



Professional Support

Administrative Procedure 3.B.127

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference:

- *The Education Administration Act (Manitoba)*
 - *The Public Schools Act (Manitoba)*
 - *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports (MECY)*
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Date Adopted: September, 2012

Date Amended:

The Public Schools Act requires the School District of Mystery Lake to employ certified teachers. Issues related to teacher education and certification is dealt with by the Teacher Education Certification Committee (TECC). Staff in the School District of Mystery Lake must accommodate the diverse needs of all students. As the employing authority, SDML is responsible for ensuring that staff have, or can develop, the skills needed to meet the identified needs of the student population. Teachers have a professional responsibility to engage in ongoing professional development.

A. As part of their school planning process, school divisions should:

1. Identify the needs of the student population and provide the necessary professional learning opportunities for staff
2. Support staff in gaining the knowledge and skills to accommodate individual students with exceptional learning needs
3. Monitor the effectiveness of programming and practices required for school-based planning and reporting and adjust practices as necessary

APPENDIX 1

COMMON CORE KNOWLEDGE AND SKILLS ESSENTIAL FOR ALL BEGINNING SPECIAL EDUCATION TEACHERS

PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION

KNOWLEDGE

1. Models, theories, and philosophies that provide the basis for special education practice.
2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationships between child, family, and schooling.
3. Issues in definition and identification procedures for individuals with exceptional learning needs.
4. Assurances and due process rights related to assessment, eligibility, and placement for students who are culturally and/or linguistically diverse.
5. "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with exceptional learning needs.

SKILLS

6. Articulate personal philosophy of special education including its relationship to/with regular education.
7. Conduct instruction and other professional activities consistent with the requirement of law, rules and regulations, and local district policies and procedures.

CHARACTERISTICS OF LEARNERS

KNOWLEDGE

8. Similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals.
9. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable).
10. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals.
11. Effects an exceptional condition may have on an individual's life.
12. Characteristics and effects of the cultural and environmental milieu of the child and the family (cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc).
13. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.
14. Educational implications of characteristics of various exceptionalities.

SKILL

15. Access information on various cognitive, physical, cultural, social and emotional conditions of exceptional individuals.

ASSESSMENT, DIAGNOSIS, AND EVALUATION

KNOWLEDGE

16. Basic terminology used in assessment.
17. Ethical concerns related to assessment.
18. Legal provisions, regulations, and guidelines regarding student assessment.
19. Typical procedures used for screening, prereferral, referral, classification.
20. Appropriate application and interpretation of scores (grade score vs. standard score, percentile rank, age/grade equivalents, and stanines).
21. Appropriate use and limitations of each type of assessment instrument.
22. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners.
23. The relationship between assessment and placement decisions.
24. Methods for monitoring student progress.

SKILLS

25. Collaborate with parents and other professionals involved in the assessment of students with individual learning needs.
26. Create and maintain student records.
27. Gather background information regarding academic, medical, and family history.
28. Use various types of assessment procedures (norm-referenced, curriculum based, work samples, observations, task analysis) appropriately.
29. Interpret formal and informal assessment instruments and procedures.
30. Report assessment results to students, parents, administrators, and other professionals using appropriate communication skills.
31. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments.
32. Develop individualized assessment strategies for instruction.
33. Use assessment information in making instructional decisions and planning individual student programs.
34. Evaluate the results of instruction.
35. Evaluate readiness for integration into various program placements.

INSTRUCTIONAL CONTENT AND PRACTICE

KNOWLEDGE

36. Differing learning styles of students and how to adapt teaching to these styles.
37. Demands of various learning environments (individualized instruction in general education classes).

38. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs.
39. Instructional and remedial methods, techniques, and curriculum materials.
40. Techniques for modifying instructional methods and materials.
41. Life skills instruction relevant to independent, community, and personal living and employment.
42. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

SKILLS

43. Interpret and use assessment data for instructional planning.
44. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences.
45. Develop comprehensive, longitudinal individualized student programs.
46. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
47. Prepare appropriate lesson plans.
48. Involve the student in setting instructional goals and charting progress.
49. Conduct and use task analysis.
50. Select, adapt, and use instructional strategies and materials according to characteristics of learner.
51. Sequence, implement, and evaluate individual student learning objectives.
52. Integrate affective, social, and career/vocational skills with academic curricula.
53. Use strategies for facilitating maintenance and generalization of skills across learning environments.
54. Use instructional time properly.
55. Teach students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
56. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs.
57. Establish and maintain rapport with learner.
58. Use verbal and nonverbal communication techniques.
59. Conduct self-evaluation of instruction.

PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT

KNOWLEDGE

60. Basic classroom management theories, methods, and techniques for students with exceptional learning needs.
61. Research based best practices for effective management of teaching and learning.
62. Ways in which technology can assist with planning and managing the teaching and learning environment.

SKILLS

63. Create a safe, positive, and supporting learning environment in which diversities are valued.
64. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings.
65. Prepare and organize materials in order to implement daily lesson plans.
66. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment.
67. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
68. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom.
69. Direct the activities of a classroom, paraprofessional, aide, volunteer, or peer tutor.
70. Create an environment which encourages self-advocacy and increased independence.

MANAGING STUDENT BEHAVIOUR AND SOCIAL INTERACTION SKILLS

KNOWLEDGE

71. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviours.
72. Ethical considerations inherent in classroom behavior management.
73. Teacher attitudes and behaviours that positively or negatively influence student behavior.
74. Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
75. Strategies for crisis prevention/intervention.
76. Strategies for preparing students to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

SKILLS

77. Demonstrate a variety of effective behavior management techniques appropriate to the needs of exceptional individuals.
78. Implement the least intensive intervention consistent with the needs of the exceptional individual.
79. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviours.
80. Identify realistic expectations for personal and social behavior in various settings.
81. Integrate social skills into the curriculum.
82. Use effective teaching procedures in social skills instruction.
83. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem.
84. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions.

COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

KNOWLEDGE

85. Importance and benefits of communication and collaboration which promotes interaction with students, parents, and school and community personnel.
86. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.
87. Developing individual student programs working in collaboration with team members.
88. Roles of students, parents, teachers, other school and community personnel in planning a student's individualized program.
89. Ethical practices for confidential communication to others about individuals with exceptional learning needs.

SKILLS

90. Use collaborative strategies in working with students, parents, and school and community personnel in various learning environments.
91. Communicate and consult with students, parents, teachers, and other school and community personnel.
92. Foster respectful and beneficial relationships between families and professionals.
93. Encourage and assist families to become active participants in the educational team.
94. Plan and conduct collaborative conferences with parents or primary care givers.
95. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments.
96. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs.

PROFESSIONAL AND ETHICAL PRACTICES

KNOWLEDGE

97. Ones own cultural biases and differences that affect ones teaching.
98. Importance of the teacher serving as a model for students.

SKILLS

99. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs.
100. Demonstrates positive regard for the cultures, religion, gender, and sexuality of students.
101. Promote and maintain a high level of competence and integrity in the practice of the profession.
102. Exercise objective professional judgment in the practice of the profession.

103. Demonstrate proficiency in oral and written communication.
104. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues.
105. Comply with local, state, provincial, and federal monitoring and evaluation requirements.
106. Use of copyrighted educational materials in an ethical manner.
107. Practice within the CEC Code of Ethics and other standards and policies of the profession.

APPENDIX 2

CEC Knowledge and Skills for Beginning Special Education Paraeducators

PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION

KNOWLEDGE

108. Purposes of programs for individuals with exceptionalities.
109. Beliefs, traditions, and values across cultures and their effect on the relationships among children, families, and schooling.
110. Rights and responsibilities of parents and children/youth as they relate to individual learning needs.
111. The distinctions between roles and responsibilities of professionals, paraeducators, and support personnel.

SKILLS

112. Perform responsibilities under the supervision of a certified/licensed professional in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.

CHARACTERISTICS OF LEARNERS

KNOWLEDGE

113. Impact of differential characteristics of individuals with exceptionalities on the individual's life and family in the home, school, and community.
114. Indicators of abuse and neglect that put students at risk.

ASSESSMENT, DIAGNOSIS, AND EVALUATION

KNOWLEDGE

115. Rationale for assessment.

SKILLS

116. Demonstrate basic data collection techniques.
117. With direction from a professional, make and document objective observations appropriate to the individual with exceptional learning needs.

INSTRUCTIONAL CONTENT AND PRACTICE

KNOWLEDGE

118. Demands of various learning environments on individuals with exceptional learning needs.
119. Basic instructional and remedial methods, techniques, and materials.
120. Basic technologies appropriate to individuals with exceptional learning needs.

SKILLS

121. Establish and maintain rapport with learners.
122. Use developmentally and age-appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.
123. Assist in adapting instructional strategies and materials according to the needs of the learner.
124. Follow written plans, seeking clarification as needed.

SUPPORTING THE TEACHING AND LEARNING ENVIRONMENT

SKILLS

125. Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures.
126. Use basic strategies and techniques for facilitating the integration of individuals with exceptional learning needs in various settings.
127. As directed by a certified/licensed professional, prepare and organize materials to support teaching and learning.
128. Use strategies that promote the learner's independence.

MANAGING STUDENT BEHAVIOUR AND SOCIAL INTERACTION SKILLS

KNOWLEDGE

129. Rules and procedural safeguards regarding the management of behaviours of individuals with exceptional learning needs.

SKILLS

130. Demonstrate effective strategies for the management of behaviour.
131. Use appropriate strategies and techniques to increase the individual's self-esteem, self-awareness, self-control, self-reliance, and self-advocacy.
132. Assist in modifying the learning environment to manage behaviour.

133. Collect and provide objective, accurate information to professionals, as appropriate.
134. Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.

COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

KNOWLEDGE

135. Characteristics of effective communication with children, youth, families, and school and community personnel.
136. Common concerns of parents of individuals with exceptionalities.
137. Roles of individuals with exceptionalities, parents, teachers, paraeducators, and other school and community personnel in planning an individualized program.
138. Ethical practices for confidential communication about individuals with exceptionalities.

SKILLS

139. Under the direction of a certified/licensed professional, use constructive strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
140. Follow the instructions of the professional.
141. Foster respectful and beneficial relationships between families and other school and community personnel.
142. Participate as requested in conferences with families or primary caregivers as members of the educational team.
143. Use appropriate basic educational terminology regarding students, programs, roles, and instructional activities.
144. Demonstrate sensitivity to diversity in cultural heritages, lifestyles, and value systems among children, youth, and families.
145. Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques, and analyze one's own personal strengths and preferences.

PROFESSIONAL AND ETHICAL PRACTICES

KNOWLEDGE

146. Personal cultural biases and differences that affect one's ability to work effectively with children, youth, families, and other team members.
147. The paraeducator as a role model for individuals with exceptional learning needs.

SKILLS

148. Demonstrate commitment to assisting learners in achieving their highest potential.
149. Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraeducators, professionals, and other support personnel.
150. Function in a manner that demonstrates the ability to separate person issues from one's responsibilities as a paraeducator.
151. Demonstrate respect for the culture, religion, gender, and sexual orientation of individual students.
152. Promote and maintain a high level of competence and integrity.
153. Exercise objective and prudent judgment.
154. Demonstrate proficiency in academic skills including oral and written communication.
155. Engage in activities that promote paraeducator's knowledge and skill development.
156. Accept and use constructive feedback.
157. Practice within the context of the CEC Code of Ethics and other written standards and policies of the school or agency where they are employed.