 and 1	Articulates the importance of recognizing family diversity and employing strategies to promote family engagement in the education of students with disabilities	Identifies meaningful opportunities for all families to engage as partners in the education of students with disabilities	Often collaborates with team members to seek out resources to provide support to engage families as partners in planning and implementing appropriate educational services for students with disabilities	Consistently collaborates with team members to seek out resources to provide support to engage families as partners in planning and implementing appropriate educational services for students with disabilities	Consistently collaborates with team members to assess and address families priorities, needs and resources to support their participation as full partners in planning and implementing educational services for students with disabilities

