

SERP 593 INTERNSHIP, SPRING 2015
Cross Categorical/ Learning Disabilities K-12
The University of Arizona, College of Education
Department of Disability and Psychoeducational Studies

Instructors:	<p>Carl J. Liaupsin, Ed.D. Room 425, College of Education Work: 520-626-3810 E-mail: liaupsin@email.arizona.edu</p> <p>Breanna L. Sherrow, M.A. Doctoral Candidate in Special Education E-mail: bsherrow@email.arizona.edu</p>
Teaching Associates and Supervisors:	<p>Jennifer M. White, M.A. Doctoral Student in Special Education E-mail: jenniferm@email.arizona.edu</p> <p>Retina Bauschatz, M.A. Doctoral Student in Special Education E-mail: rvaughn1@email.arizona.edu</p>
Office Hours:	By Appointment
Class Meetings:	Thursdays (See Schedule), 5:00-7:15 pm College of Education, Rm. 412b (Conference room)
Course Credits:	8 credits

The course instructor and teaching associates reserve the right to modify the course syllabus based upon the needs of the class.

Catalogue Description

Rationale

As students approach the professional status of special education teacher, opportunities to learn and practice appropriate instructional skills are critical. Exposure to current best practices as well as the opportunity to refine and practice one's skills under the supervision of a master teacher in the field is necessary. The 12 week direct teaching experience (with 20 days as a lead teacher) must be implemented in a classroom setting where interns work with students in at least three of the five special education categories as mandated by the Arizona Department of Education Licensing Authority. Students must also have opportunities to develop the skills of being a culturally competent educator incorporating Culturally Responsive Pedagogy, Universal Design, and technology for diverse populations as the foundation of the internship class.

Objectives

The internship will provide the student with the opportunity to develop and apply knowledge in evaluation, communication, management, and planning and implementation of evidence-based practices. Students will also be provided opportunities for the implementation of professional behaviors and attributes relevant to the discipline of education.

Upon completion of the SERP 593 Internship students will demonstrate skills of competency for following objectives, measured through observations by the cooperating teacher and teacher supervisor in the on-site setting: (*See: Content standard pages 10-12 below*)

Course Text

Texts used for this course will be:

- Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). *A survival guide for new special educators*. San Francisco, CA: Jossey-Bass.
 - Available from Amazon.com New and Used (**Required**)
- Campbell, D., Cignetti, P., Melenzyer, B., Nettles, D., & Wyman, R. (2011). *How to develop a professional portfolio: A manual for teachers* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
 - The text provides a wealth of information relating to the design and development of the required Online Portfolio and chapters five and seven will be available on D2L for you to read and use.
- Additional readings such as journal articles and other readings will be assigned and available through the D2L website for the course.

Grading

Internship Class Meetings (40 points)

Internship meetings will be held in Room 412b in the Education Bldg.

You will receive 5 points for each internship class meeting (there are 8 class meetings).

Online Portfolio (100 points)

CEC Standards 1-7:

Each Standards section must include the following:

- An identification and description of the specific standard.
- A table of contents identifying the artifacts to be presented in that section.
- A listing of each artifact to be presented under that standard, a related rationale statement explaining why and how that artifact “fits” under that standard, and a hard copy submission of the artifact itself.
- The presentation of each artifact description and rationale statement followed by artifact.
- A minimum of three artifacts for each standard is required. Students determine the artifacts they wish to present in the portfolio.

A copy of your teaching philosophy as well as a current resume is also required for the online portfolio.

*Dialogue and discussion regarding the identification and selection of artifacts is ongoing through the semester. Any questions about the portfolio or artifacts should be directed to the instructor.

Evaluation of Portfolio (100 points; Benchmark Assignment):

Upon completion of the online portfolio, interns will have identified and submitted 21 representative artifacts demonstrating their knowledge, dispositions and skills. These artifacts will be organized around the seven Council of Exceptional Children Standards (CEC).

The Standards-based Portfolio Evaluation Rubric will be used to evaluate the final online portfolio and can be found on D2L. ***Due Date April 27, 2015**

Presentation of E-Portfolio (20 points)

During the last class meeting each student will present their E-Portfolio to the class. The presentation will be graded on presence, language skills, mastery of the subject, and visual aids. Five points is possible in each of the four areas. Be prepared to share at least one artifact for each CEC standard but not all artifacts from every standard. Your presentation should last approximately 15 to 20 minutes.

Reflective Journal (50 points: 5 points each x 10 total)

The **reflective journal** provides the student with the opportunity for reflective thinking through which the student can evaluate his or her objectives as a teacher and as a learner. It will also serve as a dialogue between the student and the supervisor.

Journal entries should be written and posted in accordance with the due dates (see schedule). These entries need to be posted to D2L; there are 10 entries required; all entries need to be posted to D2L by the due date. Each journal entry should include daily reflections from the specific dates to be included in the schedule and be approximately 2 to 3 pages (double-spaced) in length, the final journal entry can be longer but no more than 6 pages please (double spaced).

Over the course you will write 10 journal entries.

Remember, **Be Specific!** It is better to select a few situations or a couple of classes and really analyze the lesson, methods, strategies, and results than try to cover everything that happened each week, thus making the reflection too general. Look for both positive and negatives in all lessons and situations.

Journal entries prior to or just beginning to teach on a regular basis, (*Typically in the beginning of your internship.*) reflect upon:

How are the students at the internship placement responding to the methods and strategies being used in the classroom by the classroom teacher? Think about what you are going to do when you are in the role of the classroom teacher, what challenges you may face and how you plan to approach them. Also, think about how what you are observing connects with what you have learned so far in your program.

Journal entries when you have almost fully taken over or have taken over the classroom completely, (*Typically in the middle of your internship.*), reflect on:

What lessons, methods, or strategies have you been successful in implementing? Why do you think you were successful? What parts of your teaching have not been as successful and why? What have you been doing or what do you plan to do to modify your approach to what has not been successful? What was the main accomplishment of the lesson? Which parts of the lesson were most successful? Which parts of the lesson were least successful? Would you teach the lesson differently if you taught it again? These kinds of reflections should relate to a few different experiences, lessons, activities etc.

Journal entry 10 will be completed almost at the end of your internship, and should reflect on:

What your biggest success and your most difficult challenge was. Also, how do you plan on replicating your success and avoid the challenge when you get into your own classroom? Also, think about specific things you've learned about (curriculum, assessments, etc.) that you plan to take with you and use in your future teaching position. Finally, what were some "ah ha!" moments when you discovered the connection between what you have learned from the program and what you experienced in the classroom.

This is expected to be a REFLECTIVE journal. Summaries of your activities are not acceptable journal entries in and of themselves. You must provide reflection on the above criteria; this included but is not limited to questions, ideas, thoughts, opinions supported by references to what you have learned in this program, or other sources (e.g. research, textbooks, etc).

Videotaping (50 points: 25 each x 2 total)

All students are responsible for submitting videos of two separate lessons. The objective of this experience is to provide the student with opportunities to observe his or her teaching strategies, behaviors, and communication skills, both verbal and nonverbal, and to see the impact they have upon the k-12 students' learning and behavior.

The student intern needs to videotape themselves at least once before the lessons he or she intends to critique in order to familiarize the students with the camera and to become comfortable while teaching in front of it. Also, this will help the student intern become familiar with the video camera and how to turn in the video. This initial taping does not have to be for a full lesson just about 5 minutes.

When the student intern tapes a lesson, he or she should try to obtain an angle wide enough that the students can also be viewed as often as possible. It is the student's responsibility to obtain a video camera. Our dept. (DPS) has iPods that can be used to tape a lesson, and your instructor also has access to a portable video camera for you to use. In addition, you can choose to record your lesson on your own personal smartphone. If you choose to use your own phone, please note that you are responsible for making sure you know how to download the video file off of your phone. Please determine how you will record your lesson with your instructor at the beginning of the semester. Students will be uploading their videos on D2L. Further instructions on this procedure will be discussed during class.

Permission letters are available if needed just see your university supervisor; these can be sent home to parents or school letters may be used.

Videotape the entire lesson and write up a complete lesson plan. Within a day or two following the filming, the student should view the videotape alone. Using the supervisor observation form, the student will evaluate his or her own teaching from the tape. There is a template document available on D2L under handouts titled "Video Reflections Template" that you can type directly into for this. Include comments on strategies used, strengths of the lesson and what could be changed if the lesson were to occur again. The video should also be uploaded to Panopto on D2L. For the specific grading breakdown of video reflections please check out the document called "Video Reflection Rubric SERP 593" on D2L under handouts.

Next, the student will make an appointment with his or her university supervisor to discuss the written self-evaluation as well as the university supervisor's feedback.

Select two **5-minute** segments to share with the class to highlight an area of competence or for problem solving. Provide copies of the lesson plan for the other students in the 593 internship class if appropriate. Present an introduction, show the videotape, and engage in an informal discussion. The two 5-minute segments are due by **April 2, 2015**.

Video Recording Due dates

Video due date #1: Saturday, February 28, 2015

Video due date #2: Saturday, March 28, 2015

Internship Placement (100 points)**Scheduling Internship and Time Requirements:**

An internship site will be arranged for each intern to accommodate individual needs and interests. Student interns are to be in charge of planning and teaching for at least 20 days as a lead teacher and at their site for at least 12 weeks. The number of contact hours each intern is at their school site will vary depending on the number of University of Arizona courses they are enrolled in. The hours interns spend at their school site are to be contact hours with children and teachers. Schedules should be arranged with the cooperating teacher and submitted to the supervisor for approval.

Interns will follow the University of Arizona's holiday and vacation schedule **unless** there is a request by the internship school that the student follow their schedule. **Please clarify the holiday, vacation, or**

other district related scheduling with your cooperating teacher in advance.

Provide a **semester schedule** (which includes days and times you will be at the internship placement as well as days and times you attend University classes) to your cooperating teacher and supervisor by our second internship meeting on **Thursday, January 29, 2015**.

Starting the Internship Placement

Upon arrival at the school, please introduce yourself to the principal and front office staff. Obtain and follow school policies immediately. A meeting will be scheduled by the intern, between the cooperating teacher, the supervisor, and him/herself within the first few weeks of the internship to discuss the expectations and responsibilities of everyone involved in the student teaching experience.

Supervision

The university supervisor will visit the intern at their assigned site on a regular basis. The number of visits may vary depending on the intern's progress, but typically there will be three to five visits during the semester. These visits will be individually arranged. The cooperating teacher will provided with a responsibility schedule. The student may make changes in the responsibility schedule to meet classroom needs as they arise with supervisor approval. **Interns are required to present the supervisor with a lesson plan for the period of the visit 72 hours ahead of time.** Written comments will be returned to the student within three days following the observation and will indicate whether or not a follow-up meeting is required. The intern may feel free to contact the supervisor following a visit. **Additionally, the cooperating teacher is expected to complete two formal observations of the student intern during the semester and provide written feedback to both the intern and the supervisor.**

Internship Placement Grading Rubric (100 points)

Internship Placement Grading Rubric	Exceptional	Average	Needs improvement
Timeliness (15 points)	All assignments and lesson plans prepared in advance; Attendance consistent, with notice given before unavoidable schedule changes.	Most assignments and lessons prepared in advance; infrequent absences or lateness after prior notice; prepares for responsibilities after specific instructions and some reminders.	Assignments late; frequent absences or lateness OR failure to provide notice of absence/lateness; unprepared for some classroom responsibilities.
Quality of Instruction (Based on observations; teacher/supervisor evaluations) (45 points)	Observations and evaluations reflect excellent instructional skills with major elements of lessons addressed; recommendations are for minor changes that improve over the semester. Student can implement most of teacher's responsibilities with little feedback by the end of the semester.	Observations and evaluations reflect adequate instructional skills with one or two significant areas of weakness; improvements are documented over the semester. Student can implement most of teacher's responsibilities with some feedback still needed by the end of the semester.	Observations and evaluations reflect inadequate instructional skills that require regular intervention by classroom teacher at the end of the placement. Improvements are inconsistent over the semester. Student does not plan lessons or include all elements of lessons (e.g., no evaluation).
Competencies (See Internship competencies) (40 points)	Student completes 90% or more of the competencies identified as appropriate to the instructional setting with mastery.	Student completes 80-89% of competencies appropriate to the instructional setting with mastery.	Student completes less than 80% of competencies appropriate to the instructional setting with mastery.

Evaluations

A meeting with the intern, cooperating teacher, and University supervisor will be held at mid-term to evaluate program competencies, skills, and course requirements. The cooperating teacher will be given a link to an online evaluation to complete before the end of the semester. The contents of the evaluation will remain confidential unless the cooperating teacher chooses to share them with the intern.

This is a competency-based course with grades based on the attainment of competencies and the written products associated with the internship. Possible grades are Superior, Pass, or Fail. Grades will be assigned on the basis of total points earned. The grade of “S” represents superior performance. The grade of “P” represents passing. The grade of “F” represents failing the course. Grades will be assigned based upon the following weights/requirements:	Points for 8-unit internship
Internship Meeting Participation (8 total)	40 (5 x 8)
E-Portfolio	100
Presentation of E-Portfolio	20
Journal	50 (5 x 10 entries)
Videos	50 (25 each x 2)
School Internship (Placement)	100
TOTAL	360

GRADES WILL BE ASSIGNED USING THE FOLLOWING SCALE:

FOR 8 UNITS:

360 – 324 = Superior (90% and above)

323 – 252 = Pass (89% to 70%)

251 – below = Fail (69% and below)

Fewer than 251 points per 8 units will be considered unacceptable and the supervisor in coordination with the student intern will discuss options based on performance. To receive a grade of Superior, students must complete all assignments and do so at an exceptional level.

Students are eligible to receive an Incomplete (I) only if the majority of their work is completed, the supervisor and cooperative teacher agree to this option, and written plans and timelines are developed to complete the work. By University policy a grade of “I” automatically converts to an “E” if not completed within one year.

Absences

If an intern is absent from the internship, he or she should comply with the district policy as well as do the following:

- Notify the cooperating teacher as directed by school policy.
- Provide the dates and duration of the absence, if possible.
- Provide the cooperating teacher with any materials to be used during the period of absence, if applicable.
- Make up the hours missed by the end of the semester.
- Let your university supervisor know about your absence and why you were absent.

If you have a planned visit by your supervisor for the date of an absence, notify him/her as soon as possible. Call your supervisor on her cell phone. If the supervisor does not answer her phone please leave a voicemail and also send an email notification for the expected absence.

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify your instructor of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Written Products:

All written products must be prepared in a “professional” manner. It is strongly encouraged that final products be typed and appropriate for classroom, community, and administrative use. Products which in the judgment of the instructor are unreadable or prepared in an unprofessional manner will be returned ungraded or assigned a lower grade.

DO NOT PLAGIARIZE!!! To plagiarize is “to steal and pass off the ideas or words of another as one's own or use another's production without crediting the source” (Merriam-Webster Online Dictionary, 2000). If plagiarism is evident, the student will receive a “0” on that activity and may receive an “F” for the course and may be suspended or expelled from the university. See the Student Code of Academic Integrity for further explanations <http://dos.web.arizona.edu/uapolicies/cai1.html>

Classroom Behavior:

- Students are expected to arrive to class at the assigned time, having read the required reading for the week and prepared to participate in classroom discussions.
- “People first” language should be used during class discussions and in written assignments.
- Remember to keep a copy of all assignments submitted to the instructor.
- Cell phones should be turned off during class, unless there is a potential emergency (e.g. child is sick).

Threatening Behavior is Prohibited:

“Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Procedures for reporting threatening behavior and the disciplinary process can be found at <http://policy.web.arizona.edu/~policy/threaten.shtml>

SPRING 2015 COURSE TOPICS AND CLASS SCHEDULED MEETING TIMES:

(Other informal meetings to be held on an ongoing basis with student interns and supervisors throughout the internship experience)

Date:	Topics:	Assignments Due:
Thursday, January 15, 2015 (Class 1)	Syllabus, expectations for portfolio, overview of CEC standards, course requirements, responsibility schedule, d2l site, semester schedule	Journal 1 (could include any days between Jan. 5 th to Jan. 16th) Due Jan. 24, 2015 by 10 am Bring UA Class Schedule, District Calendar, and Classroom Schedule/Bell Schedule
Thursday, January 29, 2015 (Class 2)	CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 2: Learning Environments Tips and pointers for video recording a lesson (Guest Speaker)	Journal 2 (could include Jan.19-23 & Jan. 26-30) Due Jan. 31, 2015 by 10 am Teaching with the Individual in Mind (Fox & Hoffman, 2011) Culturally Responsive Classroom Management Strategies (p. 1-7)
Thursday, February 12, 2015 (Class 3)	CEC Standard 3: Curricular Content Knowledge Transitioning into your role in the classroom Online portfolio resources	Journal 3 (could include Feb.2-6) Due Feb. 7, 2015 by 10 am A Unit-Based Approach to Adaptations in Inclusive Classrooms (Kurth, 2013) Read Chapter 3 (Billingsley et al., 2013)
Thursday, February 26, 2015 (Class 4)	CEC Standard 4: Assessment CEC Standard 5: Instructional Planning and Strategies Universal Design for Learning (UDL) and Technology	Journal 4 (could include Feb. 9-13) Due Feb. 14, 2015 by 10 am Journal 5 (could include Feb. 16-20, Feb.23-25) Due Feb. 28, 2015 by 10 am Read Chapter 10 and 12 (Billingsley et al., 2013) Universal Design for Learning Guidelines Handout Optional Reading Chapter 11 (Billingsley et al., 2013)
Thursday, March 5, 2015 (Class 5)	CEC Standard 6: Professional Learning and Ethical Practice Required IEP Components IEP Management	Journal 6 (could include Mar. 2-6) Due Mar. 7, 2015 by 10 am Read Chapter 5 (Billingsley et al., 2013) Taking Charge of Your Professional Learning, Benedict (2014) Six Tips for Successful IEP Meetings, Diliberto & Brewer (2014)

<p>Thursday, March 26, 2015 (Class 6)</p>	<p>CEC Standard 7: Collaboration Collaborating with Parents and Fostering Partnerships Special Education Law Review</p>	<p>Journal 7 (could include Mar. 9-13) Due Mar. 13, 2015 by 9 pm (note time and day change, due Friday because of Spring Break) Journal 8 (could include Mar. 23-27) Due Mar. 28, 2015 by 10 am Read Chapter 4 and 8 (Billingsley et al., 2013)</p>
<p>Thursday, April 9, 2015 (Class 7)</p>	<p>Observe classroom videos</p>	<p>Two Selected five minute Video Recordings of Classroom Instruction Due by April 2, 2015 Journal 9 (could include March 30-April 3, April 6-10) Due April 11, 2015 by 9 pm</p>
<p>Thursday, April 30, 2015 (Class 8)</p>	<p>Final Portfolio review/Student Presentations (Last Class)</p>	<p>ONLINE PORTFOLIO DUE on April 27, 2015 Journal 10 should be completed near the end of your internship and be reflective of your entire experience instead of focusing on specific days/weeks. Due no later than May 2, 2015 by 10 am</p>

Course Competencies: Upon completion of the SERP 593 Internship, students will have demonstrated, through observations and applications in the on-site setting, the following competencies. The Standards references following each competency are:

InTASC= Interstate Teacher Assessment & Support Consortium Professional Standards

CEC= Council of Exceptional Children (CEC) Initial Preparation Standards

NETS = National Educational Technology Standards

UA = U of Arizona Teacher Preparation Programs Requirements

I. The Learner and Learning

- InTASC 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.
- InTASC 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.
- InTASC 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.

II. Content

- InTASC 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.
- InTASC 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.

III. Instructional Practice

- InTASC 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.
- InTASC 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.
- InTASC 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.

IV. Professional Responsibility

- InTASC 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.
- InTASC 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.

V. Educational Technology

- NETS #1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- NETS #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETSS.
- NETS #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- NETS #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- NETS #5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

VI. UA Requirements for Teacher Candidates

- attending, being on time, and being prepared for scheduled classes and field experiences
- having a professional appearance
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- accepting and acting upon reasonable criticism
- understanding and respecting others' perspectives
- questioning and testing their assumptions about teaching and learning
- separating personal and professional issues
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject
- maintaining or exceeding the minimum grade point average in their respective programs

(CEC) Initial Preparation Standards

- Standard 1: Learner Development and Individual Learning Differences
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- Standard 2: Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- Standard 3: Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Standard 4: Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- Standard 5: Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- **Standard 7: Collaboration**

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.