

School of Education
Indiana University Southeast
New Albany, Indiana

Undergraduate
Special Education Program
Handbook

Table of Contents

Introduction	3
Standards & Expectations	3
Program Assessment System: An Introduction	4
Advising & Counseling	4
Disability Services	5
Due Process and Candidate Complaints	5
Inadequate Performance	5
Resources	6
Appendix	7
Council for Exceptional Children Code of Ethics	7
CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in: Individualized General Education Curriculums	7
InTASC Core Teaching Standards	10
Indiana Content Standards for Educators Exceptional Needs—Mild Intervention	10
Indiana Content Standards for Educators Exceptional Needs—Mild Intervention: Reading Instruction	12
Indiana Developmental Standards for Educators School Setting Developmental Standards—P-12	12
School of Education Professional Dispositions	13
School of Education Diversity Proficiencies	14
Special Education Program Assessment: Details	14

Introduction to this Handbook

The purpose of this handbook is to provide information about the program's structure, resources, assessment and procedures to candidates (i.e. students) seeking a B.S. in Special Education. Additional policies and resources pertinent to all IU Southeast students can be found in the Bulletin and Student Code of Ethics. Moreover, the program's Field Experience Handbook provides information relevant to early field and clinical experiences (i.e. learning to teach by working with teachers in schools in Indiana and Kentucky). Within this handbook, IU Southeast students are referred to as candidates in recognition of their formative status within the profession and to distinguish them from children and youth in K-12 schools who are called students.

Standards and Expectations

Direction for the Special Education Program comes from several sources: the profession, state agencies, the campus, the School of Education, stakeholders, and the program faculty. Specifics of those sources follow:

The Profession

Two professional organizations provide substantial guidance for the Special Education Program. One is the Council for Exceptional Children (CEC), the largest international organization dedicated to improving educational success of children and youth with disabilities and/or gifts/talents. CEC provides two critical sets of expectations: Code of Ethics and Initial Special Education Teachers of Individuals With Exceptional Learning Needs in Individualized General Education Curricula (IGC) standards. The second professional organization is the National Council for Accreditation of Teacher Education (NCATE), an independent accrediting body that represents teacher preparation at large. Its influence focuses on quality of the School of Education as a unit. CEC's code of ethics and standards are listed at the end of this handbook. Course syllabi provide information regarding which standards are related to specific course outcomes.

State Agencies

The Interstate Teachers Assessment and Support Consortium (InTASC), an alliance state education agencies responsible for licensing and program approval, provides a set of standards for all new teachers, regardless of content area (i.e., license area). Also, the Department of Education of the State of Indiana has three sets of standards for Exceptional Needs: Mild Intervention (K-12), the license of the program. Indiana's standards are: (1) Content Standards for Educators Exceptional Needs—Mild Intervention (10 standards); (2) Indiana Content Standards for Educators Exceptional Needs Mild Intervention: Reading Instruction (2 standards), and (3) Indiana Developmental Standards for Educators: School Setting Developmental Standards—P-12 (7 standards). These standards are listed at the end of this handbook. Course syllabi provide information regarding which standards are related to specific course outcomes.

IU Southeast

As a member of the campus community of learners, candidates in the Special Education program complete a combination of general education courses determined by the campus faculty and professional education and subject matter coursework which align with the standards from professional organizations and state agencies. The core values of the campus are: nurturing environment, holistic learning, integrity and connectedness. These values remind candidates of the common purpose of all campus degrees.

IU Southeast School of Education

Additional guidance for the Special Education Program comes from the faculty within the School of Education, as expressed through its conceptual framework organized around four themes (high quality, diversity society, school transformation, and caring professionals) and three candidate outcomes (knowledge of content and the use of best practices in delivering effective instruction to all students; dispositions necessary to help all students learn; and knowledge, skills, and dispositions needed to participate in school transformation). The importance of professional dispositions and preparation to teach all

students is highlighted by the School of Education adoption of eight SOE Professional Dispositions and five SOE Diversity Proficiencies. The dispositions and proficiencies are listed at the end of this handbook. Course syllabi provide information regarding which standards are related to specific course outcomes.

Special Education Program Faculty

The resident faculty with input from its advisory committee has adopted a set of beliefs and three broad outcomes. The beliefs and outcomes suggest the tone and texture of the program. The beliefs are:

1. All students can learn, have strengths, and are worthy of respect and self-direction.
2. Differences are normal and can be used as positive springboards.
3. Powerful opportunities for growth and development most likely occur when the environment is nurturing, predictable, and takes into account internal and external factors.
4. Prevention is as essential as compensation and remediation.
5. A broad range of instructional options and services can be provided in a variety of physical settings and such options should be viewed as standard operating procedure.
6. Assessment, labeling, and delivering services may produce intended as well as unintended consequences.
7. School reform should meaningfully involve all its stakeholders, with particular attention to affirming family and community members as decision-makers and collaborators.

The broad outcomes of the program are: Candidates will

1. Understand their students' needs and contexts,
2. Collaboratively plan and implement effective learning experiences, and
3. Continuously assess the effects of their professional choices.

Stakeholders

Semi-annually, the program's Advisory Committee, which is comprised of teachers, administrators, alumni and current candidates, meets to provide the program faculty with guidance and feedback relating to program data, changes within P-12 education, and teacher licensing. Other structured but more general feedback and guidance is generated by meeting with groups representing current candidates, K-12 administrative personnel, and campus content faculty (i.e. faculty members from departments responsible for general education and subject matter courses such as English and science.)

Program Assessment System: An Introduction

Assessment of candidate performance and program effectiveness is accomplished through intentional activities at the course, program, and unit levels. Performance data used to make decisions about individual candidates and groups of candidates are generated by a set of summative decision points through which candidates pass and key assessments used for meeting expectations of the Council for Exceptional Children. Other assessment data are generated by the program advisory committee, surveys of alumni and employers, planned and incidental contact with P-12 personnel in early and clinical field experiences, and faculty member's reflection and discussion of course outcomes, changes in licensing requirements, and the P-12 education. The program assessment system dovetails with the unit's assessment system. Details regarding the program's four summative decision points, the key assessments used capture candidate's knowledge and skills defined by CEC's standards, and how the SOE's Professional Dispositions and Diversity Proficiencies are assessed are located in the appendix.

Advising & Counseling Information

Advising. IU Students intending to enter the Special Education program initially receive advising as a pre-education major through the School of Education's Advising Services Office, the third floor of Hillside Hall, (812) 941-2386. Each semester, a staff member from that office provides multiple orientation sessions for students preparing to apply for admission to the

program. Once admitted to the program, candidates are assigned a faculty member to advise them throughout the remainder of the program.

Once admitted to the Special Education program, candidates are added to the Spec Ed Majors Rock! Oncourse site. This tool is used to communicate general information to cohorts of students. Messages and announcements on the site are achieved on the site itself.

Critical advising information about the program can be found on the School of Education website www.ius.edu/education. The IUS Bulletin also contains policies and information that apply to all IU Southeast students, including candidates within the SOE. All candidates have access to their own Academic Advising Report (AAR) through Onestart.

Personal Counseling. The IUS Personal Counseling Services are available to all IUS Students (part or full time) at no fee. The office is located in University Center South 201, (812) 941-2244.

Disability Services

The Office of Disability Services provides information and resources to all students with disabilities. Academic accommodations and other services are provided on an individual basis determined by documented need. Candidates needing this service should contact Disability Services, University Center South 267, (812) 941-2243.

Due Process and Candidate Complaints

If candidates believe that their rights have been abridged or that they have been treated unfairly by faculty or staff should seek information about due process procedures and the complaint process. That information may be obtained at the SOE's main office, HH0019. Alternately, candidates may seek guidance from the Office of Student Affairs, University Center South 155, to determine if IU Southeast Grievance/Complaint Procedures is appropriate to the situation. The Dean of the School of Education and the Office of Student Affairs work together to respond to candidates' concerns.

Inadequate Performance

Candidates exhibiting inadequate knowledge, skills or SOE dispositions may be placed on Individualized Support and Success Plans (ISSPs) in addition to incurring other program responses including, but not limited to, denial of permission to enroll in additional education coursework or suspension from a field experience. An ISSP does not replace other corrective actions or consequences including suspension or expulsion from the SOE or other procedures outlined in the IU Code of Student Rights, Responsibilities & Conduct.

An ISSP is a tool for developing and managing a course of action(s) to improve a candidate's deficiencies in knowledge, skills or dispositions. An ISSP can be initiated at any point during a candidate's program and by any member of the SOE faculty. If the deficiency is brought forward by faculty from another SOE program team, the two teams will negotiate responsibilities regarding developing and monitoring the plan and imposing any restrictions or requirements placed upon the candidate. Input for the ISSP comes from faculty as well as the candidate her/himself.

Procedures

1. Upon noting sufficient inadequate performance, an SOE faculty member brings the candidate's situation to the attention to the Special Education team. The team then decides if the concern warrants an ISSP and if so begins the ISSP process.
2. The candidate meets with the team, at which time the faculty concerns are expressed and the candidate has an opportunity to respond to the judgment. The team then decides if an ISSP is still required and if so proceeds with the process.

3. The candidate is instructed to complete a Self-Appraisal form and return it to the program coordinator by a designated date.
4. Taking into account information provided in the self-appraisal two program faculty members identify what behaviors the candidate must exhibit, how and when they will be assessed, and any resources needed to implement or evaluate progress. A date to evaluate program status will also be stated.
5. If a candidate disagrees with the initial evaluation of his/her performance, the ISSP itself, or the program status decision made after implementing the plan, he/she may use the SOE due process and appeal procedure or the avenue provided through the IU Code of Student Rights, Responsibilities & Conduct.

Resources

Facebook The program sponsor's a Facebook page: IU Southeast Special Education Program. The purpose of the page is post interesting newspaper, magazine and journal articles about disabilities, special education services, and education in general.

Library Resources. Candidates and pre-education majors have access to a myriad of resources through the campus Library Services. Consult a reference librarian for assistance or take an online audio tour which can be found online at www.ius.edu/library.

Curriculum Resources. Children and young adult literature, textbook sets, and The Indiana University **Center for Cultural Resources** collection of resource kits, each organized to teach a core of 12 universal themes on unity and diversity are available to help candidates with course assignments and lesson planning and implementation. These resources are located in the top floor of the campus library and are searchable through IUCAT. All IU Southeast students have access to many resources on the other IU campuses, as well as universities in metro area. The reference librarians are an excellent source for expanding search opportunities. Special Education majors also have access to a lending library (HH0013) support through grants provided by the WHAS Crusade for Children, Inc.

Computer Labs and Software. All IU students are able to take advantage of deep discounts on software and special pricing for new and used hardware. See <http://www.ius.edu/it/> to learn more about IT services, bargains, technical assistance, and location/hours of computer labs on campus. Discounts for cellular phone services are also available to IU students. Assistance from the Helpdesk is available 24/7 at (812) 941-2447.

Email and Oncourse. Faculty members communicate with candidates through candidate's official IU Southeast email address. It is candidates' responsibility to check their IU Southeast account frequently or set their email message options so messages are forwarded to a preferred account. Candidates can adjust settings in Oncourse messages to have information diverted to their regular IU Southeast email account.

Appendix

Council for Exceptional Children Code of Ethics

Council for Exceptional Children Code of Ethics . We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the Council for Exceptional Children (CEC) Board of Directors, January 2010
<http://www.cec.sped.org/Standards>

CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in: Individualized General Education Curriculums

(Details at <http://www.cec.sped.org/>)

Standard 1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2 Development & Characteristics of Learners

Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individuals** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3 Individual Learning Differences

Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Standard 4 Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curriculum** and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Standard 5 Learning Environments and Social Interactions

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Standard 6 Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

Standard 7 Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators

systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Standard 8 Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Standard 9 Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Standard 10 Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

InTASC Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indiana Content Standards for Educators Exceptional Needs—Mild Intervention

(Details can be found at <http://www.doe.in.gov/sites/default/files/educator-effectiveness/exceptional-needs-mild.pdf>)

Standard 1: Foundations of Special Education

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

Standard 2: Development and Characteristics of Students with Mild Exceptional Needs

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with mild exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

Standard 3: Assessment

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with mild exceptional needs.

Standard 4: Individualized Program Planning and Implementation

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with mild exceptional needs.

Standard 5: Learning Environments

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with mild exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs.

Standard 6: Instructional Planning and Delivery

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum.

Standard 7: Communication and Social Skills

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills.

Standard 8: Positive Behavioral Interventions and Supports

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs.

Standard 9: Transitions

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions.

Standard 10: Professional Roles and Responsibilities

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs

Indiana Content Standards for Educators Exceptional Needs—Mild Intervention: Reading Instruction

(Details can be found at <http://www.doe.in.gov/sites/default/files/educator-effectiveness/exceptional-needs-mild-intervention-reading-instruction-standards-final.pdf>)

Standard 1: Foundations of Scientifically Based Reading Instruction

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

Standard 2: Components of Scientifically Based Reading Instruction

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

Indiana Developmental Standards for Educators School Setting Developmental Standards—P-12

(Details can be found at <http://www.doe.in.gov/sites/default/files/educator-effectiveness/all-grade-standards.pdf>)

Standard 1: Student Development and Diversity

Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 2: Learning Processes

Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

Standard 3: Instructional Planning and Delivery

Teachers of grades P–12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment

Teachers of grades P–12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Standard 5: Learning Environment

Teachers of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment

Teachers of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Standard 7: Reading Instruction

Teachers of grades P–12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

School of Education Professional Dispositions

Candidates and faculty will:

1. ...respect the accepted legal and ethical norms and values of education. *Examples of associated behaviors include, but are not limited to:*

- a. Maintaining confidentiality of candidate records, parent communications, and private professional communications
- b. Using language free of profanity and derogatory statements toward any individual or groups
- c. Knowing and complying with legal requirements of the education profession
- d. Adhering to high standards of truthfulness and honesty
- e. Showing respect for the ethical and moral values and concerns of the school, candidates and community

2. ...effectively interact and collaborate with others and foster similar behaviors among candidates. *Examples of associated behaviors include, but are not limited to:*

- a. Willingly and actively participating in group assignments, projects or activities
- b. Contributing positively and equitably [given training and experience] to projects involving others
- c. Seeking membership on collaborative projects
- d. Leading projects or activities in a fair and equitable manner
- e. Facilitating the functioning of all group members in a shared project
- f. Designing and using collaborative activities and assessments.

3. ...are committed to diversity through equitable treatment and respect for all individuals. *Examples of associated behaviors include, but are not limited to:*

- a. Being sensitive to the varying needs and dispositions of others
- b. Accepting and adapting to differences in learning styles and individual capabilities
- c. Facilitating learning by those with disabilities or with exceptional capabilities
- d. Examining diverse values, languages, and traditions in a respectful manner
- e. Giving thoughtful consideration to alternative and contradictory opinions

4. ...exhibit personal management behaviors valued by the professional education community. *Examples of associated behaviors include, but are not limited to:*

- a. Being present and punctual for professional activities and assigned duties
- b. Being prepared for professional engagements
- c. Completing assigned work on time
- d. Showing leadership, self-respect and a willingness to take responsibility
- e. Fostering a sense of self-respect and self-control in others
- f. Respecting the intellectual property of others
- g. Maintaining the confidentiality of private records and meetings

5. ...are committed to inquiry and application of the knowledge base of education. *Examples of associated behaviors include, but are not limited to:*

- a. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
- b. Maintaining an analytical openness to new ideas expressed in the professional literature
- c. Reading and learning continuously from the professional literature and professional development activities
- d. Participating regularly and enthusiastically in professional development activities

6. ...exhibit enthusiasm and respect for education as a practice and a profession. *Examples of associated behaviors include, but are not limited to:*

- a. Expressing positive attitudes and a commitment to quality education
- b. Seeking opportunities to build positive relationships with others in the profession
- c. Participating in the meetings and activities of local, state and national professional associations and organizations
- d. Pursuing personal goals for professional development
- e. Exhibiting care for quality in the preparation and implementation of educational activities
- f. Being energetic and proactive in professional activities
- g. Listening and responding to others with enthusiasm and care
- h. Exhibiting positive leadership in professional activity

7. ...are committed to data-based decision-making and fair practices. *Examples of associated behaviors include, but are not limited to:*

- a. Using data-based assessments to improve practice
- b. Engaging in action research to test and evaluate new ideas and recommendations
- c. Sharing the results of research with others
- d. Collecting data to understand a situation before taking or recommending action
- e. Ensuring that all problems are addressed with due process for all
- f. Listening to children and families to ensure that their ideas and opinions are considered

8. ...are committed to continuous self-evaluation and personal improvement. *Examples of associated behaviors include, but are not limited to:*

- a. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
- b. Demonstrating positive changes in educational practices or personal behaviors over time
- c. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
- d. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

9. ...are committed to the belief that all children can learn. *Examples of associated behaviors include, but are not limited to:*

- a. Differentiating instruction to meet the needs of all students
- b. Considering school, family/caregiver, and community contexts in designing instructional experiences
- c. Providing equitable and meaningful learning opportunities for all students
- d. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
- e. Selecting and developing instructional strategies and technologies that help all students learn
- f. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

School of Education Diversity Proficiencies

DP 1: Learn about and respect diverse learners and their families

DP 2: Understand social disparities that affect students and apply social justice within the classroom and the school

DP 3: Create an inclusive learning community where differences are respected

DP 4: Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students

DP 5: Examine and reflect on personal practice to reduce bias and stereotypes within their work.

Special Education Program Assessment: Details

The purpose of the program's assessment system is to ensure candidates meet predetermined expectations. Data generated by the system is used to make decisions about individual candidates and improve the quality of the program. Major comprehensive sources of candidate data are (a) summative decision points and (b) key assessments completed to meet CEC's Specialty and Professional Association criteria. Assessment of the ability to teach all students and operate as a high quality educator is also accomplished by examining SOE Diversity

Proficiencies and Professional Dispositions. Each course syllabus identifies which and how proficiencies and dispositions are assessed within it. In addition to intentional assessment of dispositions, any faculty member who has considerable concern about a specific candidate's dispositions may bring that to the attention of the Special Education faculty team.

Summative Decision Points

Summative decision points (SDPs) determine if each candidate can enter, remain, and complete the program. Aggregated data across candidates at each point provide a picture of how groups of candidates are performing and how the program might improve its curriculum, support or experiences. The SDPs are: SDP 1: Acceptance into the program; SDP 2: Permission to continue to Block 2; SDP 3: Permission to student teach, Block 4; SDP 4: Program completion, Post-program: Application for teaching license. Details are contained on the following chart.

SDP Form Student _____ ID _____ Cohort __Fall
 __Spring 2__

SDP 1: Admission to Special Ed	SDP 2: Permission for Block 2	SDP 3: Permission to Student Teach	SDP 4: Program Completion	Post Program LICENSE
Entering Block 1	Entering Block 2	End of Block 3	End of Program	
DATE:	DATE:	DATE:	DATE:	DATE:
___ \geq 2.5 GPA ___ C in W131, ___ C in H340, ___ C in S121 ___ C in T101; ___ 1 SS; ___ 1 Sci; ___ F200 Rec'md positive Basic skills test (one) 1. ___ PPST ___ Math (175) ___ Reading (176) ___ Writing (172) Or ___ Total (527) 2. ___ ACT (24) 3. ___ SAT (1100) 4. ___ GRE (1100) 5. ___ Master's degree	___ \geq 2.5 GPA ___ \geq 2.5 in SS content block ___ \geq 2.5 in Sci content block ___ \geq 2.5 in LA content block ___ \geq 2.5 in Math courses with each "C" or better ___ \geq 2.0 in all EDUC ___ \geq 2.7 in all Spec Ed courses ___ Grade of "satisfactory" in K200 ___ No ISSP ___ "Acceptable" in all dispositions	___ \geq 2.5 in content blocks; ___ \geq 2.0 in all EDUC; ___ \geq 2.7 or "S" in all Spec Ed course ___ Grade of "satisfactory" in K495 in Block 2 & 3 ___ No ISSP ___ "Acceptable" in all dispositions	___ 2.5 in content blocks; ___ \geq 2.0 in all EDUC; ___ \geq 2.7 in "K"; ___ At least "basic" in portfolio and observations ___ No "unacceptable" in dispositions ___ All degree requirements completed (Did portfolio need to be resubmitted? ___ Yes ___ No)	___ Pass PRAXIS II ___ Apply for license ___ IN ___ KY
___ Admit ___ Deny	___ Continue without conditions ___ Continue with conditions ___ Continue under probation ___ Discontinue	___ Complete ___ Incomplete	___ Complete ___ Incomplete	

ISSP Information: Date of ISSP _____ Date Removed _____