

General Educator Learning Outcomes

Listed below are the standards and indicators for *general education teachers* from the INTASC Model Standards for Licensing General and Special Education Teachers along with the factual, conceptual, procedural and metacognitive knowledge general education teachers need to address the standards and indicators of the *INTASC Model Standards for Licensing General and Special Education Teachers*.

The articulation is based upon the revised Bloom's taxonomy completed by Anderson and Krathwohl, et. al. (2001)¹ who define each type of knowledge as follows:

Factual Knowledge – the basic elements that must be known to be acquainted with a discipline or solve problems in it.

Conceptual Knowledge – the interrelationships among the basic elements within a larger structure that enable them to function together

Procedural Knowledge – how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

Metacognitive Knowledge – knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

The articulation of the knowledge and skills required of general educators for each standard and indicator of the *INTASC Model Standards for Licensing General and Special Education Teachers* was accomplished through the Special Educational Resources for General Educators (SERGE) Project which was funded through a grant from the MetLife Foundation.

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¹ Anderson, L., Krathwohl, Airasian, P., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., (2001). *A Taxonomy for learning, teaching, and Assessing: A Revision of Bloom's taxonomy of educational objectives*. Boston: Addison Wesley Longman, Inc.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>Principle # 1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<ul style="list-style-type: none"> ✓ Teachers know the scope and sequence of the general education curriculum at various levels (PK, Elementary, Middle, Secondary). 	<ul style="list-style-type: none"> ✓ Teachers understand effective teaching strategies. ✓ Teachers understand the value-added to a student's educational program by special education services. ✓ Teachers can articulate how to differentiate curriculum and instruction for students. 	<ul style="list-style-type: none"> ✓ Teachers establish student goals and outcomes. ✓ Teacher apply their pedagogical content knowledge. ✓ Teachers implement research processes to acquire new content. 	
<p><i>Implications for students with disabilities: Both general and special education teachers demonstrate an understanding of the primary concepts and ways of thinking and knowing in the content areas they teach as articulated in INTASC subject matter principles and other professional, state, and institutional standards. 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.</i></p>	<ul style="list-style-type: none"> ✓ Teachers know standards and expectations of the profession for subject matter areas to be taught. ✓ Teachers know the history of legislation and litigation in special education . ✓ Teachers know basic concepts associated with major legislation and litigation in special education. ✓ Teachers know basic requirements of NCLB and IDEA 2004 and the expectations for students with disabilities to access the general education curriculum. 	<ul style="list-style-type: none"> ✓ Teachers understand the roles and relationships of general and special education teachers. ✓ Teachers understand roles and relationships of related personnel and other school personnel. 		

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
1.01 All General and Special Education Teachers have a solid base of understanding of the major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas that they teach. They understand how knowledge in a content area is organized and how it relates to other content areas.	<ul style="list-style-type: none"> ✓ Teachers understand the scope and sequence standards and expectations of the profession for subject matter areas to be taught. 	<ul style="list-style-type: none"> ✓ Teachers understand the relationships among content areas (e.g., content area reading). 	<ul style="list-style-type: none"> ✓ Teachers apply their pedagogical content knowledge to the classroom. ✓ Teachers apply appropriate pedagogy. 	
1.02 All teachers know which key concepts, ideas, facts, and processes in their content area students should understand at different grades and developmental levels and can appropriately structure activities that reflect the scope and sequence of the content area. They understand that developmental levels affect students' reasoning, perceptions, misconceptions, and naïve conceptions about content and tailor instruction based on student responses to promote students' learning of the content.	<ul style="list-style-type: none"> ✓ Teachers understand the scope and sequence of the general education curriculum at various levels. ✓ Teachers know about developmental trajectories for both normally-developing children and those children with disabilities and the implication for students with disabilities. ✓ Teachers know how developmental stages impact the design of instruction and students' abilities to engage with materials and demonstrate understanding. ✓ Teachers understand the curriculum expectations for the students they teach. 	<ul style="list-style-type: none"> ✓ Teachers understand the relationship of learning to development. ✓ Teachers know theories of learning (Behavioral, Cognitive, Socio-cultural, Constructivist). ✓ Teachers know theories of development (cognitive, language, physical, socio-emotional). ✓ Teachers understand the relationship of learning and development to curricular areas. ✓ Teachers understand the necessity for identifying different outcomes based on the student's developmental level. ✓ Teachers understand how student development affects students' abilities to process information and to learn. 	<ul style="list-style-type: none"> ✓ Teachers apply their knowledge of curriculum to establish goals and outcomes for learners. ✓ Teachers apply knowledge of learning and development to establish learner goals and outcomes. ✓ Teachers design lessons at multiple levels to differentiate instruction for students with varying abilities. ✓ Teachers apply knowledge of developmental levels to design appropriate instruction for students. 	<ul style="list-style-type: none"> ✓ Teachers evaluate and reflect on student responses and outcomes to make changes in instruction. ✓ Teachers monitor for student understanding.

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<p>1.03 All teachers understand that students with disabilities may need accommodations, modifications, and/or adaptations to the general curriculum depending on their learning strengths and needs. Examples include providing alternatives to reading the assigned texts, giving time extensions to complete tasks, providing extended practice of the task, or using assistive technology such as communication devices or speech recognition software to support learning and communication. They also recognize that some students may require an expanded curriculum with learning goals targeted in areas beyond the general curriculum such as communicative, social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction.</p>	<ul style="list-style-type: none"> ✓ Teachers know the types of accommodations to meet the varied needs of students with high and low incidence disabilities. ✓ Teachers understand the expanded curriculum. ✓ Teachers know what adaptations are. ✓ Teachers know the types and uses of assistive technology 	<ul style="list-style-type: none"> ✓ Teachers understand how specific accommodations are used to support instruction in various content areas. ✓ Teachers understand the relationship of general and expanded curriculum. ✓ Teachers understand the development of language and communication skills 	<ul style="list-style-type: none"> ✓ Teachers set learning goals related to the general curriculum and expanded curriculum. ✓ Teachers design and implement accommodations/modifications. ✓ Teachers know how to make classroom adaptations for different types of learners. ✓ Teachers use assistive technology when appropriate ✓ Teachers appropriately address functional and independent living skills. ✓ Teachers employ strategies for addressing students' self-advocacy. 	<ul style="list-style-type: none"> ✓ Teachers monitor student learning to see if modifications or adaptations are necessary.
<p>1.04 All teachers have knowledge of the major principles and parameters of federal disabilities legislation. This includes knowledge of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans With Disabilities Act (ADA). They understand key concepts such as special education and related services; disability definitions; free appropriate public education; least restrictive environment and continuum of services; due process and parent participation and rights; and non-discriminatory assessment. They also understand the purpose and requirements of Individualized Education Programs (IEPs), including transition plans, and Individualized Family Support Plans (IFSPs), both of which are specified in IDEA, and Individual Accommodations Plans (IAPs), which are specified in Section 504, and their responsibility for implementing these plans.</p>	<ul style="list-style-type: none"> ✓ Teachers can recall the history of key legislation and litigation in special education. ✓ Teachers understand the definitions of the various categories of students with disabilities, including the federal definitions and the most common professional definitions. ✓ Teachers can define high and low incidence disabilities. ✓ Teachers know key concepts articulated in special education legislation and litigation: free appropriate education, LRE, continuum of services, due process, parent participation, 	<ul style="list-style-type: none"> ✓ Teachers understand the relationship of key concepts of special education to teaching students with high and low incidence disabilities. ✓ Teachers understand the roles of teachers and other school personnel in IEPs, IFSPs, IAPs. ✓ Teachers understand special education and related services ✓ Teachers understand due process and parent participation and rights. ✓ Teachers understand non-discriminatory assessment. ✓ Teachers understand their responsibility for 	<ul style="list-style-type: none"> ✓ Teachers use basic knowledge of special education concepts to establish goals for students with disabilities. ✓ Teachers use and monitor IEPs, IFSPs, IAPs. ✓ Teachers involve parents/family in setting student goals. 	

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	<ul style="list-style-type: none"> non-discriminatory assessment, related services. ✓ Teachers are aware of the basic components of IEPs, IFSPs, IAPs. ✓ Teachers can articulate the rights of students and families. ✓ Teachers can explain key terms that describe special education and special education law. ✓ Teachers can articulate the protections and/or services stipulated by the following: ADA, PL94-142, 504, IDEA and the implications for teaching students with disabilities in general education classrooms. 	<ul style="list-style-type: none"> implementing IEP's. ✓ Teachers understand the purpose of transition plans. 		
1.05 All teachers know about and can access resources to gain information about state, district, and school policies and procedures regarding special education, including those regarding referral, assessment, eligibility, and services for students with disabilities. Examples of resources include special education teachers, support professionals, social service agencies, Internet sites, professional education organizations, and professional journals, books and other documents.	<ul style="list-style-type: none"> ✓ Teachers can identify professional organizations and other resources for working with students with high and low incidence disabilities. ✓ Teachers know what expertise is possessed by other professionals. ✓ Teachers can describe the process through which a student may become eligible to receive special education services and the general educators' role in the identification process. ✓ Teachers can describe 		<ul style="list-style-type: none"> ✓ Teachers access and use resources (e.g., Internet) to support instructional goals and planning, professional development, working with families. ✓ Teachers implement the steps for following state, district, and school policies. ✓ Teachers can evaluate the quality of resources. 	

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	<p>resources regarding special education regulations and procedures.</p> <p>✓ Teachers can describe where to find STATE policies regarding special education including those regarding referral, assessment, eligibility, and services for students with disabilities.</p> <p>✓ Teachers know DISTRICT policies regarding special education regulations including those regarding referral, assessment, eligibility, and services for students with disabilities.</p> <p>✓ Teachers know SCHOOL policies regarding special education including those regarding referral, assessment, eligibility, and services for students with disabilities.</p>			
Principle #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.	<p>✓ Teachers can articulate the general principles of development.</p> <p>✓ Teachers can articulate the stages of typical learning and development (birth through adult).</p>	<p>✓ Teachers understand differing theories of learning: Behavioral, Cognitive, Socio-cultural, Constructivist).</p> <p>✓ Teachers understand theories of development: cognitive, language, physical, social/emotional.</p> <p>✓ Teachers understand how learning and development vary in individuals across cognitive, language,</p>	<p>✓ Teachers create learning opportunities appropriate to student's cognitive, language, physical, and social development.</p>	

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		<p>physical, and social/emotional areas.</p> <p>✓ Teachers understand how children's brains develop.</p>		
<p><i>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.</i></p>		<p>✓ Teachers understand learning and development outside the typical stages.</p> <p>✓ Teachers understand the interaction of disability and learning and development.</p>	<p>✓ Teachers use their knowledge of learning and development to set goals.</p> <p>✓ Teachers use their knowledge of learning and development to decide appropriate instruction and assessment.</p>	
<p>2.01 All General and Special Education Teachers have a sound understanding of physical, social, emotional and cognitive development from birth through adulthood. In addition, they are familiar with the general characteristics of the most frequently occurring disabilities and have a basic understanding of ways that disabilities impact learning and development (see Glossary for federal definitions of disabilities). In the context of this knowledge, they are able to recognize individual variations in learning and development that exceed the typical range, and use this information for further exploration of the student's learning abilities and needs. For example, a kindergarten teacher recognizes a possible problem with a child from an English-speaking home who uses only three to four word sentences. Because a child at this age typically would have more complex language structures, the teacher is alerted to the possibility of communication or hearing problems. The teacher explores the situation further by consulting with experts such as the speech/language pathologist, school nurse, or special education teacher.</p>	<p>✓ Teachers can define the various categories of students with disabilities, to include federal definitions and the most common professional definitions.</p> <p>✓ Teachers understand high and low incidence disabilities and their prevalence and incidence.</p> <p>✓ Teachers understand the characteristics of students with disabilities by category/label – to include health related problems and issues.</p> <p>✓ Teachers have understandings of physical, social, emotional and cognitive development from birth through adulthood.</p>	<p>✓ Teachers understand individual variations in students within the categories of students with most common disabilities.</p> <p>✓ Teachers understand language structures and the relationship of language to communication.</p>	<p>✓ Teachers explore students' learning needs.</p>	<p>✓ Teachers know when to consult with others who possess specialized expertise.</p>

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2.02 All teachers continually examine their assumptions about the learning and development of individual students with disabilities. They have realistically high expectations for what students with disabilities can accomplish, and use this knowledge to create challenging and supportive learning opportunities for students with disabilities. For example, if a student with Down syndrome wants to try out for the school play, the teacher encourages and facilitates the student's efforts to do so through activities such as working with the drama teacher to identify appropriate roles for the student, and assisting the student in rehearsing for the tryouts.	✓ Teachers have knowledge of developmental levels.	✓ Teachers understand how expectations influence learning and development (e.g., learned helplessness).	<ul style="list-style-type: none"> ✓ Teachers use knowledge of expectancy theory to select appropriate learning opportunities for students with disabilities. ✓ Teachers examine their assumptions about the learning and development of individual students with disabilities. ✓ Teachers hold realistically high expectations for what students with disabilities can accomplish, and use this knowledge to create challenging and supportive learning opportunities for students with disabilities. 	✓ Teachers reflect on their assumptions about learning and development and changes instructional goals and plans for students.
2.03 All teachers recognize that students with disabilities vary in their approaches to learning depending on factors such as the nature of their disability, their level of knowledge and functioning, and life experiences. For example, two students with similar visual impairments will likely approach learning differently if one has had limited opportunities to explore environments, while the other has been encouraged to explore many environments. The student with more experiences is more likely to think positively, take risks, have broader knowledge, and be comfortable interacting with peers.	<ul style="list-style-type: none"> ✓ Teachers know the goals and content for the IEP's of students in his/her class. ✓ Teachers have knowledge of how various disabilities affect learning. ✓ Teachers know how to access students' IEPs. ✓ Teachers know how to contact various services in the school and district such as special education teachers and school psychologist. 	<ul style="list-style-type: none"> ✓ Teachers understand the impact and implications of students' background knowledge and life experiences on student learning. ✓ Teachers understand that all students may have varied approaches to learning and that these variations impact interactions with instructional materials and others in the classroom. 	<ul style="list-style-type: none"> ✓ Teachers use their knowledge of learning variations and preferences to set goals and plan instruction. ✓ Teachers contact various services in the school and district such as special education teachers and school psychologist. ✓ Teachers create an appropriately challenging environment for every child. 	<ul style="list-style-type: none"> ✓ Teachers reflect on impact of learning variations and preferences to change instructional goals and plans. ✓ Teachers reflect on impact of background knowledge to change instructional goals and plans.

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<p>2.04 All teachers are knowledgeable about multiple theories of learning and research-based teaching practices that support learning. They use this knowledge to inform their decisions about the needs of individual students and to construct ways to promote student learning.</p> <p>For example, to help a student with behavior disabilities who needs to increase her reading fluency, the teacher may use an intermittent reinforcement plan (behavioral theory and behavior analysis) to increase the student's attention and on task behavior while, at the same time, partner her with a peer who can model and support more fluent reading (socio-cultural theory of cognitive development).</p>	<ul style="list-style-type: none"> ✓ Teachers are knowledgeable about multiple theories of learning and research-based teaching practices that support learning. ✓ Teachers know research-based teaching practices . 	<ul style="list-style-type: none"> ✓ Teachers understand current theories of learning and how they can inform instructional practice. <ul style="list-style-type: none"> ♦ Socio-cultural/constructivist ♦ Cognitive ♦ Information Processing (maybe a subset of cognitive) ♦ Behaviorist ✓ Teachers understand theories of behavior and behavior analysis. ✓ Teachers understand importance of research in supporting or disputing teaching and learning. ✓ Teachers understand the need to match research-based teaching strategies with appropriate curricular outcomes. 	<ul style="list-style-type: none"> ✓ Teachers use knowledge of learning and behavior to select appropriate learning opportunities for students with disabilities. ✓ Teachers apply theories of learning and behavior to support student learning. ✓ Teachers implement research-based teaching strategies appropriate for their desired learning outcomes. 	<ul style="list-style-type: none"> ✓ Teachers reflect on application of theories of learning and behavior to change instructional goals and plans. ✓ Teachers use knowledge from reflection to inform their decisions about the needs of individual students and to construct ways to promote student learning.
<p>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<ul style="list-style-type: none"> ✓ Teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. 	<ul style="list-style-type: none"> ✓ Teachers understand that children learn in different ways. 	<ul style="list-style-type: none"> ✓ Teachers connect their knowledge of student learning styles and preferences to instructional approaches. ✓ Teachers differentiate instruction for different types of learners. 	<ul style="list-style-type: none"> ✓ Teachers are aware of how the organization of their classrooms and instruction are impacting the learners for whom they are responsible.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p><i>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.</i></p>	<ul style="list-style-type: none"> ✓ Teachers understand that students with disabilities come from a variety of cultures, languages, classes, and ethnicities. ✓ Teachers understand students who have disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups. 	<ul style="list-style-type: none"> ✓ Teachers understand the implications of race, class, culture, and ethnicity on students learning. ✓ Teachers understand how having a disability may affect a student's approach to learning and a teacher's approach to teaching. ✓ Teachers understand how race, class, culture, and ethnicity may relate to a family's and students relationship to disability. 	<ul style="list-style-type: none"> ✓ Teachers apply knowledge of race, class, culture, and ethnicity to instructional goals and plans for students with disabilities. ✓ Teachers involve families in setting student goals, providing instruction, and evaluating performance. 	<ul style="list-style-type: none"> ✓ Teachers reflect on how context (e.g., community, social groups....) influences teaching and learning for students with disabilities.
<p>3.01 All General and Special Education Teachers build students' awareness, sensitivity, acceptance and appreciation for students with disabilities who are members of their classrooms, schools, and communities. They provide students with appropriate information about disabilities, use simulations of disabilities to create understanding as appropriate, and based on whom students are as individuals, establish respectful relationships with students with disabilities.</p>	<ul style="list-style-type: none"> ✓ Teachers understand what information about disabilities is appropriate to share with students. 	<ul style="list-style-type: none"> ✓ Teachers understand the reasons for building students' awareness, sensitivity, acceptance and appreciation for students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers implement different approaches for working with peers of students with disabilities (e.g., using literature). ✓ Teachers implement techniques and methods for building a positive climate and community. ✓ Teachers provide students with appropriate information about disabilities. ✓ Teachers assist students in establishing respectful relationships with students with disabilities. ✓ Teachers build students' awareness, sensitivity, acceptance and appreciation for students with disabilities who are members of their classrooms, schools, and communities. 	<ul style="list-style-type: none"> ✓ Teachers reflect on when and where to apply techniques and methods for building a positive climate and community.

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3.02 All teachers recognize that a specific disability does not dictate how an individual student will learn. For example, a deaf student does not automatically learn visually, nor does a student with a physical disability who cannot hold a pencil automatically organize information auditorily. Similarly, a student with a visual impairment may prefer to learn visually and, given appropriate accommodations, can do so.	<ul style="list-style-type: none"> ✓ Teachers understand the types of accommodations to meet the varied needs of students with high and low incidence disabilities. 	<ul style="list-style-type: none"> ✓ Teachers understand how specific accommodations are used to support instruction in various content areas. ✓ Teachers understand why a specific disability does not dictate how an individual student will learn. 	<ul style="list-style-type: none"> ✓ Teachers use appropriate accommodations to meet the varied instructional needs of students with high and low incidence disabilities. 	<ul style="list-style-type: none"> ✓ Teachers reflect on success of accommodations to change instructional goals and plans for students with disabilities.
3.03 All teachers understand that a disability can be perceived differently across families, communities, and cultures based on differing values and belief systems. They seek to understand and use these insights when working with students and families within their cultural communities. For example, a family may hesitate to accompany their 4-year old with Down syndrome on school field trips because of the shame they believe the child has brought to their family. The teacher may provide alternate forms of family involvement to promote this family's participation in their child's learning.		<ul style="list-style-type: none"> ✓ Teachers understand that disabilities are perceived differently across families, communities, and cultures based on differing values and belief systems. ✓ Teachers understand the relationship of race, class, culture, ethnicity to conceptions of values and beliefs. 	<ul style="list-style-type: none"> ✓ Teaches apply knowledge of values and belief systems to different families, communities, cultures. ✓ Teachers employ strategies for understanding families' beliefs and values. ✓ Teachers seek to understand and use insights about family values and beliefs when working with students and families within their cultural communities. 	<ul style="list-style-type: none"> ✓ Teachers explore their personal values and beliefs and work with families to understand the values and beliefs of families.
3.04 All teachers understand and are sensitive to cultural, ethnic, gender, and linguistic differences that may be confused with or misinterpreted as manifestations of a disability. They understand that lack of attention to these factors can lead to inappropriate assessment of students, over and under identification of students for special education services, and inappropriate instruction of students. For example, the teacher is aware that high activity levels in boys may be acceptable in some cultures, but may be interpreted in the classroom as attention problems or behavioral disabilities. Teachers understand that language patterns of students learning English as a second language are sometimes confused with language disabilities. They are cautious in making interpretations about students' linguistic abilities and disabilities, and readily seek the assistance of other professionals. For example, a third grade teacher with an Asian student who has difficulty using pronouns and articles correctly in English first checks to see if English is the student's first	<ul style="list-style-type: none"> ✓ Teachers understand and are sensitive to cultural, ethnic, gender, and linguistic differences that may be confused with or misinterpreted as manifestations of a disability. ✓ Teachers understand the language patterns of students learning English as a second language. 	<ul style="list-style-type: none"> ✓ Teachers understand that lack of attention to culture factors can lead to inappropriate assessment of students. ✓ Teachers understand issues of overrepresentation issues related to disability (e.g., connection to race, to gender). ✓ Teachers understand the implications for misinterpretations of culture and language that might lead to misidentification. 	<ul style="list-style-type: none"> ✓ Teachers employ techniques, procedures, and approaches for working with students with disabilities from different cultures (including race and ethnicity) and with low SES. ✓ Teachers access additional information about students' cultures. ✓ Teachers seek expert advice when they are not sure whether a student has a disability. 	<ul style="list-style-type: none"> ✓ Teachers know when and for what purpose to consult with a specialist in ESL.

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language and, if not, then consults with an ESL teacher about English patterns that would be typical for an Asian student learning English as a second language.		✓ Teachers understand the development of second language learners and implications for inappropriate instruction of students.		
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	✓ Teachers understand a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	✓ Teachers understand how to align instructional strategies with learning outcomes.	✓ Teachers employ a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	
<i>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 and know how 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.</i>	✓ Teachers understand the scope and sequence of the general education curriculum at various levels (PK, Elementary, Middle, Secondary). ✓ Teachers understand the components of expanded curriculum. ✓ Teachers understand the continuum of services. ✓ Teachers understand the types of accommodations to meet the varied needs of students with high and low incidence disabilities	✓ Teachers understand differentiated instruction in both the general education and expanded curriculum and how it is used to meet the individual needs of students with disabilities (both high and low incidence disabilities). ✓ Teachers understand the skills associated with critical thinking and problem solving ✓ Teachers understand how specific accommodations are used to support critical thinking, problem solving, and performance skills. ✓ Teachers know which materials and resources support instruction.	✓ Teachers implement differentiated instruction in both the general education and expanded curriculum to meet the individual needs of students with high and low incidence disabilities. ✓ Teachers implement content-related instructional strategies. ✓ Teachers select materials and resources to support instructional strategies.	✓ Teachers evaluate the success of differentiated instruction. ✓ Teachers evaluate the success of specific instructional accommodations.
4.01 All General and Special Education Teachers have shared responsibility for the education of students with disabilities including the implementation of instructional strategies to support the student's learning in the general and/or	✓ Teachers know the basic requirements of NCLB and IDEA 2004 and the expectations (for	✓ Teachers understand how to work collaboratively and individually to provide	✓ Teachers collaborate with other teachers and school professionals. ✓ Teachers set appropriate	✓ Teachers monitor the success of their collaboration with others.

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<p>expanded curriculums. To this end, they work collaboratively and individually to provide effective instruction that results in positive learning outcomes for students with disabilities.</p>	<p>students with disabilities) related to the general education curriculum.</p> <ul style="list-style-type: none"> ✓ Teachers understand the requirements of Individual Education Plans (IEPs) including the implementation of instructional strategies to support the student's learning in the general and/or expanded curriculums. ✓ Teachers know best practice strategies with the specific content domain. 	<p>effective instruction that results in positive learning outcomes for students with disabilities.</p> <ul style="list-style-type: none"> ✓ Teachers understand the need to communicate with other educators to build coherent instructional program for students. 	<p>learning outcomes for students with disabilities -- both high and low incidence.</p> <ul style="list-style-type: none"> ✓ Teachers document student progress. ✓ Teachers communicate with other educators about instructional strategies and student progress. 	
<p>4.02 All teachers understand how different learning theories and research contribute to effective instruction for students with disabilities. For example, drawing on the behavioral principle that any observable, complex behavior can be broken down and taught as a set of simpler behaviors, a teacher may use task analysis to simplify and teach a complex task to a student. Similarly, "thinking aloud," a strategy based on cognitive theory in which a teacher talks about her thinking as she performs a cognitive task, may be used to explain unobservable thinking processes (e.g., determining the main idea of a passage, computing a long division problem).</p>	<ul style="list-style-type: none"> ✓ Teachers know different learning theories. ✓ Teachers know how and where to access research on effective instruction. 	<ul style="list-style-type: none"> ✓ Teachers understand research relating to the strategies that are based on different learning theories (e.g., think aloud) ✓ Teachers understand current theories of learning and how they can inform instructional practice. <ul style="list-style-type: none"> ▪ Socio-cultural/constructivist ▪ Cognitive ▪ Information Processing (maybe a subset of cognitive) ▪ Behaviorist ✓ Teachers understand how research is conducted and how it impacts our knowledge about effective instruction. 	<ul style="list-style-type: none"> ✓ Teachers implement instructional strategies based on different learning theories. ✓ Teachers use specific strategies based on different learning theories. ✓ Teachers access additional information about research-based instructional strategies. 	

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<p>4.03 All teachers use research-based practices including explicit instruction and planned maintenance and generalization to support initial learning and generalization of concepts and skills for students with disabilities. For example, in teaching students with learning/reading disabilities how to read, the teacher uses explicit instruction of letter-sound correspondences and has students apply them when decoding words. In teaching study skills in a high school resource class, the teacher has the students monitor their use of the skills in other classes and at home.</p>	<ul style="list-style-type: none"> ✓ Teachers understand different types of instruction: direct (explicit), inquiry or problem-based, etc. ✓ Teachers know where to access current educational research that informs practice in the field. ✓ Teachers know strategies for assisting learners with taking responsibility for their own learning. 	<ul style="list-style-type: none"> ✓ Teachers understand research that supports different types of instruction and when it is effective (e.g., direct instruction for learning basic facts) ✓ Teachers understand concepts of transfer and generalization and which strategies support transfer and generalization skills in students with disabilities. ✓ Teachers understand how students learn and the effects of distributed practice on learning and knowledge retrieval. 	<ul style="list-style-type: none"> ✓ Teachers use research-based practices including explicit instruction and planned maintenance and generalization to support initial learning and generalization of concepts and skills for students with disabilities. ✓ Teachers apply the results of current educational research to classroom practice. ✓ Teachers use different strategies to support transfer and generalization skills in students with disabilities. ✓ Teachers implement strategies for assisting students take responsibility for their own learning. 	<ul style="list-style-type: none"> ✓ Teachers reflect on the success of strategies for transfer and generalization and makes changes to meet the needs of students. ✓ Teachers explore research to support classroom practices. ✓ Teachers reflect on their professional practice.

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<p>4.04 All teachers understand that it is particularly important to provide multiple ways for students with disabilities to participate in learning activities. They modify tasks and/or accommodate the individual needs of students with disabilities in a variety of ways to facilitate their engagement in learning activities with other students. For example, they use instructional strategies that may include explicit instruction using demonstrations, guided practice with immediate feedback, concrete manipulative and assistive technologies. They make incidental learning and relationships among ideas visible and generalizable by systematically teaching students to apply their knowledge and skills across differing content and contexts. Teachers understand that instructional strategies that are adapted for students with disabilities also may benefit other students, and make appropriate use of adapted strategies to improve the learning of all students.</p>	<ul style="list-style-type: none"> ✓ Teachers understand lesson planning sequence and components. ✓ Teachers know and understand sufficient content and content-based pedagogical knowledge to engage special education students in variety of ways. ✓ Teachers know both general accommodation/modification strategies as well as domain specific accommodation/modification strategies. ✓ Teachers know a variety of ways to facilitate student engagement in learning activities with other students. 	<ul style="list-style-type: none"> ✓ Teachers understand incidental learning and ways to make it explicit for students with disabilities. ✓ Teachers understand how to modify tasks and/or accommodate the individual needs of students with disabilities in a variety of ways to make it explicit for students with disabilities. ✓ Teachers understand student motivation and how motivation connects to the engagement of students in learning activities. ✓ Teachers understand the importance of having students with disabilities participate in learning activities. 	<ul style="list-style-type: none"> ✓ Teachers create lesson plans (purpose, goals, strategies, assessment, etc.) ✓ Teachers use concrete manipulatives and assistive technology to help students learn. ✓ Teachers use specific strategies to motivate students. ✓ Teachers implement strategies for multiple ways that students with disabilities can participate in learning activities. 	<ul style="list-style-type: none"> ✓ Teachers reflect on approaches used in a lesson and modifies it or plans other approaches to enhance a child's participation in a learning activity ✓ Teachers monitor the activities in which they have engaged students with disabilities for their effectiveness and their impact on students with disabilities and the other students in the classroom.
<p>4.05 All teachers provide a variety of ways for students with disabilities to demonstrate their learning. For example, teachers provide several options for constructing a report on a book, such as a written summary, a story-board presentation, advertisement for the book, a TV commercial, a news report, or a multimedia presentation. Teachers also provide routine accommodations for students with disabilities such as giving time extensions, reducing the size or number of items on an assignment, having students answer questions orally or via the computer, or completing an assignment in stages.</p>	<ul style="list-style-type: none"> ✓ Teachers understand different learning styles. ✓ Teachers know both general accommodation/modification strategies as well as domain specific accommodation/modification strategies. ✓ Teachers know alternative ways for students to demonstrate their knowledge. 	<ul style="list-style-type: none"> ✓ Teachers understand that all ways of demonstrating knowledge are imperfect and contain error. 	<ul style="list-style-type: none"> ✓ Teachers provide routine accommodations for students with disabilities. ✓ Teachers construct assessments and demonstrations of knowledge so that students have alternatives about demonstrating knowledge. 	<ul style="list-style-type: none"> ✓ Teachers reflect on success of accommodations. ✓ Teachers monitor their assessment strategies. ✓ Teachers monitor the accuracy of their inferences about student learning.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
4.06 All teachers adjust their instruction in response to information gathered from ongoing monitoring of performance and progress of students with disabilities. For example, an elementary teacher observes a student with disabilities computing double-digit addition problems and analyzes the work samples to ensure that the student understands the concept. If necessary, she re-teaches the concept, either to the student individually, or in a small group with other students who are also having difficulty with the concept and reassesses to ensure that the student with disabilities understands the concept. Another example could involve an early childhood teacher who monitors the performance of one of her 4-year-olds with disabilities and notices that he is having trouble selecting the right puzzle piece from among the 8 pieces on the floor. She unobtrusively moves all but 3 of the pieces further away from the child so that he can better organize his visual search.	✓ Teachers understand formative assessment.	✓ Teachers understand progress monitoring. ✓ Teachers understand how to adjust their instruction in response to information gathered from ongoing monitoring of performance and progress of students with disabilities. ✓ Teachers understand that assessments can be used to inform instruction.	✓ Teachers use specific progress monitoring approaches (e.g., RTI) ✓ Teachers match assessments with learning targets. ✓ Teachers make inferences from student assessments. ✓ Teachers take inferences from student assessments and use those inferences to alter future student instruction.	
4.07 All teachers use strategies that promote the independence, self-control and self-advocacy of students with disabilities. They help students come to understand how they learn best, when they may need to depend on compensatory strategies (e.g., outlines for note-taking), and how they can best express what they have learned. Strategies may include having students monitor and evaluate their own learning, set their own learning goals, and use resources to support their learning. For example, a fifth grade teacher sets up a self monitoring system in which students monitor whether or not they have turned in their homework daily, given their best effort, and been a positive member of the learning community. The teacher has students with learning and attentional disabilities self monitor three times a day and works with them to develop accurate judgments.	✓ Teachers understand study skills. ✓ Teachers understand strategies that promote the independence, self-control and self-advocacy of students with disabilities. ✓ Teachers know how students learn. ✓ Teachers know how to facilitate student understanding of learning styles and patterns.	✓ Teachers understand the importance of helping students understand how they learn best, when they may need to depend on compensatory strategies and how they can best express what they have learned. ✓ Teachers understand that students have responsibilities for their own learning.	✓ Teachers implement strategies that promote independence, self-learning and monitoring, and self-advocacy of students with disabilities. ✓ Teachers implement strategies that facilitate students understanding of learning styles and patterns.	✓ Teachers monitor the effectiveness of their strategies. ✓ Teachers locate and implement additional strategies, if necessary, to assist students with independence, self control and self-advocacy.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
4.08 All teachers expect and support the use of assistive and instructional technologies to promote learning and independence of students with disabilities. For example, the teacher checks or supports students while they check the batteries in their hearing aids and is able to trouble shoot and alert the audiologist if repairs are needed. The teacher encourages and supports students who need and use laptop computers to facilitate their learning. Similarly, the teacher works with the technology specialist to locate an individualized word prediction program for writing and helps the student use the program.	<ul style="list-style-type: none"> ✓ Teachers understand the use of assistive and instructional technologies to promote learning and independence of devices students with disabilities. ✓ Teachers know what assistive technologies are available that might assist the students for whom they are responsible. 	<ul style="list-style-type: none"> ✓ Teachers understand that there are technologies available that will assist students with disabilities in their learning. 	<ul style="list-style-type: none"> ✓ Teachers use basic assistive and instructional technologies. ✓ Teachers collaborate with technology specialists to locate appropriate assistive technologies for students . ✓ Teachers integrate assistive technologies into classroom and instructional routines. 	<ul style="list-style-type: none"> ✓ Teachers knows when to call on specialists to assist with assistive and instructional technologies
Principle #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.	<ul style="list-style-type: none"> ✓ Teachers understand theories of motivation. 	<ul style="list-style-type: none"> ✓ Teachers understand intrinsic and extrinsic motivation. ✓ Teachers understand reinforcement and feedback. ✓ Teachers understand self-regulation and how to foster it in students with disabilities. ✓ Teachers understand how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 	<ul style="list-style-type: none"> ✓ Teachers use different approaches to motivation (e.g., behavioral, cognitive, socio-cultural). ✓ Teachers implement strategies to foster self-regulation in students. 	

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p><i>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.</i></p>		<ul style="list-style-type: none"> ✓ Teachers understand stages of students' social/emotional development. ✓ Teachers understand concepts relating to learning communities and how this connects to teaching and student learning. ✓ Teachers understand that students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. ✓ Teachers understand that students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. 	<ul style="list-style-type: none"> ✓ Teachers implement strategies to foster students' social/emotional development, including self-esteem. ✓ Teachers structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities. ✓ Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. 	<ul style="list-style-type: none"> ✓ Teachers consult with school counselors and psychologists. When appropriate. ✓ Teachers monitor whether or not students and students with disabilities are engaged in a cooperative learning environment.
<p>5.01 All General and Special Education Teachers identify the interests and preferences of students with disabilities and use this information to design activities that encourage students with disabilities to make positive contributions to the learning community. For example, the teacher recognizes that a fourth grade student with severe reading disabilities is a strong athlete and highlights these strengths during recess and physical education activities. In addition, the teacher selects books on famous athletes to use in the student's reading fluency program.</p>	<ul style="list-style-type: none"> ✓ Teachers are knowledgeable about students' learning preferences and interests. ✓ Teachers understand strategies to identify the interests and learning preferences of all students including students who have disabilities . ✓ Teachers can identify and describe the key characteristics of general theories of motivation. ✓ Teachers know strategies for designing activities that encourage 	<ul style="list-style-type: none"> ✓ Teachers understand how to design activities to engage students across a broad spectrum of motivational landscapes. ✓ Teachers understand that students are more motivated to learn when they are interested in the material. ✓ Teachers understand the need for learning activities to activate students' prior knowledge and interest. 	<ul style="list-style-type: none"> ✓ Teachers identify students' learning preferences and interests. ✓ Teachers implement strategies for identifying the interests and preferences of students with disabilities. ✓ Teachers design activities that encourage students to make positive contributions to the learning community. ✓ Teachers implement activities that encourage students to make positive contributions to the learning community. ✓ Teachers adjust 	

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
	students with disabilities to make positive contributions to the learning community.		instructional goals/plans based on learning preferences and interests.	
5.02 All teachers help students with disabilities develop positive strategies for coping with frustrations in the learning situation that may be associated with their disability. This is especially important for motivating students with disabilities who have developed feelings of helplessness in learning situations, who may display anger or aggression, or who may demonstrate a reluctance to take risks in academic or social situations. Teachers encourage students to take risks and persist in challenging situations. They modify tasks and learning/social situations to optimize student success. For example, when an eighth grade student cannot read the social studies text because it is too difficult to decode, the teacher arranges to have the book put on tape so that this student can access the content by listening and reading along with the tape.	<ul style="list-style-type: none"> ✓ Teachers understand how to organize a classroom. ✓ Teachers understand how to create effective classroom rules and procedures. ✓ Teachers understand strategies for motivating students who have disabilities who have developed feelings of helplessness in learning situations, who may display anger or aggression, or who may demonstrate a reluctance to take risks in academic or social situations. ✓ Teachers know strategies for encouraging students to take risks in academic or social situations. 	<ul style="list-style-type: none"> ✓ Teachers understand the interaction of classroom organization and student behavior. ✓ Teachers understand the concept of learned helplessness. ✓ Teachers understand that students may be unwilling to take social or academic risks when they feel frustrated or believe they will not perform well. 	<ul style="list-style-type: none"> ✓ Teachers arrange classrooms to support students' positive behaviors. ✓ Teachers establish classroom spaces for learning and interests. ✓ Teachers implement classroom strategies that will increase students' motivation to learn. ✓ Teachers implement strategies for helping students with disabilities develop positive strategies for coping with frustrations in the learning situations that may be associated with the disability. ✓ Teachers implement strategies for encouraging students to take risks in academic or social situations. ✓ Teachers encourage students to take risks and persist in challenging situations. ✓ Teachers modify tasks and learning/social situations to optimize student success. 	<ul style="list-style-type: none"> ✓ Teachers evaluate impact of classroom organization and space. ✓ Teachers analyze factors that affect students' motivation to learn.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>5.03 All teachers take deliberate action to promote positive social relationships among students with disabilities and their age-appropriate peers in the learning community. Thus, teachers may group students and construct learning tasks to help students with and without disabilities recognize the differential contributions that each student can make to the learning experience. For example, as part of an extensive thematic multimedia project, students with learning disabilities who have difficulty writing may prepare various oral interpretations of important issues that are integrated into the final multimedia presentation, while others can prepare the written text for the project.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the different types of student groupings that can be used in classrooms. ✓ Teachers understand strategies for determining students' strengths and areas that need improvement. ✓ Teachers understand strategies for promoting positive social relationships among students. 	<ul style="list-style-type: none"> ✓ Teachers understand how grouping is used to support instruction and to support social relationships. ✓ Teachers understand their role in influencing the social interactions among students. ✓ Teachers understand the principles of cooperative learning. 	<ul style="list-style-type: none"> ✓ Teachers establish different types of groups for different purposes. ✓ Teachers apply the principles of cooperative learning when grouping students, assigning tasks, and assessing outcomes. ✓ Teachers promote positive social relationships among students with disabilities and their age-appropriate peers in the learning community. ✓ Teachers design appropriate scaffolds (e.g., tools) to support students in their cooperative groups. 	<ul style="list-style-type: none"> ✓ Teachers adjust grouping based on students' needs and success. ✓ Teachers monitoring students' interactions.
<p>5.04 All teachers recognize factors and situations that are likely to promote (or diminish) intrinsic motivation, and create learning environments that encourage engagement and self-motivation of students with disabilities. For example, a teacher can give credibility to the comments of a student with disabilities by repeating what the student said, then including the student's contribution later in the discussion (i.e. "Remember when Trevor said ..."). Teachers help students with disabilities recognize the relationship between their own efforts and positive outcomes. For example, teachers have students monitor their progress using simple graphs and counting charts for such tasks as number of words read correct per minute, number of math facts mastered, or number of pieces assembled per hour. This enables students to "see" what they have accomplished and may stimulate them to achieve more. Teachers also offer choices and options to students with disabilities so that they develop a sense of control. For example, the teacher provides a menu of activities to a student with severe, multiple disabilities and allows the student to select the task that will be the focus of the next period's work.</p>	<ul style="list-style-type: none"> ✓ Teachers know that rewarding behaviors in particular ways may impact students' motivation to learn. ✓ Teachers know factors that increase and decrease student motivation. ✓ Teachers know the factors involved in creating learning environments that encourage engagement and self-motivation. 	<ul style="list-style-type: none"> ✓ Teachers understand the factors and situations that are likely to promote (or diminish) intrinsic motivation, and create learning environments that encourage engagement and self-motivation of students with disabilities. ✓ Teachers know when and how to praise students. ✓ Teachers know how to use verbal, non-verbal and written questions to promote intrinsic motivation. ✓ Teachers understand that the classroom environment can affect student motivation. 	<ul style="list-style-type: none"> ✓ Teachers implement classroom strategies that will increase students' motivation to learn. ✓ Teachers help students with disabilities recognize the relationship between their own efforts and positive outcomes. ✓ Teachers offer choices and options to students with disabilities so that they develop a sense of control. 	<ul style="list-style-type: none"> ✓ Teachers monitor student engagement and motivation. ✓ Teachers analyze factors that affect students' motivation to learn.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>5.05 All teachers participate in the design and implementation of individual behavioral support plans and are proactive in responding to the needs of individual students with disabilities within the learning community. They tailor classroom management and grouping to individual needs using constructive behavior management strategies, a variety of grouping options and positive behavioral support strategies to create a learning context in which students with disabilities can attend to learning and respond in appropriate ways. For example, a third grade teacher seats a student with attentional/behavioral disabilities in a group that is close to her so that when she is providing whole group instruction, she can easily and inconspicuously cue the student to focus his attention.</p>	<ul style="list-style-type: none"> ✓ Teachers understand classroom management techniques (e.g., proximity control). ✓ Teachers know about behavioral improvement plans and positive behavioral support. ✓ Teachers know their role in implementing an individual behavioral support plan. 	<ul style="list-style-type: none"> ✓ Teachers understand the importance of positive behavior supports. ✓ Teachers understand that students may need additional support for developing positive behaviors. 	<ul style="list-style-type: none"> ✓ Teachers develop and monitor individual behavioral support plans. ✓ Teachers are proactive in responding to the needs of individual students with disabilities within the learning community. ✓ Teachers implement classroom management and grouping to individual needs using constructive behavior management strategies, a variety of grouping options and positive behavioral support strategies to create a learning context in which students with disabilities can attend to learning and respond in appropriate ways. ✓ Teachers evaluate and adjust behavioral plans. 	<p>✓ Teachers knows when and how to use specific classroom management techniques to accomplish individual and group goals.</p>
<p>Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the various types of communication technologies. 	<ul style="list-style-type: none"> ✓ Teachers understand effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. 		

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p><i>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.</i></p>	<ul style="list-style-type: none"> ✓ Teachers understand language disorders that are often associated with disabilities. ✓ Teachers understand alternate modes of communication. ✓ Teachers are aware of various types of accommodations to support communications. 	<ul style="list-style-type: none"> ✓ Teachers understand the connection of communication ability to students' language development. ✓ Teachers understand connection of communication ability to students' willingness to engage in the environment. ✓ Teachers understand the need to establish a safe and comfortable environment in which students who have disabilities are encouraged and supported to use language and contribute their ideas. 	<ul style="list-style-type: none"> ✓ Teachers communicate effectively. ✓ Teachers instruct students in language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication. 	
<p>6.01 All General and Special Education Teachers have knowledge of the general types of communication strategies and assistive technologies that can be incorporated as a regular part of their instruction. They understand that students with disabilities may have communication and language needs that impact their ability to participate in, access and achieve in the general curriculum and interact with peers and adults. These strategies and technologies can improve the functional capabilities of students with disabilities. For example, a secondary social studies teacher encourages a student with disabilities to use the word processing thesaurus on the computer to access more elaborate and complex vocabulary as substitutes for the more common words he is able to spell.</p>	<ul style="list-style-type: none"> ✓ Teachers know different types of assistive technologies that can be incorporated as a regular part of their instruction. 	<ul style="list-style-type: none"> ✓ Teachers understand that students with disabilities may have communication and language needs that impact their ability to participate in, access and achieve in the general curriculum and interact with peers and adults. 	<ul style="list-style-type: none"> ✓ Teachers support communication in students who have disabilities. ✓ Teachers implement general communication strategies. ✓ Teachers implement appropriate assistive technologies. 	

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>6.02 All teachers collaborate with speech/language pathologists and other language specialists (e.g., English as a Second Language teacher, English language development teacher, bilingual teacher, interpreter) to identify the language and communication skills that need to be developed in students with disabilities, and to work cooperatively to teach those skills across settings. For example, the speech/language pathologist co-teaches with the second grade teacher focusing on language building activities that are targeted on the IEP goals of the three students with special needs who are in the classroom.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the expertise of language specialists. ✓ Teachers know who the speech pathologist and other language specialists are in their district or school. ✓ Teachers know strategies for working cooperatively with other language specialists to support students' communication skills. 	<ul style="list-style-type: none"> ✓ Teachers understand the purposes and uses of co-teaching. ✓ Teachers understand how to develop language and communication skills in students who have disabilities. 	<ul style="list-style-type: none"> ✓ Teachers develop language and communication skills in students with disabilities. ✓ Teachers access the assistance of the speech pathologist and other language specialists. ✓ Teachers collaborate with speech/language pathologists and other language specialists to develop the language and communication skills that need to be developed in students with disabilities, and to work cooperatively to teach those skills across settings. 	
<p>6.03 All teachers understand that linguistic background has an impact on language acquisition as well as communication content and style. Teachers use this knowledge as they interact with and plan instruction for students with disabilities who are from linguistically diverse backgrounds. They understand that linguistic characteristics may sometimes be interpreted inappropriately as a language delay or disorder and are careful to guard against this.</p>		<ul style="list-style-type: none"> ✓ Teachers understand the difference between language differences and language disorders. ✓ Teachers understand how linguistic background impacts students' language acquisition. ✓ Teachers understand that linguistic background has an impact on language acquisition as well as communication content and style. ✓ Teachers understand that linguistic characteristics may sometimes be interpreted inappropriately as a language delay or 	<ul style="list-style-type: none"> ✓ Teachers use their knowledge of language development and students' backgrounds interact with students who have disabilities and come from linguistically diverse backgrounds. ✓ Teachers plan appropriate instruction for students with disabilities who are from linguistically diverse backgrounds. 	<ul style="list-style-type: none"> ✓ Teachers monitor whether a child's language is the results of a language delay or disorder or the student's linguistic background.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>6.04 All teachers provide multiple opportunities to foster effective communication among students with disabilities and other members of the classroom as a means of building communication and language skills. For example, during the opening activity that is part of each morning's routine, a first grade teacher asks each child a question; for one child who is delayed in language, she carefully plans her question so that the child can answer it and can also work on a language objective from her IEP (e.g., using a complete sentence). In addition, teachers value and support students' use of alternative communication strategies (e.g. eye blinks and facial expressions), augmentative communication, sign language, and assistive technology tools in order to communicate. They help the classroom community understand these forms of communication and devices and facilitate interaction among students who use this communication and other students in the learning community.</p>	<ul style="list-style-type: none"> ✓ Teachers know a variety of strategies for providing students with opportunities to foster effective communication among students with disabilities and other members of the classroom. 	<ul style="list-style-type: none"> ✓ Teachers understand that multiple student opportunities for effective practice increase students' skill level. ✓ Teachers understand how to question students for a variety of purposes. 	<ul style="list-style-type: none"> ✓ Teachers support language/communication skills across the curriculum and throughout all school activities. ✓ Teachers organize their classrooms to provide students with multiple opportunities for effective communication. ✓ Teachers provide multiple opportunities to foster effective communication among students with disabilities and other members of the classroom as a means of building communication and language skills. ✓ Teachers help the classroom community understand different forms of communication and devices and facilitate interaction among students who use this communication and other students in the learning community. 	<ul style="list-style-type: none"> ✓ Teachers monitor the success of teaching language/communication skills across the curriculum.
<p>6.05 All teachers are sensitive to the verbal and non-verbal messages they may convey to students with disabilities through their interactions during instruction. They understand the potential positive and negative effects on self-concept and motivation of verbal and non-verbal messages, and monitor these messages to ensure their positive impact on students with disabilities.</p>	<ul style="list-style-type: none"> ✓ Teachers understand how their verbal and non-verbal messages convey meaning to students who have disabilities. ✓ Teachers identify and describe key elements of a classroom environment. 	<ul style="list-style-type: none"> ✓ Teachers understand the impact of verbal and non-verbal messages -- particularly those that may be unintentional. ✓ Teachers understand that verbal and non-verbal messages convey meaning to student beyond the literal content of the message. 	<ul style="list-style-type: none"> ✓ Teachers implement strategies to check on student understanding of conveyed messages. 	<ul style="list-style-type: none"> ✓ Teachers reflect on their own verbal and non-verbal messages to understand their impact on students with disabilities. ✓ Teachers monitor the messages they are conveying to students.
<p>Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the lesson plan sequence and the components of an 	<ul style="list-style-type: none"> ✓ Teachers understand the important connection of content to local context 	<ul style="list-style-type: none"> ✓ Teachers develop effective lesson plans that set objectives that meet 	<ul style="list-style-type: none"> ✓ Teachers monitor and analyze their lesson plans and makes

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
	<p>effective lesson.</p> <p>✓ Teachers understand the scope and sequence of general and expanded curricula at the various levels for which they are responsible for instructing students.</p>	when setting goals for curriculum and instruction.	<p>the varied needs of learners.</p> <p>✓ Teachers plan instruction based on knowledge of subject matter, students, the community and curriculum goals.</p>	changes based on student performance.
<i>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.</i>	<p>✓ Teachers understand the components of an Individual Education Plan (IEP).</p>	<p>✓ Teachers understand the importance of collaborating with others to develop a student's IEP.</p> <p>✓ Teachers understand how a student's IEP impacts the curriculum and lesson planning.</p>	<p>✓ Teachers collaborate with others to develop students' IEPs.</p>	<p>✓ Teachers knowing when and which professionals to call on for specialized expertise.</p> <p>✓ Teachers monitor the effectiveness of IEPs.</p> <p>✓ Teachers monitor the effectiveness of collaboration with others.</p>

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>7.01 All General and Special Education Teachers contribute their expertise as members of a collaborative team to develop, monitor, and periodically revise individualized educational plans for students with disabilities, such as Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individual Accommodations Plans (IAPs) (Section 504). They work with relevant professionals to plan ongoing learning experiences that maximize the participation and engagement of students with disabilities in the general or expanded curriculum, with a focus on connecting daily instruction to long-term goals for the individual student.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the basic components of IEPs, IFSPs, and IAPs. ✓ Teachers are aware of strategies to connect daily instruction to long-term goals for individual students. 	<ul style="list-style-type: none"> ✓ Teachers understand the importance of connecting long and short-term goals. ✓ Teachers understand the importance of working collaboratively to revise individualized education plans. 	<ul style="list-style-type: none"> ✓ Teachers collaborate with other educators to develop, monitor, and revise individualized education plans. ✓ Teachers implement strategies for connecting daily instruction with long-term goals. ✓ Teachers contribute their expertise as members of a collaborative team to develop, monitor, and periodically revise individualized educational plans for students with disabilities, such as Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individual Accommodations Plans (IAPs) (Section 504). ✓ Teachers collaborate with other professionals to plan ongoing learning experiences that maximize the participation and engagement of students with disabilities in the general or expanded curriculum, with a focus on connecting daily instruction to long-term goals for the individual student. 	
<p>7.02 All teachers plan ways to modify instruction, as needed, to facilitate positive learning results within the general curriculum for students with disabilities. Planned modifications may include changing the pace of instruction, modeling tasks for students, breaking tasks into steps and teaching each step, providing extended practice, and giving frequent feedback. Plans might also include: being flexible about how tasks are completed such as the time requirements for completion, what materials are used,</p>	<ul style="list-style-type: none"> ✓ Teachers understand basic modification strategies in the general curriculum. ✓ Teachers understand what are reasonable and appropriate modifications for 	<ul style="list-style-type: none"> ✓ Teachers understand the relationship of basic modifications to basic accommodations. ✓ Teachers understand that modifications may include changing the pace of instruction, 	<ul style="list-style-type: none"> ✓ Teachers break down tasks, provide additional more concrete examples, modify the pace, provide multiple access points, and give specific feedback are procedural skills that teachers will 	<ul style="list-style-type: none"> ✓ Teachers monitor instruction and know when and why to use modification and accommodation strategies.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>where the task is done, and how the task is performed; providing multiple ways for students to participate and respond; or incorporating group tasks that are constructed in ways that encourage students with disabilities to participate.</p>	<ul style="list-style-type: none"> ✓ students with disabilities. ✓ Teachers understand what instructional modifications are. 	<ul style="list-style-type: none"> modeling tasks for students, breaking tasks into steps and teaching each step, providing extended practice, and giving frequent feedback. ✓ Teachers understand that students come to class with a variety of strengths and areas in which they need additional instruction. ✓ Teachers understand the ways that students can be grouped in an inclusive classroom. ✓ Teachers understand how to break down tasks, provide additional more concrete examples, modify the pace, provide multiple access points, and give specific feedback are procedural skills that teachers will need to develop. 	<ul style="list-style-type: none"> need to develop. ✓ Teachers plan ways to modify instruction, as needed, to facilitate positive learning results within the general education curriculum and make reasonable modifications for students with disabilities. ✓ Teachers implement lesson plans that have been modified for students with disabilities. ✓ Teachers implement assessments appropriate for the learning targets they expect students with disabilities to reach. 	

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>7.03 All teachers collaborate to plan instruction related to expanded curriculum in general education classrooms for students with disabilities who require such curriculum. They work together to evaluate students' acquisition of knowledge and skills related to the expanded curriculum, and to adjust instruction as needed. For example, the special education teacher consults with the general education teacher regarding a schedule for cueing a second grade student who is learning bladder control to go to the restroom. The general education teacher implements the schedule without the awareness of others in the classroom and works with the special education teacher to evaluate the student's progress in learning this skill.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the components of expanded curriculum. ✓ Teachers understand the role of collaboration in planning an expanded curriculum. ✓ Teachers understand appropriate adaptations for students with health and physical needs in the classroom. ✓ Teachers understand strategies for instructing student in the expanded curriculum. ✓ Teachers know strategies for assessing the expanded curriculum. 	<ul style="list-style-type: none"> ✓ Teachers understand the relationship of expanded curriculum to the general education curriculum. ✓ Teachers understand that collaboration is important and benefits students with disabilities. ✓ Teachers understand the importance of the expanded curriculum for students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers collaborate with other teachers and school professionals to set appropriate goals for students with high and low incidence disabilities. ✓ Teachers collaborate with other professionals relative to the physical needs of students with health and physical needs in the classroom. ✓ Teachers plan instruction related to the expanded curriculum. ✓ Teachers implement assessments related to student acquisition of the expanded curriculum. ✓ Teachers collaborate to plan instruction related to expanded curriculum in general education classrooms for students with disabilities who require such curriculum. ✓ Teachers collaborate to evaluate students' acquisition of knowledge and skills related to the expanded curriculum, and to adjust instruction as needed. 	<ul style="list-style-type: none"> ✓ Teachers monitor goals and instruction based on collaboration with other teachers.
<p>7.04 All teachers design the learning environment so that the individual needs of students with disabilities are accommodated. For example, depending on the student's need, they arrange the room in ways that facilitate the movement of wheel chairs, reduce distractions for the student with attention deficit disorder, provide adequate lighting for the student with a visual impairment, and facilitate students' use of assistive technology.</p>	<ul style="list-style-type: none"> ✓ Teachers know how to modify the environment to meet the needs of students with disabilities. ✓ Teachers understand how classroom arrangements to meet the needs of students with disabilities including those with specific physical needs. ✓ Teachers understand the basic types of assistive 	<ul style="list-style-type: none"> ✓ Teachers understand the role of physical space, and the arrangement of space, to student learning and performance. ✓ Teachers understand the various ways that students can be grouped in an inclusive classroom. ✓ Teachers understand the effect that the learning environment can have on students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers arrange classroom space to meet the individual needs of students. ✓ Teachers implement strategies to modify the classroom environment. 	<ul style="list-style-type: none"> ✓ Teachers know when and how to make adjustments in physical spaces. ✓ Teachers know when and how to confer with others relative to classroom space and assistive technologies.

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	technology.	✓ Teachers understand that modifying the environment can affect the learning of students with disabilities.		
7.05 All teachers monitor student progress and incorporate knowledge of student performance across settings (e.g., home, after-school programs, neighborhood) into the instructional planning process, using information provided by parents and others in those settings.	✓ Teachers know about students' families (homes) and their communities.	✓ Teachers understand progress monitoring. ✓ Teachers understand the importance of linking school, home, and community in the learning process.	✓ Teachers link school, home, and community in meeting the needs of students with disabilities. ✓ Teachers collaborate with parents and families. ✓ Teachers monitor student progress and incorporate knowledge of student performance across settings into the instructional planning process, using information provided by parents and others in those settings.	
Principle #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.	✓ Teachers understand the variety of purposes for which assessments can be used ✓ Teachers understand the various types of assessments. ✓ Teachers understand basic assessment concepts of validity and reliability. ✓ Teachers understand the stages of normal social development. ✓ Teachers understand the stages of normal physical development.	✓ Teachers understand how assessments can be misused. ✓ Teachers understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. ✓ Teachers understand that assessments must be matched to learning targets. ✓ Teachers understand that all assessments have error.	✓ Teachers interpret assessment results. ✓ Teachers accommodate diversity in testing and assessment. ✓ Teachers use assessment results to modify instruction.	

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p><i>Implications for students with disabilities: Individualized 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).</i></p>	<ul style="list-style-type: none"> ✓ Teachers understand the requirements for eligibility, referral, and placement requirements for special education. ✓ Teachers understand available alternate assessments and test accommodations. ✓ Teachers understand state and local assessment programs. ✓ Teachers understand that individualized 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. 	<ul style="list-style-type: none"> ✓ Teachers understand how state and local assessment programs impact school practices. 	<ul style="list-style-type: none"> ✓ Teachers use assessments to plan, monitor, and evaluate instruction. ✓ Teachers make appropriate accommodations to assessments and tests. ✓ Teachers adjust student goals and instruction based on information gathered from a variety of assessments. 	
<p>8.01 All General and Special Education Teachers understand the purposes, strengths and limitations of formal and informal assessment approaches for making eligibility, placement, and instructional decisions for students with disabilities. They understand basic concepts of testing and ask informed questions related to issues such as validity and potential bias as specific assessment techniques and tools are applied to individual students.</p>	<ul style="list-style-type: none"> ✓ Teachers understand the strengths and limitations of different types of tests. ✓ Teachers understand the purposes, strengths and limitations of formal and informal assessment approaches for making eligibility, placement, and instructional decisions for students with disabilities. ✓ Teachers know different types of assessment techniques. ✓ Teachers know the process through which students are eligible for special services. 	<ul style="list-style-type: none"> ✓ Teachers understand basic concepts of testing and ask informed questions related to issues such as validity and potential bias as specific assessment techniques and tools are applied to individual students. 	<ul style="list-style-type: none"> ✓ Teachers make valid inferences from assessments. 	<ul style="list-style-type: none"> ✓ Teachers monitor their inferences for fairness, accuracy, and consistency.

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
8.02 All teachers use a variety of assessment procedures to document students' learning, behavior, and growth within multiple environments appropriate to the student's age, interests, and learning (e.g., home, child care settings, preschool, school, community, work, etc.). This information is used initially to consider eligibility for special education services, and later to construct and modify Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and individual accommodation plans (IAPs). Subsequently, information from the general education teacher is used to monitor the progress of the student in the general education classroom toward achieving the student's learning goals, and for making decisions about appropriate instruction. Examples of different assessment procedures about which all teachers are knowledgeable include portfolios, observations, curriculum-based measurement, teacher-constructed assessment, informal assessment, teacher and/or professional notes, and student work samples.	<ul style="list-style-type: none"> ✓ Teachers understand types of assessments, i.e., cognitive, physical, language, etc., and the types within these varied assessments. ✓ Teachers understand how performance-based and portfolio assessments can be used with students with disabilities. ✓ Teachers know a variety of assessment techniques and strategies. 	<ul style="list-style-type: none"> ✓ Teachers understand the connection of assessments to IEPs, IFSPs, IAPs. ✓ Teachers understand the importance of aligning assessments with learning targets. ✓ Teachers know what types of assessments work best with students of different ages. 	<ul style="list-style-type: none"> ✓ Teachers design high quality alternative assessments. ✓ Teachers implement a variety of assessment techniques. ✓ Teachers implement assessment techniques that are aligned with the teacher's learning targets for students. ✓ Teachers make valid inferences from assessments. ✓ Teachers adjust student goals and instruction based on information gathered from a variety of assessments. 	✓ Teachers monitor their assessment strategies for fairness and accuracy.
8.03 All teachers collaborate with others to incorporate accommodations and alternate assessments into the ongoing assessment process of students with disabilities when appropriate. For example, accommodations might include extending time to complete an assessment, permitting the use of assistive technology during the assessment, reading the test to the student, or allowing the student to respond orally rather than in writing. Alternate assessments might include seeking evidence from family members, teachers, and others of a student's participation and progress in activities that are aligned with assessment domains relevant to the student's learning goals.	<ul style="list-style-type: none"> ✓ Teachers understand the types of modifications that can be made to assessments. ✓ Teachers understand various types of alternate assessments. ✓ Teachers know what alternative assessments are available for students with disabilities. ✓ Teachers know how to modify assessments to best meet the needs of students with disabilities. ✓ Teachers know strategies to collaborate with other educators for assessing student progress. 	<ul style="list-style-type: none"> ✓ Teachers understand why accommodations are appropriate, when to utilize them, and to not generalize strategies when not appropriate. ✓ Teachers understand the importance of providing students with alternative assessments. 	<ul style="list-style-type: none"> ✓ Teachers incorporate accommodations and alternative assessments into ongoing assessment ✓ Teachers collaborate with others to incorporate accommodations and alternate assessments into the ongoing assessment process of students with disabilities when appropriate. 	
8.04 All teachers engage all students, including students with disabilities, in assessing and understanding their own learning and behavior. For example, a middle school writing	<ul style="list-style-type: none"> ✓ Teachers understand basic knowledge surrounding student 	<ul style="list-style-type: none"> ✓ Teachers understand the importance of having students evaluate their 	<ul style="list-style-type: none"> ✓ Teacher creates a classroom environment that assists students in 	

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Teacher works individually with students to help them develop rubrics for evaluating their work.	<ul style="list-style-type: none"> ✓ self- assessment. ✓ Teachers know how to scaffold lessons to support student learning. ✓ Teacher understands the importance of teaching students to monitor their own learning. ✓ Teachers know strategies for engaging students in assessing their own work. 	<ul style="list-style-type: none"> ✓ own work. ✓ Teachers understand the importance of articulating clear performance criteria for student work. 	<ul style="list-style-type: none"> ✓ being able to monitor their own learning. ✓ Teachers engage students in self- assessment and in understanding their own thinking and cognition. ✓ Teachers provide students with feedback relative to the desired learning targets. 	
8.05 All teachers understand that students with disabilities are expected to participate in district and statewide assessments and that accommodations or alternate assessments may be required when appropriate. They collaborate with the special education teacher to facilitate the participation of students with disabilities and provide appropriate accommodations or alternate assessments when needed.	<ul style="list-style-type: none"> ✓ Teachers understand district and state assessments. ✓ Teachers understand types of assessment accommodations and modifications. ✓ Teachers know what accommodations are written in students' IEPs ✓ Teachers know the requirements for having students with disabilities participate in district and state assessments. ✓ Teachers know when and how to collaborate with the special education teacher to facilitate the participation of students with disabilities. ✓ Teachers know when alternate assessments are appropriate accommodations are needed. 	<ul style="list-style-type: none"> ✓ Teachers understand that state and district assessments may need to be modified for students with disabilities. ✓ Teachers understand the state and national expectations for assessment of students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers expect students to participate in district and statewide assessments and that accommodations or alternate assessments may be required when appropriate. ✓ Teachers collaborate with the special education teacher to facilitate the participation of students with disabilities and provide appropriate accommodations or alternate assessments when needed. ✓ Teachers implement alternate assessments when appropriate. 	
Principle #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.		<ul style="list-style-type: none"> ✓ Teachers understand the role of reflection in teaching. ✓ Teachers understand the 	<ul style="list-style-type: none"> ✓ Teachers use relevant information/data in reflecting on student performance. 	<ul style="list-style-type: none"> ✓ Teachers engage in reflection and uses insights from specific data and information

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<i>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.</i>		role of professional development in teaching.	✓ Teachers develop new and enhanced skills through a variety of professional development activities.	to make adjustments in students' goals and instruction.
9.01 All General and Special Education Teachers regularly use reflection and evaluation strategies (such as ongoing student progress monitoring, journals, work sample collection and analysis, sharing of insights with knowledgeable colleagues), to reflect on how individual students with disabilities are functioning in the classroom and how alternative instructional decisions and interactions might influence the student's progress or behavior. For example, a team of middle school teachers that provide instruction in different content areas for a student who has a hearing loss meets weekly to review the student's progress and discuss ways they might increase his participation in discussions.	✓ Teachers understand strategies for reflection.	✓ Teachers understand the strengths and weaknesses of different types of reflection.	✓ Teachers implement reflection strategies in a way that is meaningful for them and their work.	✓ Teachers regularly use reflection and evaluation strategies to reflect on how individual students with disabilities are functioning in the classroom and how alternative instructional decisions and interactions might influence the student's progress or behavior.
9.02 All teachers continually challenge their beliefs about how students with disabilities learn and how to teach them effectively. They expect students with disabilities to participate in the activities of the learning community and seek ways to alter the environment, curriculum, and teaching strategies as needed to facilitate student participation and promote positive learning outcomes. Teachers maintain a questioning attitude that guides their instructional problem solving and consider alternative explanations for the performance and progress of students with disabilities. They reflect on their teaching and regularly review student outcomes so as to optimize learning for students with disabilities. For example, they consider the		✓ Teachers understand the relationship of learning environment (classroom organization) to students' learning. ✓ Teachers understand their role in creating learning communities. ✓ Teachers understand the connection of teacher expectations for students to student learning.	✓ Teachers implement reflection strategies for their teaching and for student outcomes. ✓ Teachers expect students with disabilities to participate in the activities of the learning community and seek ways to alter the environment, curriculum, and teaching strategies as needed to facilitate	✓ Teachers reflect on their expectations for students with disabilities. ✓ Teachers know the beliefs they hold about students learning. ✓ Teachers reflect on their teaching and regularly review student outcomes so as to optimize learning for

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<p>appropriateness of their expectations, the clarity of their directions, the effectiveness of materials used, the effects of the adjustments, accommodations and modifications used, and the responses of individual students with disabilities to the learning activities. They seek opportunities to dialog with colleagues who can serve as sounding boards for their thoughts and reflections.</p>		<ul style="list-style-type: none"> ✓ Teachers maintain a questioning attitude that guides their instructional problem solving and consider alternative explanations for the performance and progress of students with disabilities. 	<ul style="list-style-type: none"> student participation and promote positive learning outcomes. 	<ul style="list-style-type: none"> students with disabilities. ✓ Teachers maintain a questioning attitude about their practice. ✓ Teachers continually challenge their beliefs about how students with disabilities learn and how to teach them effectively.
<p>9.03 All teachers actively seek out current information and research about how to educate the students with disabilities for whom they are responsible, including information that will help them understand the strengths and needs of students with disabilities as well as ways to more effectively promote their learning. They use a variety of professional resources including their mentors and other specialists as sources of information.</p>	<ul style="list-style-type: none"> ✓ Teachers have basic knowledge of curricular resources for working with students with disabilities. ✓ Teachers know where to look to keep current information and research about how to educate students with disabilities. ✓ Teachers know of a variety of professional resources for improving their practice. 	<ul style="list-style-type: none"> ✓ Teachers understand that professional practice can be improved through researching, reflection, and study. 	<ul style="list-style-type: none"> ✓ Teachers match resources and materials to curricular goals and instructional strategies. ✓ Teacher access school- and district-based resources. ✓ Teachers implement strategies for access additional practices and knowledge. ✓ Teachers evaluate the quality of resources and materials for use with students with disabilities. ✓ Teachers read and analyze research critically. 	<ul style="list-style-type: none"> ✓ Teachers know how and when to collaborate with other professionals to seek out resources and materials for working with students with disabilities ✓ Teachers monitor their own understanding and knowledge regarding specific topics and students.
<p>9.04 All teachers reflect on the potential interaction between a student's cultural experiences and their disability. Teachers regularly question the extent to which they may be interpreting student responses on the basis of their own cultural values versus the cultural perspectives of the student or the student's family or community. For example, teachers are careful not to interpret a student's reluctance to openly practice new skills that they are initially learning as refusal or lack of progress. In some cultures, it is more appropriate to watch, then practice in private and only show your learning after you are more accomplished.</p>	<ul style="list-style-type: none"> ✓ Teachers understand cultural and religious values. ✓ Teachers know the cultural experiences of the students in their classroom. ✓ Teachers know strategies for learning about the cultural backgrounds of their students. ✓ Teachers know 	<ul style="list-style-type: none"> ✓ Teachers understand race, class culture, and ethnicity and ethnicity in relationship to teaching and learning and disabilities. ✓ Teachers understand that students' cultural background may affect student performance in the classroom. 	<ul style="list-style-type: none"> ✓ Teachers apply knowledge of race, class, culture, and ethnicity to instructional goals and plans for students with disabilities. ✓ Teachers implement strategies for reflecting on the potential interaction between a student's cultural experiences and his/her disability. 	<ul style="list-style-type: none"> ✓ Teachers reflect on how one's own cultural background influences one's classroom actions. ✓ Teachers reflect on the potential interaction between a student's cultural experiences and their disability. ✓ Teachers question the extent to which they may be interpreting

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	strategies for monitoring their potential bias in interpreting student behavior.			student responses on the basis of their own cultural values versus the cultural perspectives of the student or the student's family or community. ✓ Teachers are cognizant of their potential biases in interpreting student behavior.
Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.	✓ Teachers understand basic knowledge of local community and agencies.	✓ Teachers understand importance of involvement of colleagues, families, communities, and support agencies in the education of students with disabilities.	✓ Teachers collaborate with others to support students' learning and well being.	
<i>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.</i>	✓ Teachers understand the history of advocacy in special education. ✓ Teacher understand basic knowledge of IEPs.		✓ Teachers advocate for students with disabilities.	

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<p>10.01 All General and Special Education Teachers share instructional responsibility for students with disabilities and work to develop well-functioning collaborative teaching relationships. For example, a special education and science teacher in a middle school co-teach a general science class in which one third of the students have disabilities. To be successful, they have a common planning period. The special education teacher also regularly collaborates and communicates with the other general education teachers who work with the students for whom she is responsible. In addition, teachers understand the roles of other professionals in the schools and collaborate with them to enhance the learning and well being of students with disabilities. For example, a fourth grade student with cerebral palsy receives support services from a physical therapist. His third grade teacher confers periodically with the therapist regarding therapeutic positioning that will enable the student to engage in planned learning activities.</p>	<ul style="list-style-type: none"> ✓ Teachers understand basic knowledge of the expertise that other school professionals possess (e.g., physical therapists). ✓ Teachers understand the roles of other professionals in the schools. ✓ Teachers understand the tenants of positive collaboration and collaborate with them to enhance the learning and well being of students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers understand principles of co-teaching. ✓ Teachers understand the roles of other teachers and school personnel. ✓ Teachers understand that communication and record keeping are important components of collaboration. ✓ Teachers understand the importance of shared definitions and expectations when collaborating on the instruction of students. 	<ul style="list-style-type: none"> ✓ Teachers develop collaborative relationships with others. ✓ Teachers share instructional responsibility for students with disabilities and work to develop well-functioning collaborative teaching relationships. ✓ Teachers collaborate with other personnel. 	<ul style="list-style-type: none"> ✓ Teachers monitor and evaluate collaborative relationships with colleagues.

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<p>10.02 All teachers understand the purposes of, and are effective members of, the different types of teams within the special education process (e.g., child study and teacher assistance teams, multidisciplinary teams that focus on identification and placement, IEP/IFSP teams). They understand the roles of different participants on these teams, including the role of the general education teacher in initial and ongoing assessment, and planning and instruction of students with disabilities. Similarly, they understand the role that the special education teacher or specialist often plays as the person responsible for coordinating the support provided to individual learners. They understand factors that challenge teamwork, including limited time and resources and the diverse backgrounds, beliefs, knowledge, and needs of team participants, and work to develop well-functioning teams. As members of various teams, they ask for information they need and provide information that others need to increase their effectiveness as team members. For example, a teacher of a student with a seizure disorder in a seventh grade class obtains information on the seizure disorder from the school's nurse and implements the nurse's recommendations for managing seizures when one occurs in the classroom. The teacher also supplies the nurse with information on the student's classroom behavior that enables the nurse to monitor the effectiveness and any side effects of the seizure-control medication taken by the student.</p>	<ul style="list-style-type: none"> ✓ Teachers have basic knowledge of the types of teams in the special education process: <ul style="list-style-type: none"> ♦ child study teams ♦ teacher assistance teams ♦ multidisciplinary teams ♦ IEP initial and IFSP. ✓ Teachers understand the roles of different participants on these teams, including the role of the general education teacher in initial and ongoing assessment, and planning and instruction of students with disabilities. ✓ Teachers understand that specialist often plays as the person responsible for coordinating the support provided to individual learners. ✓ Teachers understand the characteristics of an effective team. 	<ul style="list-style-type: none"> ✓ Teachers understand the varied roles of members of the various types of teams in the special education process. ✓ Teachers understand factors that challenge teamwork, including limited time and resources and the diverse backgrounds, beliefs, knowledge, and needs of team participants, and work to develop well-functioning teams. ✓ Teachers understand how the behavior of individual team members affects the how well a team functions. 	<ul style="list-style-type: none"> ✓ Teachers participate productively as a member of a team. ✓ Teachers identify the factors that are positively or negatively affecting the productivity of the team. 	<ul style="list-style-type: none"> ✓ Teachers monitor their effectiveness as a team member.
<p>10.03 All teachers understand the roles and responsibilities of paraeducators and other paraprofessionals, and collaborate</p>	<ul style="list-style-type: none"> ✓ Teachers understand the roles and 	<ul style="list-style-type: none"> ✓ Teachers understand the importance of 	<ul style="list-style-type: none"> ✓ Teachers collaborate with paraeducators and 	<ul style="list-style-type: none"> ✓ Teachers monitor their relationships with

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<p>with these staff members to foster the safety, health, academic and/or social learning of students with disabilities. For example, a ninth grade student with fourth grade skills in math receives support from a paraeducator during a ninth grade math class. The math teacher confers with the paraeducator in advance of the week's lessons regarding her expectations of the assistance the paraeducator will provide the student. The teacher casually observes the paraeducator's performance and provides periodic feedback to her.</p>	<p>responsibilities of paraeducators and other paraprofessionals.</p> <ul style="list-style-type: none"> ✓ Teachers understand strategies for collaborating with paraprofessionals to foster the safety, health, academic and/or social learning of students with disabilities. ✓ Teachers understand the role that the school and district has defined for paraprofessionals. 	<p>collaborating with paraprofessionals.</p>	<ul style="list-style-type: none"> ✓ other support staff. ✓ Teachers set appropriate expectations for paraeducators and other support staff. ✓ Teachers create an environment in the classroom that maximizes the role of the paraeducator and paraprofessionals. 	<p>paraprofessionals for effectiveness.</p>

STANDARD/INDICATOR	FACTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE	METACOGNITIVE KNOWLEDGE
<p>10.04 All teachers accept families as full partners in planning appropriate instruction and services for students with disabilities, and provide meaningful opportunities for them to participate as partners in their children's instructional programs and in the life of the school. They demonstrate sensitivity to differences in family structures and social, economic, and cultural backgrounds of students with disabilities. They communicate with families in ways that honor families' beliefs and practices, and seek to promote the family's confidence and competence in furthering their child's development and learning. In addition, teachers understand the functions of agencies and organizations within the larger community, and work with other professionals to help families access resources that facilitate their participation in their child's education.</p>	<ul style="list-style-type: none"> ✓ Teachers understand what resources are available to support children with disabilities and their families. ✓ Teachers understand the different cultures in the community. ✓ Teacher knows school protocols for contacting parents. ✓ Teacher knows of after school programs, community centers, learning centers etc. ✓ Teachers know strategies for collaborating with parents in planning appropriate instruction and services for students with disabilities. ✓ Teachers know strategies for communicating with parents in ways that honor families' beliefs and practices. ✓ Teachers know what outside agencies exist to assist children with disabilities. ✓ Teachers understand how to access services from outside agencies in order to help families access resources that facilitate their participation in their child's education. 	<ul style="list-style-type: none"> ✓ Teachers understand the role of families in their child's education. ✓ Teachers understand how cultural norms will affect a child's ability to learn in the classroom. ✓ Teacher understand the different communities from which the school draws students and utilizes multiple means of communication that honor families' beliefs and practices, and seek to promote the family's confidence and competence in furthering their child's development and learning. ✓ Teachers understand the importance of collaborating with parents in planning appropriate instruction and services for students with disabilities. 	<ul style="list-style-type: none"> ✓ Teachers apply their knowledge and understanding of race, class, culture, and ethnicity to instructional goals and plans for students with disabilities. ✓ Teachers involve families in setting student goals, providing instruction, and evaluating performance. ✓ Teachers communicate with families effectively about student progress. ✓ Teachers assist families in accessing resources. ✓ Teachers implement strategies for collaborating with parents in planning appropriate instruction and services for students with disabilities. ✓ Teachers appropriately access services from outside agencies in order to help families access resources that facilitate their participation in their child's education. ✓ Teacher creates a safe and welcoming learning environment for all students. 	<ul style="list-style-type: none"> ✓