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Utilization Guide

For the Stages of Professional Development

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

MSDE

DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION

Achievement Matters Most

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

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

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Stages of Professional Development:
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For the Achievement of Students with Disabilities

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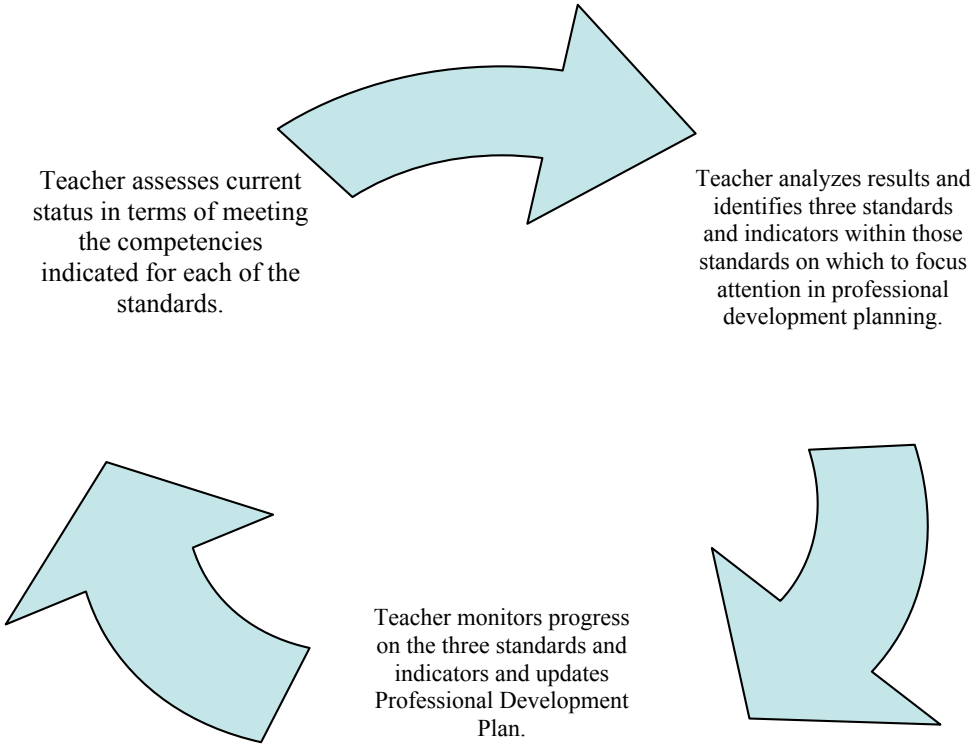
Purpose

This guide is being written to help you use the *Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities.* This tool will help you determine which stage best describes your professional development in the area of meeting the needs of students with disabilities regardless of years of experience or where you teach. The various indicators and stages are not meant to be evaluative or even use popular terms of the day, but they are meant to reflect the challenge all teachers are expected to meet as they attempt to meet the needs of all students including those with disabilities. The professional development cycle used in this project is illustrated in Figure 1.

Figure 1: Career Professional Development Cycle Using Stages



Standards-Based

The *Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialo*gue (May 2001) and the Council for Exceptional Children (CEC) Standards (*What Every Special Educator Must Know,* 2003) were used as the basis for the development of this tool. There are ten INTASC and ten CEC standards listed below, and although the INTASC Standards labels are used in the Model Standards, a cross walk of the two has made it possible for both sets of standards to serve as the basis. In the Model Standards, it is important to note that Standard 1 includes both knowledge of content and knowledge of special education. No one standard or indicator within a standard is considered more important than another.

Interstate New Teacher Assessment and Support Consortium (INTASC) Beginning Teacher Standards

1. Making Content Meaningful
2. Child Development & Learning Theory
3. Learning Styles & Diverse Learners
4. Instructional Strategies & Problem Solving
5. Motivation & Behavior
6. Communication to Foster Learning
7. Planning for Instruction
8. Assessment and Evaluation
9. Professional Growth & Reflection
10. Interpersonal Relationships

Council for Exceptional Children (CEC) Content Standards

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Interactions
6. Communication
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

The conceptual framework for determining competency is illustrated in Figure 2.

Figure 2: Conceptual Framework for Using Stages in a Career Professional Development Cycle

Stage 1	***Stage 2***	***Stage 3***	***Stage 4***	***Stage 5***
The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.

The *Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities* includes indicators for each standard and five stages of professional development for each indicator. The five stages are described in the Conceptual Framework included above. Pre-K to 12 teachers are **not** expected to be at a certain stage at any one time in their career. For example, new teachers may be at the same stage as some more experienced teachers who have not had the same experiences with students with disabilities.

It is important to note the following:

- The stages span a career,
- Progress through the stages will not be even,
- A teacher may choose to work on three to five indicators a year,
- A teacher may find it **not** possible to progress a stage in all of them by the end of the year,
- It is **not** expected that all teachers will reach or aspire to reach Stage 5 in many of the standards during their career,
- This tool is **not** meant to be evaluative, and
- This tool is meant to be a guide for determining where one is currently in terms of meeting the needs of students with disabilities and where one may aspire to be.

How to Use the Stages Document to Self-Assess

You will need the Stages document and the Self-Assessment Form. See Appendix *A for the Self-Assessment Form.*

Begin with Standard 1.

- Read the standard and the implications for students with disabilities.
- Next, start with the first indicator.
- Read it, and choose the stage in the same row that best describes your stage of development in this indicator.
- Note that the stages move from awareness, to making an attempt, to consistently demonstrating competency in the indicator across learning environments, and to being a role model in demonstrating the indicator and as a resource to others.
- Determine the stage in relation to the various indicators, and
- Note the areas to stress in your professional development planning.

How to Use the Stages Document to Plan for Professional Development

This tool can be used at the beginning and end of an academic year for instance, to determine whether you are experiencing the growth you have set for yourself. It can be helpful as you identify your present development and plan for future professional growth.

Use the *Professional Development Plan found in Appendix B* to determine the areas to focus on after analyzing your self-assessment. It is advisable to choose no more than three standards and indicators at a time. The *Collaborative Communication Log found in Appendix C,* is intended to be used to document ongoing work with a mentor. Although it is not always possible to have a mentor, we suggest that you work with a mentor even in an informal capacity to document your progress on the Professional Development Plan form and the Collaborative Communication Log. The assessment, analysis, and professional development will assist you in your ongoing attainment of knowledge of skills in teaching students with disabilities.

Commonly Used Terms

Accommodation: A practice or procedure that provides a student with a disability equitable access during instruction and to assessments in the areas of: presentation response; setting; and scheduling. Accommodations do not reduce learning expectations. [20 U.S.C. §1412(a)(16); COMAR 13A.05.01.03B(1); Maryland Accommodations Manual, October 2006; State Performance Plan Indicator 3]

Alternate Maryland School Assessment (Alt-MSA): The Alternate Maryland School Assessment (Alt-MSA) is the alternate assessment to the Maryland School Assessment Program (MSA). Students with significant cognitive disabilities participate in the Alt-MSA if through the IEP process it has been determined they cannot participate in the MSA even with accommodations (see participation guidelines below). The Alt-MSA assesses and reports student attainment of individually selected indicators and objectives from the reading and mathematics content standards. A portfolio for the Alt-MSA is constructed of artifacts, such as student work samples, that document individual student mastery of the assessed reading and mathematics objectives. Students participate in Alt-MSA in grades 3 through 8, and grade 10. Alt-MSA results are reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Accountability program. Results from the Alt-MSA are aggregated with those from the MSA for accountability purposes, but the number of Alt-MSA students reported as "proficient" or above will be capped at 1% of the total number of assessed students at each grade and content. Refer to the *"Maryland Accommodation Manual," 2006* for additional information regarding the guidelines for Alt-MSA. [Maryland Accommodations Manual, October 2006; See State graduation requirements in COMAR 13A.03.02; State Performance Plan Indicator 3]

Each student's IEP team makes the decision as to which assessment is appropriate for an individual student. A student with a significant cognitive disability will participate in Alt-MSA if he or she meets **each** of the following criteria:

- The student is learning extended Maryland reading (at emerging, readiness, or functional literacy levels) and extended Maryland mathematics content standards objectives; **and**
- The student requires explicit and ongoing instruction in a functional life skills curriculum including personal management, community, recreation/leisure, career/vocational, communication/decision making/interpersonal; **and**
- The student requires extensive and substantial modification (reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their nondisabled peers. They learn different objectives, may use different materials, and may participate in different learning activities; **and**
- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings; **and**
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments**; and**
- The student cannot participate in the MSA even with accommodations; **and**
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments; **and**
- The student cannot participate in the MSA even with accommodations.

Commonly Used Terms, continued

Assessment: The process of collecting data for an evaluation to be used by an Individualized Education Program (IEP) team to determine a student's need for special education and related services.

Assistive Technology Device: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. [20 U.S.C. §1401(1); 34 C.F.R. §300.5]

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes:

- The evaluation of the needs of such student, including a functional evaluation of the student in the student's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such student;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for such student, or, where appropriate, the family of such student; and
- Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such student. [20 U.S.C. §1401 (2); 34 C.F.R. §300.6]

Behavior Intervention Plan (BIP): A proactive plan designed to address problem behaviors exhibited by a student in the educational setting through the use of positive behavioral interventions, strategies, and supports. [COMAR 13A.08.04.02B(1)]

COMAR (Code of Maryland Regulations): Title 13 of COMAR includes all regulations adopted by the State Board of Education for the provision of public education to students in the State of Maryland. Within Title 13A, the following chapters are specifically applicable to students with disabilities:

- COMAR 13A.05.01 Provision of a Free Appropriate Public Education
- COMAR 13A.05.02 Administration of Services for Students with Disabilities
- COMAR 13A.08.03 Discipline of Students with Disabilities
- COMAR 13A.08.04 Student Behavioral Interventions

Commonly Used Terms, continued

Early Childhood Transition: Children referred by the Local Infants and Toddlers Program (LITP) prior to age 3, who are found eligible for IDEA Part B preschool services, have an IEP developed and implemented on or before their third birthday. [20 U.S.C. §1412(a)(9); 34 C.F.R. §300.124; State Performance Plan Indicator 12]

To ensure a smooth transition for toddlers receiving early intervention services under IDEA Part C to preschool or other appropriate services, the LITP shall notify the local school system of the jurisdiction in which the student resides that the student will shortly reach the age of eligibility for preschool services under IDEA Part B. In the case of the student who may be eligible for IDEA Part B preschool services, with the approval of the family of the student, convene a Transition Planning Meeting among the LITP, the family, and the local school system at least 90 days and at the discretion of all parties, not more than 9 months before the student is eligible for the preschool services, to discuss any services that the student may receive. In the case of a student who may not be eligible for preschool services, with the approval of the family, make reasonable efforts to convene a Transition Planning Meeting among the LITP, the family, and providers of other appropriate services for children who are not eligible for preschool services under IDEA Part B, to discuss the appropriate services that the student may receive. [20 U.S.C. §1416(a) (3) (B); 34 C.F.R. §§300.101(b); 300.124; 300.323; State Performance Plan Indicators 11 and 12]

English Language Proficiency Test (ELPT): A test of English language proficiency administered to English language learners upon their entry into the school system and annually during a testing window in the spring. The test measures a student's English language ability in the areas of listening, speaking, reading, writing, and comprehension. Assessment results are used by the local school systems to make decisions as to each student's participation in English for Speakers of Other Languages (ESOL) programs. The State uses ELPT assessment results when reporting information related to the English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives (AMAOs); the AMAO for attainment of English proficiency and the AMAO for progress in learning English.

The IEP team for a student with a disability who is also an English language learner shall decide the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the ELPT and indicate the decision on the student's IEP. The student's IEP team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP. [Maryland Accommodations Manual, October 2006]

Evaluation: The review of information from parents; existing data; and results of assessment procedures at a meeting of the IEP team and other qualified professionals, as appropriate, to determine whether a student has a disability, and the nature and extent of the special education and related services that the student needs. [20 U.S.C. §1414(a); 34 C.F.R. §§300.301-300.311]

Commonly Used Terms, continued

Extended School Year Services (ESY) – the individualized extension of specific special education and related services provided to a student with a disability beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents of the student; and which meet the standards of the Maryland State Department of Education. The determination of a student's need for ESY services is made annually on an individual student basis by the student's IEP team. [34 C.F.R. 300.106]

Free Appropriate Public Education (FAPE): Special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet state and federal requirements; include preschool, elementary school, or secondary school education; and are provided according to an IEP. [20 U.S.C. §1412(a)(1)(A); 34 C.F.R. §300.101-113]

Functional Behavioral Assessment (FBA): The systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for the student's identified problem behavior. An FBA includes the identification of the functions of the problem behavior for the student; a description of the problem behavior exhibited in the educational setting; and identification of environmental and other factors and settings that contribute to or predict the occurrence, nonoccurrence, and maintenance of the behavior over time. [COMAR 13A.08.04.02B (5)]

High School Assessment: The Maryland High School Assessments (HSA) are a series of end-of-course tests that extend the expectations of the Maryland School Assessments into high school and currently consists of four core examinations: English, algebra/data analysis, government, and biology. All students taking a core learning goals course in one of these subject areas must take the relevant High School Assessment. [See State graduation requirements in COMAR 13A.03.02; Maryland Accommodations Manual, October 2006; State Performance Plan Indicator 3]

Individualized Education Program (IEP): – A written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student's IEP team. [20 U.S.C. §1414(d); 34 C.F.R. §§300.320 - 300.328]

Individualized Family Service Plan (IFSP): A written plan for providing early intervention and other services to an eligible student and the student's family, which shall be consistent with
34 CFR §303.344 and:

- Be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services;
- Be based on the multidisciplinary evaluation and assessment of the student, and the assessment of the student's family, as required in 34 CFR §303.322; and
- Include services necessary to enhance the development of the student and the capacity of the family to meet the special needs of the student. [34 C.F.R. §300.24]

Commonly Used Terms, continued

IEP Team: The group of individuals responsible for identifying and evaluating students with disabilities; developing, reviewing, or revising an IEP for a student with a disability; and determining the placement of a student with a disability in the least restrictive environment (LRE). The team may also include, at the discretion of the parent or the local school system, other individuals who have knowledge or special expertise about the student. [20 U.S.C. §1414(d) (1) (B)-(d) (1) (D); 34 C.F.R. §§300.321]

Identification: The decision that a student is eligible for special education and related services as a student with a disability in accordance with the Individuals with Disabilities Education Act (IDEA). [20 U.S.C. §1414(b)(4) and (5); 34 C.F.R. §300.306]

Language Assessment System (LAS) Links: The English language proficiency test (ELPT) administered to English language learners upon entry into the school system and annually during a testing window in the spring. The test measures a student's English language ability in the areas of listening, speaking, reading, writing, and comprehension. The IEP team for a student with a disability who is also an English language learner decides the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the ELPT. (Please refer to English language proficiency test (ELPT)) [Maryland Accommodations Manual, October 2006]

Least Restrictive Environment (LRE): An educational environment which meets the needs of a student requiring special education and related services as set forth in the student's IEP and which, to the maximum extent appropriate to the student's needs, ensures that the student will be educated with nondisabled peers. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20 U.S.C. §1412(a)(5); 34 C.F.R. §§300.114 - 300.120; COMAR 13A.05.01.10]

Limited English Proficient: An individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, or understand English. [20 U.S.C. §1401(18); 34 C.F.R. §300.27]

Commonly Used Terms, continued

Maryland Model for School Readiness (MMSR) Kindergarten Assessment: MMSR is a school readiness framework. It is an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. It is defined by early learning standards for what children should know and be able to do by the end of kindergarten. In the summer of 2004, the MMSR standards were revised to reflect the Voluntary State Curriculum (VSC) content standards, indicators and objectives. In addition, the MMSR Fall Performance Examples (FPE's) were revised to provide close alignment between the new MMSR standards and exemplars that describe the assessment guidelines for kindergarten and pre-kindergarten.

An important component of the MMSR is the Work Sampling System (WSS), which provides a way for teachers to document and assess children's skills, knowledge, behavior, and academic accomplishments in a variety of subject areas. By observing students, teachers gain a better understanding of what they know, are able to do, and still need to practice. The WSS is not a conventional readiness test and is not used to place students in particular programs. It is designed to support students' learning in seven areas:

- Social and personal development;
- Language and literacy;
- Mathematical thinking;
- Scientific thinking;
- Social studies;
- The arts; **and**
- Physical development.

[Please refer to the Maryland Accommodations Manual, October 2006]

Maryland School Assessment (MSA): The Maryland School Assessment Program (MSA) measures higher order thinking processes in reading (grades 3 through 8) or English/language arts (the end-of course High School Assessment [HSA] in English) and mathematics (grades 3 through 8) and the end-of-course HSA in algebra/data analysis). The MSA is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA measures student, school, school system, and state performance and assesses the student's performance against state standards in reading and mathematics. The MSA (except for the English and algebra/data analysis end-of-course tests) includes norm-referenced test items, and the results from these items measure student, school, and school system performance in comparison with national norms. The MSA tests are administered in March of each year, except for the end-of-course tests in English and algebra/data analysis, which are administered in January, May, and summer each year. [See State graduation requirements in COMAR 13A.03.02; Maryland Accommodations Manual, October 2006; State Performance Plan Indicator 3]

Commonly Used Terms, continued

Maryland State Department of Education (MSDE): The State education agency responsible for administration and supervision of local education agencies to ensure the provision of a free appropriate public education is made available to all students with disabilities. [34 C.F.R. §300; Education Articles §§8-401 – 8-415, Annotated Code of Maryland; COMAR 13A.05.01; COMAR 13A.05.02; COMAR 13A.08.03; COMAR 13A.08.04]

Modification: A practice or procedure that changes, lowers, or reduces learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. [Maryland Accommodations Manual, October 2006]

Modified High School Assessment (Mod-HSA): The Mod-HSA tests would be appropriate for those students who had been previously identified as participating in modified content standards and who would have been participants in the Mod-MSA testing. Mod-HSA is currently an appeal process to address the performance of students with disabilities unable to participate in the HSA with accommodations, as indicated in their IEPs, and whose access to the general curriculum has been based on participation in modified academic content and achievement standards in prior years. The Mod-HSA will assess and report student attainment in algebra/data analysis (Mod-algebra/data analysis) and English (Mod-English). Refer to the *"Maryland Accommodation Manual," 2006* for additional information regarding the guidelines for Mod-HSA. [See State graduation requirements in COMAR 13A.03.02; Maryland Accommodations Manual, October 2006; State Performance Plan Indicator 3]

Modified Maryland School Assessment (Mod-MSA): The Mod-MSA assesses and reports student attainment of modified indicators and objectives from the reading and/or mathematics content standards. Mod-MSA is currently an appeal process to address the performance of students with disabilities unable to participate in the MSA with accommodations, as indicated in their IEPs, and whose access to the general education curriculum will be based on participation in modified academic content and achievement standards. The test, when available, will be administered concurrently with the MSA, and students will participate in the Mod-MSA in grades 3 through 8. Mod-MSA results will be reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Accountability program. Results from the Mod-MSA will be aggregated with those from the MSA for accountability purposes, but the number of Mod-MSA students reported as "proficient" or above will be capped at 2% of the total number of assessed students at each grade and content. Refer to the *"Maryland Accommodation Manual," 2006* for additional information regarding the guidelines for Mod-MSA. [See State graduation requirements in COMAR 13A.03.02; Maryland Accommodations Manual, October 2006; State Performance Plan Indicator 3]

Commonly Used Terms, continued

Mod-MSA, continued:

Each student's IEP team will make the decision as to which assessment is appropriate for an individual student. A student who will be instructed and assessed using modified academic content standards must meet **each** of the following criteria:

- The student is learning using modified academic content standards in reading and/or mathematics; **and**
- The student requires modifications during assessments and instruction, in addition to accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of calculator, and spell check; **and**
- The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland content standards for the student's grade level, but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned; **and**
- The student must have had at least three consecutive years of individualized intensive instruction in reading and/or mathematics consistent with his or her IEP (beginning with the most recent IEP), and although progress toward grade level standards was made, he/she is not making progress at grade level; **and**
- The student must demonstrate that he/she cannot attain proficiency in actual grade level MSA, even with accommodations.

Parent/Guardian: Parent/Guardian means a student's natural parents; a student's adoptive parent; a guardian; a person acting as a parent of a student such as a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare. Parent also includes a foster parent, with whom the student lives if the foster parent has been granted limited guardianship for educational decision-making purposes by the court that has placed the student in foster care. A parent includes a parent surrogate who has been appointed in accordance with 20 U.S.C. §1415(b) (2), and Education Article, §8-412, Annotated Code of Maryland. The term "parent" does not include a social worker or other employee of a public agency who is responsible for the education or care of the student. [20 U.S.C. §1401(23); 34 C.F.R. §300.30; Education Article §8-412, Annotated Code of Maryland]

Parent Surrogate: A person who is appointed by the local school superintendent to act in place of a parent of a student in the educational decision making process when a student is a ward of the State, or the student's parents or unknown or unavailable, in accordance with Education Article §8-412, Annotated Code of Maryland. [20 U.S.C. §1415(b)(2); 34 C.F.R. §300.519; Education Article §8-412, Annotated Code of Maryland]

Postsecondary Transition: A coordinated set of activities for the student with a disability that is designed within a results-oriented process that will facilitate and support the student's postsecondary goal(s). [20 U.S.C. 1414(d)(1)(A) and (d)(6); 34 C.F.R. §§300.43; 300.320(b); State Performance Plan Indicators 13 and 14]

Commonly Used Terms, continued

Reevaluation: A review of a student's IEP by an IEP team at least once every three years, unless the public agency and student's parents agree otherwise. On the basis of the review, and input from the student's parents, the IEP team shall identify what additional data, if any, is needed, to determine:

- Whether the student continues to be a student with a disability;
- The educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student;
- Whether additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum; and
- Whether the student continues to need special education and related services.

If the IEP team believes additional data is needed, the IEP team shall review the student's IEP and the additional data within 90 calendar days of the IEP team meeting when the team determined the need for additional data. [20 U.S.C. §§1401(30); 1414(b)(6); 34 C.F.R. §§300.15; 300.303 – 305]

Service Plan: A service plan is a written statement developed and implemented in accordance with 20 U.S.C. 1412(a)(10)(A) that describes the special education and related services a local school system shall provide a parentally placed private school student with a disability designated to receive services including the location of the services and any transportation necessary. [20 U.S.C. §1412(a)(10)(A); 34 C.F.R. §§300.130 – 300.144]

Supplementary Aids, Services, Program Modifications, and Supports: Supports and services that enable a student with a disability to be educated within general education settings alongside nondisabled peers. Appropriate supplementary aids, services, program modifications, and supports may include, but are not limited to the services of various personnel that provide instructional support, indirect consultation, related supportive services, special scheduling, materials, devices, and instructional adaptations as determined appropriate for the individual student. [20 U.S.C. §1401(33); 34 C.F.R. §§300.42, 300.320(a)(4), 300.324(a)(3)(ii)]

Teacher Name: _____ School Name(s)/School Year: _____ Date: _____

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form

1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for three standards/indicators. See *Utilization Guide* for further instructions.

	1	*2*	*3*	*4*	*5*
	The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
1. Making Content Meaningful					
A. Uses major concepts, assumptions, issues, and the processes of inquiry in subject matter content areas taught to all students.					
B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills.					
C. Appropriately uses accommodations, modifications, and/or adaptations to the general education curriculum depending on strengths and weaknesses of the individual student.					
D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements.					
E. Accesses and uses resources to gain information regarding State, district, and school policies/procedures regarding special education.					
2. Child Development and Learning Theory					
A. Uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction.					
B. Plans instruction that is challenging for students with disabilities across settings and seeks a holistic understanding of each student's current learning and development.					
C. Recognizes similarities and differences in learning needs amongst students with like disabilities.					
D. Uses multiple theories of learning and scientific research-based teaching practices to support students with disabilities.					
E. Perceives the current development and learning of individual students from a life-span perspective.					

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form

1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for three standards/indicators. See *Utilization Guide* for further instructions.

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3. Learning Styles & Diverse Learners					
A. Instructs class members in awareness, sensitivity, acceptance and value of students with disabilities.					
B. Recognizes that the disability does not define the student's teaching needs.					
C. Promotes family participation in their child's learning.					
D. Demonstrates sensitivity to cultural, ethnic, gender, and linguistic differences that may not be indicative of a disability.					
4. Instructional Strategies & Problem Solving					
A. Provides positive effective instruction that results in positive learning outcomes for students with disabilities in the general or expanded curriculum.					
B. Uses strategies from different learning theories and scientific research to provide effective instruction and promotes the development of critical thinking and problem solving skills for students with disabilities.					
C. Uses differentiated instruction to support the learning needs and ensure the success of students with disabilities.					
D. Provides multiple ways and supports such as scaffolding for students with disabilities to participate in and find success in learning activities.					
E. Provides a variety of ways for students with disabilities to demonstrate their learning.					
F. Adjusts instruction for students with disabilities in response to information gathered from ongoing monitoring of performance and progress.					

INTASC Standards/Principles and Indicators of Mastery

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5. Learning Environments and Social Interactions					
A. Designs activities that incorporate students' with disabilities interests and preferences.					
B. Develops positive strategies for students with disabilities to cope with the frustration to optimize student success.					
C. Creates opportunities for students with disabilities for positive social relationships with age-appropriate peers.					
D. Creates learning environments that encourage engagement and self-motivation of students with disabilities.					
E. Provides students with disabilities with positive behavior supports that are based upon behavior and support plans.					
F. Provides a safe environment for all students including those with disabilities who exhibit challenging behaviors.					
6. Communication/Language					
A. Uses various types of communication strategies and assistive technologies when warranted as a regular part of instruction for students with disabilities.					
B. Collaborates with speech/language pathologists to identify the language and communication skills student with disabilities need and works cooperatively to teach those skills across settings.					
C. Uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful.					
D. Uses knowledge of typical and atypical language development to provide multiple opportunities to foster effective communication among students with disabilities.					
E. Identifies the positive and negative effects of verbal and nonverbal messages may have on students with disabilities self-concept and motivation.					

INTASC Standards/Principles and Indicators of Mastery

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7. Instruction					
A. Contributes expertise as a member of a collaborative decision-making team to develop, monitor, and/or revise meaningful IEPs and 504 Plans for students with disabilities.					
B. Provides students with disabilities with appropriate individualized plans, taking into consideration a life span perspective (e.g., IEP, 504 plans, Transition Plans).					
C. Provides accommodations for student with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.					
D. Modifies instruction for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.					
E. Continuously monitors students' with disabilities progress and incorporates knowledge from data analyses into the instructional planning process.					
F. Collaborates to evaluate students' acquisition of knowledge and skills related to a general or alternate curriculum and adjusts instruction as warranted by the progress of students with more severe disabilities.					

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form

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8. Assessment and Evaluation					
A. Uses knowledge of purposes, strengths and limitations of various types of *informal* assessments to make ongoing educational decisions about students with disabilities.					
B. Uses knowledge of purposes, strengths and limitations of various types of *formal* assessments to make ongoing educational decisions about students with disabilities.					
C. Uses a variety of assessment procedures to document and monitor learning progress of students with disabilities. Note: Teachers should follow LSS guidelines regarding administration of *informal* assessments.					
D. Uses a variety of assessment procedures to document and monitor learning progress of students with disabilities. Note: Teachers should follow LSS guidelines regarding administration of *formal* assessments.					
E. Uses accommodations and alternative assessments, when warranted by the IEP, in the ongoing assessment process of students with disabilities.					
F. Uses knowledge of purposes, strengths and limitations of various types of *informal* assessments to make ongoing educational decisions about students with disabilities.					
G. Supports the participation of students with disabilities in district and statewide assessment programs.					
H. Identifies legal policies and ethical principles related to students with disabilities.					
I. Guards against inappropriate assessment and identification of students whose cultural, ethnic, gender and linguistic differences may be confused with manifestation of a disability.					

INTASC Standards/Principles and Indicators of Mastery

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9. Professional Growth and Reflection					
A. Identifies and uses a professional philosophy of special education in order to guide educational decision making for students with disabilities.					
B. Uses progress monitoring data to inform self-reflection and evaluation strategies as a tool to monitor impact on the educational progress of students with disabilities.					
C. Facilitates the participation of students with disabilities as lifelong learners in the activities of their learning communities.					
D. Accesses professional resources to implement scientific research-based practices in order to increase educational outcomes for students with disabilities.					
E. Reflects on potential interaction between a student's cultural experience and disability.					
F. Identifies legal policies and ethical principles related to services for students with disabilities.					

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form

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10. Interpersonal Relationship					
A. Maintains confidential communication about students with disabilities.					
B. Develops collaborative relationships with school and community partners to best meet the needs of students with disabilities.					
C. Develops collaborative teaching relationships through shared instructional responsibilities for students with disabilities.					
D. Participates as an effective team member of the different types of decision-making teams within the special education process.					
E. Works with paraprofessionals to meet the educational needs of students with disabilities.					
F. Collaborates with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities.					
G. Promotes families as full partners in planning, implementing and monitoring appropriate educational services for students with disabilities.					

Professional Development Plan
Self-Reflection Form 1

Complete the Stages of Professional Development ***SELF-ASSESSMENT FORM*** prior to developing a ***PROFESSIONAL DEVELOPMENT PLAN.***

Teacher Name: _____ School Name(s)/School Year: _____ Date: _____

Mentor Name: _____ MSIG Grant: Mentoring _____ RTC: _____

Directions for completion:

1. Review the three INTASC Standards previously assessed on the Self-Assessment Form. Briefly review each indicator within the three standards.
2. Select one indicator from each of the three INTASC Standards to address in this Professional Development Plan.
3. Column #1: Record the selected INTASC Standards and Indicators.
4. Column #2: Review the Self-Assessment document to identify your current stage in regard to each indicator selected. Record the stage.
5. Column #3: List activities/strategies that were applied for each standard.
6. Column #4: Comment on specific assistance needed in order to apply selected activities and/or strategies.
7. Reminder: Complete the *Collaborative Communication Log* to document the activity.

1	*2*	*3*	*4*
INTASC Standards/Indicators List Standard numbers and Indicator letters.	**What is my current stage in regard to each focus indicator?**	**What activities will I apply?** A. Resources (articles, books, materials) B. Curricula materials of instruction specific to indicator C. Discussion/sharing D. Observe a peer, resource personnel, or relevant staff in your school or another school E. Specific suggestions from mentor F. Staff development/workshops G. Graduate coursework H. Co-planning with grade groups, team members I. Other, *please list:* (List the relevant letter(s) and any additional information.)	**Comment on assistance needed.**
1) Standard # _____ Indicator: _____	1) Stage # _____	1)	1)
2) Standard # _____ Indicator: _____	2) Stage # _____	2)	2)
3) Standard # _____ Indicator: _____	3) Stage # _____	3)	3)

Professional Development Plan
Self-Reflection Form 2

Follow-up Meeting # _____

Teacher Name: _____ School Name(s)/School Year: _____ Date: _____

Mentor Name: _____ MSIG Grant: Mentoring _____ RTC: _____

Directions for completion:

1. Column #1: Record the selected INTASC Standards and Indicators.
2. Column #2: Record your current stage in regard to each indicator selected.
3. Column #3: List activities/strategies that were applied for each standard.
4. Column #4: Comment on progress toward the next stage and additional strategies/support considered.
5. Reminder: Complete the *Collaborative Communication Log* to document the activity.

1	*2*	*3*	*4*
INTASC Standards/Indicators List Standard numbers and Indicator letters.	**What is my current stage in regard to each focus indicator?**	**What activities was I able to apply?** A. Resources (articles, books, materials) B. Curricula materials of instruction specific to indicator C. Discussion/sharing D. Observe a peer, resource personnel, or relevant staff in your school or another school E. Specific suggestions from mentor F. Staff development/workshops G. Graduate coursework H. Co-planning with grade groups, team members I. Other, *please list:* (List the relevant letter(s) and any additional information.)	**Comment on progress toward the next stage and additional strategies/support considered.**
1) Standard # _____ Indicator: _____	1) Stage # _____	1)	1)
2) Standard # _____ Indicator: _____	2) Stage # _____	2)	2)
3) Standard # _____ Indicator: _____	3) Stage # _____	3)	3)

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland State Improvement Grant (MSIG)

Collaborative Communication Record

School Year: _____

Teacher: _____ LSS: _____ School: _____ Grade: _____

Mentor: _____ Date: _____ Time(s) _____ MSIG: RTC or Mentoring

Check all areas addressed:

Planning/Instruction
- ☐ Preparing lessons aligned with VSC
- ☐ Preparing materials
- ☐ Utilizing research-based strategies
- ☐ Organizing instructional time
- ☐ Selecting differentiated instructional strategies

Other:
- ☐ _____
- ☐ _____
- ☐ _____

Classroom Climate/Management
- ☐ Managing daily routines
- ☐ Utilizing effective behavior management
- ☐ Modify learning environments

Collaboration
- ☐ Directing paraprofessionals
- ☐ Utilizing culturally responsive strategies
- ☐ Conducting parent conferences
- ☐ Implementing co-teaching

Assessment
- ☐ Utilizing appropriate assessment procedures
- ☐ Interpreting informal/formal assessments
- ☐ Utilizes assessment information to plan instruction
- ☐ Utilizes on-going assessment information

Legal Requirements/Ethical Standards
- ☐ Practicing within CEC's Code of Ethics
- ☐ Implementing other professional responsibilities
- ☐ Implementing local, State, and federal special education requirements, i.e., IEP development and implementation

Glows (+): What do we think is working well?

Teacher's Next Steps:

Next Visit Date: _____

Purpose for Visit: _____

INTASC Standards
Check all areas addressed:
- ☐ Making Content Meaningful
- ☐ Child Development & Learning Theory
- ☐ Learning Styles & Diverse Learners
- ☐ Instructional Strategies & Problem Solving
- ☐ Motivation & Behavior
- ☐ Communication to Foster Learning
- ☐ Planning for Instruction
- ☐ Assessment & Evaluation
- ☐ Professional Growth & Reflection
- ☐ Interpersonal Relationships

Grows (∆): On what do we need to focus?

Mentor's Next Steps:

CC: Mentor, Teacher, Project Manager