



Course Syllabus

<b>COURSE NUMBER:</b> SPED 5813.01	<b>COURSE TITLE: Global Issues in Education:</b>	<b>TERM</b> FA1, 2009
<b>SITE:</b> WG	<b>INSTRUCTOR CONTACT INFORMATION:</b> Donna Campbell, Ph.D campbedm@webster.edu	<b>CREDIT HOURS: 3</b>

**COURSE DESCRIPTION:**

This required course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include inclusion, response to intervention (RTI), positive behavior intervention systems, discipline, identification and eligibility, graduation criteria, national or state-wide assessments, curriculum standards, and so on. International approaches and perspectives to the selected issue are researched using published literature and reports, electronic contacts and the Internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies.

This course is offered in both a traditional, or online format.

**1. LEARNING OUTCOMES:**

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
Students will identify and research a current issue that faces educators, schools, and families, both locally and across the globe.	Understand current issues and trends in special education on a global level	Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship
Students will be knowledgeable of at least one international perspective on the identified issue.	Understand current issues and trends in special education on a global level	Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on

		inquiry and scholarship
Students will apply their global perspective to an analysis of the issue confronting their local educational authorities.	Advocate for legal and ethical policy and practice that supports high quality education in inclusive settings (as is appropriate to the individual student's needs) and improves outcomes for individuals with disabilities, at a local, national, and international level	Reflective collaborators reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities
Students will recommend policy and practice innovations or revisions that support high quality education in inclusive settings (as is appropriate to the individual student's needs) and improve outcomes for individuals with disabilities, at a local, national, and international level.		
Students will develop and present a research agenda for continued graduate study in special education, that supports high quality education for individuals with exceptional learning needs	Reflect on individual strengths and weaknesses as professionals, and to engage in life-long professional development to refine skills and expertise in teaching and learning	Reflective collaborators reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities

## **2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.**

- Week 1: Overview of course  
Library visit  
Reading: Phillips, D. & Och, K. (2004). Researching policy borrowing: some methodological challenges in comparative education, *British Educational Research Journal*, 30 (6), 773-784.  
Gloeckler, L. & Daggett, W. (2004). NCLB. Crossroads for special education.
- Week 2: Review of Current Issues Library Search Activity  
Identification of Issues  
Initial Discussions: Inclusion  
Readings:  
Lewis, Ann & Norwitch (2007). Special teaching for special children? *Pedagogies for inclusion*.  
Stough, L. (2002). Teaching special education in Costa Rica.
- Week 3: Continued Discussion: Least Restrictive Environment

Reading: Norwich, B. (2008). Dilemmas of difference, inclusion and disability: international perspectives on placement

Week 4: Continued Discussion: Identification, Assessment  
Phillips, G. (2007). Expressing International Educational achievement in terms of performance standards: Linking NAEP achievement levels to TIMMS.

Week 5- 8: Student presentations

### 3. RESOURCES:

Required Text: Hehir, T. (2005). New directions in special education. Boston, MA: Harvard Educational Publishers Group.

Readings will be posted on the website.

Readings from:

Norwich, Brian (2008). Dilemmas of difference, inclusion, and disability. International perspectives and future directions. London, U.K.: Routledge.

Len Barton, Felicity Armstrong (2000). Disability, education, and inclusion: Cross-cultural issues and dilemmas. In Gary Albrecht, Katherine Seelman, and Michael Bury (2000). Handbook of disability studies. Thousand Oaks, CA: Sage Publications

International Journal of Special Education

Journal of International Special Needs Education

### 4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade	Due Dates
Survey Results of Literature Search	Students will identify a current issue that faces educators, schools, and families, both locally and across the globe.	6	September 3
Written Report on Selected Issue	Students will research and analyze and compare at least one international perspective on the identified issue.	50	October 5

	Students will apply their global perspective to an analysis of the issue confronting their local educational authorities.		
	Students will recommend policy and practice innovations or revisions that support high quality education in inclusive settings (as is appropriate to the individual student's needs) and improve outcomes for individuals with disabilities, at a local, national, and international level.		
Reflective Summary	Based on their analysis, students will develop a research agenda for continued graduate study and professional growth.	10	October 12
Seminar Presentation: Reflective Analysis	Students are able to effectively communicate their know knowledge of at least one international perspective on the identified issue.	10	Check Presentation schedule
Class Discussions		24	

## 6. GRADING SCALE :

**Excellent graduate performance: >95%**

**Very good graduate performance: 90-95%**

**Good graduate performance: 85-89%**

**Acceptable graduate performance: 80-84%**

**NC: < 80%**

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

## 5. ACADEMIC HONESTY POLICY:

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may additionally receive a grade reduction, no credit for the course, or dismissal according to university policy.

Students:

- Should not copy large or whole portions of text from another source as a major component of papers or projects. "Large" is defined as 2 paragraphs per paper.
- Shall identify the title, author, page number/webpage address, and publication date of works when directly copying or quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students who plagiarize will earn "no credit" for the assignment. Students may additionally receive a grade reduction, no credit for the course, or dismissal according to university policy.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

### **7. ACCESSIBILITY/ACCOMODATIONS POLICY**

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

### **8. OTHER**

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a class session, the final course grade will be reduced by one-half letter grade reduction (e.g., A to A-).

**Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. Assignments are expected to be handed in on time. Assignments that are not handed in by the deadlines listed will be penalized by one letter grade during the first week after the deadline. Assignments that are turned in later than one week past the due date will not be accepted. No assignments will be accepted (initial or resubmission) after the last day of class.

This syllabus is subject to change at the discretion of the instructor.

## GUIDELINES FOR APA FORMAT

When writing a paper for any course within the School of Education (undergraduate and/or M.A.T) you will be expected to use APA format for referencing your sources of information. The complete guide for this format will be found in the following document and is available in the Webster library, bookstore, and the School of Education.

American Psychological Association. (2001) Publication manual of the American Psychological Association. (5th ed.). Washington, DC: Author

Provided below are some examples of the most basic aspects of APA format. You may need to refer to the actual manual, however, for additional information.

### REFERENCE CITATIONS IN TEXT:

- 1. One Work by a Single Author:**  
Smith (1983) compared reaction times  
In a recent study of reaction times (Smith, 1983)
- 2. One Work by Two or More Authors:**  
Williams, Jones, and Smith (1983) found (first citation)  
Williams et al. (1983) found (second citation)
- 3. Two or More Works Within the Same Parentheses:**  
Several studies (Drow & O'Neal, 1979; Mullaney, 1978; Talpers, 1981)  
have found
- 4. Personal Communications**  
J. O. Reiss (personal communication, April 18, 1983) indicated that

### REFERENCE LIST:

- 1. Periodicals:**  
Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. Journal of Social Issues, 37, 63-69.
- 2. Magazine Article**  
Gardner, H. (1981, December). Do babies sing a universal song? Psychology Today. 70-76.
- 3. Entire Book:**  
Strunk, W., Jr., & White, E. B. (1979). The elements of style. (3rd ed.). New York: Macmillan.
- 4. Edited Book:**  
Letheridge, A., & Cannon, C. R. (Eds.). (1980). Bilingual education: Teaching English as a second language. New York: Praeger.

5. **Article or Chapter in Edited Book:**  
Hartley, J. T., Harker, J.O., & Walsh, D.A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.) Aging in the 1980's: Psychological Issues. (pp. 239-252). Washington, DC: American Psychological Association.
6. **Personal Communication:**  
Not included in reference list.
7. **Website**  
Misunderstood minds. (2002). Retrieved July 13, 2006, from <http://www.pbs.org/wgbh/misunderstoodminds/>
8. **Academic Database**  
Downing, J. E., & Peckham-hardin, K. D. (2001) Daily schedules: A helpful learning tool. Teaching Exceptional Children, 33 (3), 62-68. Retrieved July 13, 2006, from the ERIC database.

# Course Projects

## Activity Current Issues Library Search

### Purpose and Objective of Activity:

1. To identify current issues in special education practice over the last five years.
2. To provide students an opportunity to identify an issue to research for their program.

### Instructions:

1. Select **one** professional journal or periodical in special education. A list of journals that can be accessed via Passports is provided below.
2. Click on Project Sign-Up Sheets on Home Page, then on Journal Search Activity. Select a journal by clicking on the respective Sign Up box.
2. Open a Passports connection, and enter the name of the journal into the search dropdown.
3. Scan the titles of publications over the past five years. Remember the purpose of this activity is to assist you in identifying an issue for your own research. You can identify a topic that is not included in the Table of Research Topics below. Simply enter the topic in the bottom row.
4. Using the following table, determine the frequency of articles that fall into the identified categories. Then download the Issues table ([click here](#)) and enter the frequency data in the respective journal column. Columns are numbered; check the tables below for the matching number and journal.
5. Return or upload the table in the Assignment area.

### Research Topics:

Inclusion	
Discipline of children with special needs	
Response to intervention	
Disproportionality in identification	
Self-determination & Transition to Independent Living	
Outcome issues: Academic outcomes; independent living, affective/social outcomes; transition	
Mental health issues in students with disabilities: depression. Identity, self-esteem	
Difference (construction of; dilemma of )	
Identification issues: Assessment techniques; early identification	
Testing Accommodations	

Teacher Preparation and Retention/ Teacher persistence/ mobility	
Limited English speaking/ English language learners (ELL) with disabilities (US)/ second language learners- Testing/ Identification/Instruction	
Evidence-Based Instruction	

### **Special Education Journals:**

1. Journal of Special Education
2. British Journal of Special Education
3. Journal of Special Education Leadership
4. European Journal of Special Needs Education
5. Remedial and Special Education
6. Disability and Society
7. Exceptional Children
8. Phi Delta Kappan
9. Australasian Journal of Special Education
10. Topics in Early Childhood Special Education
11. Journal of the International Association of Special Education
12. Education and Training in Developmental Disabilities
13. Learning Disabilities Research & Practice
14. British Journal of Learning Disabilities
15. Focus on Autism and Other Developmental Disabilities
16. Journal of Learning Disabilities
17. Learning Disabilities: A Multidisciplinary Journal
18. Research in Developmental Disabilities: A Multidisciplinary Journal
19. Journal of Positive Behavior Support
20. Canadian Journal of Special Education

## SPED 5318 Course Project

### Library Research Paper

#### **Purpose and Objective of project:**

- a) To conduct an electronic, library search on a selected issue affecting the practice and delivery of education, and/or special education programs, from an international perspective.
- b) To develop an understanding of a current global issue relevant to the practice of special education.
- c) To analyze and compare the how different nations address the issue.
- d) To apply a global perspective to the issue confronting one's own native or local educational system.

#### **Instructions:**

1. Following the completion of the Current Issues Library Research Activity, select an issue for research and analysis.
2. Using the keywords, "foreign countries," "international," and "education," along with the label of the issue you have selected, conduct a library search using Webster University's Passports system.

**NB:** This search needs to be conducted **immediately** (during Week 1), since it is likely that many, if not most, of the articles and texts that you retrieve will be delivered by *interlibrary loan*. You will need to request these materials, by clicking on the "Request this item through interlibrary loan" link at the bottom of the citation page, after you have determined that the article is not available in full text through Passports. (click on "Check Article Linker to see if full text is available"). Interlibrary loan requests can take **up to 7** days to receive.

3. Organize the paper in the following format:

#### Introduction

Identification of issue; why is this issue of importance to you?

#### History of Issue in your native country

Summarize the issue from your point of view. Your point of view should begin with a summary of the educational system in your country. How are educational programs and services delivered? How are **special** educational programs and services delivered in your country? Who is responsible for funding the programs? Who is responsible for monitoring the quality of education? Who is responsible for establishing the direction of education? Setting goals? Proposing and implementing policy?

#### Exploration of Issue on a Global Basis

Using information collected from your library search, describe global perspectives and approaches to the issue. Select one country for an in-depth examination of the issue. Place your discussion within an international context by providing a summary of the educational and special system of the country referenced.

#### Reflective Analysis and Application to One's Own Educational Setting

Analyze the factors that contribute to the complexity of the issue, from a global and local perspective. Reflect on the implications for your own learning community, and on the students

for whom you are, or will be responsible in educating. Develop a set of recommendations or advocate for legal and ethical policies and practices that support high quality education in inclusive settings (as is appropriate to the individual student's needs) and improves outcomes for individuals with disabilities, at a local, national, and international level. Finally, present a research agenda for continued graduate study in special education, that will support and guide you in advancing your leadership efforts.

### Scoring guide for a written presentation

	Unsatisfactory	Nearing Proficiency	Proficient
Summary of Issue: Statement of the dilemma	This section is unclear in its attempt to identify the dilemma or issue	This section clearly states the nature of the issue, but does not identify conflicting interests or core principles, or the dilemma	This section clearly and concisely states the dilemma or issue and identifies conflicting interests and core principles to be considered in studying the issue.
Explanation of Issue: Background, Implications for persons with disabilities, International Perspectives	This section includes an overview of the situation, but fails to provide information in sufficient depth	This section describes some relevant history and background information of the issue from a local and an international perspective, but the reader is left with questions about the context of the issue.	Student identifies and presents an issue affecting individuals with disabilities and their families, special education programs and services, and the professional educational community. This section describes relevant history and background information in sufficient detail for the reader to understand the context of the issue both locally and on a global level; Presents a comparison of at least three approaches to the issue- a local approach with at least two international approaches
Critical Analysis and Application to LEA	This section lacks a clear or logical analysis of the issue, or does not make a logical application of the implications of the issue to one's own practice in the LEA.	This section presents an analysis of the issue from an international and local perspective, and applies the results of the analysis, or articulates implications to one's own practice in the local educational setting. Student develops one or two recommendations, based on their analysis, to advocate for policy or practice to improve	This section clearly presents a logical analysis of the issue affecting individuals with disabilities and their families, special education programs and services, and the professional educational community. The student rationally applies the results of the analysis, and clearly articulates implications to one's own practice in the local

		the quality of lives for persons with disabilities, and their families.	educational setting. Student makes several innovative recommendations, based on their analysis, to advocate for policy or practice to improve the quality of lives for persons with disabilities, and their families.
Reflective Summary	This section does not provide a summary of the student's plan for continued graduate study and professional growth, as a result of the in-depth study of issues affecting special education.	This section provides a summary of the student's plan for continued graduate study and professional growth, as a result of the in-depth study of issues affecting special education.	This section articulates a plan for continued graduate study and professional growth, that supports high quality education for individuals with exceptional learning needs

### Scoring guide for an oral presentation/ poster session

	Unsatisfactory	Nearing Proficiency	Proficient
Content	The presenter gives an overview of the situation, but fails to provide information in sufficient depth; was unclear in his/her attempt to identify the issue; does not present background of the issue, either locally or internationally.	The presenter describes some relevant history and background information, but left the audience with questions about the context of the issue; clearly states the issue or dilemma, but does not fully identify the historical and cultural context, conflicting interests, and core principles to be considered in examining the issue; presents a comparison of one international perspective with that which is experienced or practiced locally; and presents implications for local practice	This presenter describes relevant history and background information in sufficient detail for the listener/reader to understand the context of the issue; clearly and concisely states the issues and identifies the historical and cultural context, conflicting interests, and core principles to be considered in examining the issue; presents a comparison of at least two international perspectives with that which is experienced or practiced locally; and presents implications for local practice.
Presentation skills	The presenter makes limited eye contact with the audience, demonstrates limited mastery of the material presented, and does not attempt to engage the audience in the presentation	The presenter makes eye contact with the audience, demonstrated overall mastery of the material presented, and attempts to engage the audience in the presentation	The presenter makes eye contact with the audience, demonstrates in-depth mastery of the material presented, makes use of visuals to facilitate understanding and engaged the audience in the presentation
Response to questions	The presenter responds to audience questions in a general manner	The presenter responds to audience questions answering the question as directly as possible	The presenter solicits questions from the audience and then responds to the questions in a sensitive manner with the presenter attends to the questioner, confirming the validity of the question, and answers the question as directly as possible

### Scoring guide for class discussion

	Unsatisfactory	Nearing Proficient	Proficient
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Demonstrates knowledge of issue, and contributes to critical analysis	The student does not comment on the taking a of particular action	The student contributes to the class discussion by making at least one cogent remark or explanation regarding the issue under discussion.	During class discussion, the student presents several points, critical facts or perspectives regarding the issue under discussion.
Respect for diversity of opinions	During class discussion the student does not listen to other points of view or is disrespectful when questioning others or when responding to questioning by others.	-----	During class discussion, the student respectfully listens to other points of view and raises questions politely; similarly, the student responds to questioning of his/her position in a deferential manner



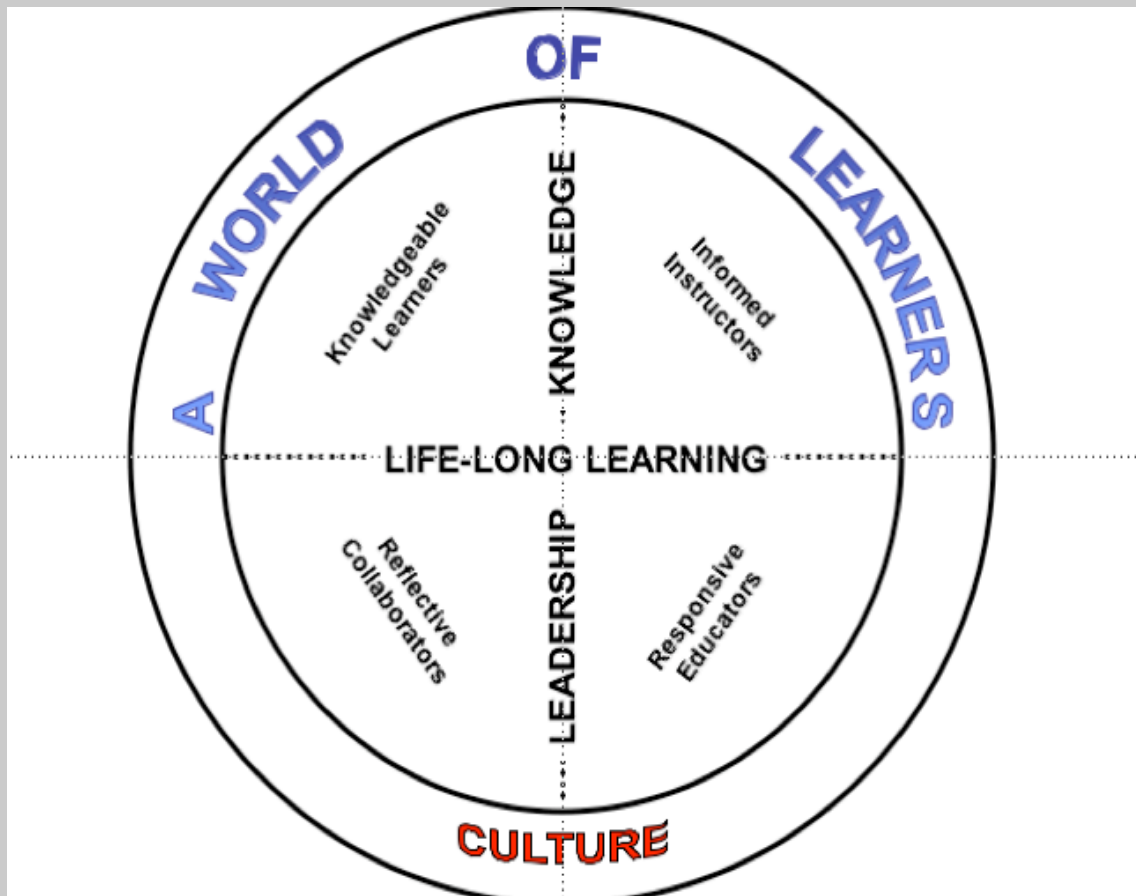
# WEBSTER UNIVERSITY

## SCHOOL OF EDUCATION

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed

instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

## Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## **Dispositions:**

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

## Webster University School of Education Goals for Special Education MA Graduates

The goals of the special education Masters of Arts program are to cultivate graduates who are:

- Deeply knowledgeable of current issues and trends in special education on a global level
- Advocate for legal and ethical policies and practices that support inclusive education and improve outcomes for individuals with disabilities, at a local, national, and international level
- Active in designing and improving effective, evidence-based instructional, curricular, and classroom management programs on an individual, school-wide, and systems level, based on a thorough understanding of up-to-date research in cognitive, social and emotional development of students with disabilities
- Researchers who evaluate and improve curriculum, instruction and interventions for students with disabilities
- Use valid tools to evaluate progress of pupils in the general education curriculum and towards IEP goals
- Reflect on individual strengths and weaknesses as professionals, engage in professional and ethical practices and behavior, and pursue continuing professional development to refine skills and expertise in teaching and learning
- Collaborators with families, colleagues and the community to improve programs and services

### CEC's Advanced Role Content Standards (2008)

- **Leadership and Policy:** Advocate for legal and ethical policy that supports high quality education for individuals with exceptional learning needs; provide leadership to create procedures that respect all individuals and positive and productive work environments.
- **Program Development and Organization:** Improve instructional programs at the school and system levels; develop procedures to improve management systems; design professional development to support the use of evidence-based practices; coordinate educational standards with the needs of children with exceptionalities to access challenging curriculum standards; use understanding of the effects of cultural social, and economic diversity and variations of individual development to help develop programs and services for individuals with exceptional needs.
- **Research and Inquiry:** Use educational research to improve instructional and intervention techniques and materials; foster an environment that supports instructional improvement; engage in action research.
- **Student and Program Evaluation:** Design and implement research to evaluate the effectiveness of instructional practices and program goals, apply knowledge and skill at all stages of the evaluation process for student learning of the general education curriculum and individualized IEP goals.
- **Professional Development and Ethical Practice:** Safeguard the legal rights of students, families, and personnel; plan, present, and evaluate professional development that focuses on effective practice; continuously broaden personal professional knowledge, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
- **Collaboration:** Understand the importance of collaboration and foster the integration of services for individuals with exceptionalities; understand the role of collaboration for internal and external stakeholders to promote understanding, resolve conflicts, and build consensus to provide services to these students and their families; understand the interactions of language, diversity, culture, and religion and use collaboration to enhance opportunities for individuals with exceptionalities.

