

## Committed to students & their learning.

- All students can learn & meet high expectations
- Treat students equitably, recognize ind. differences
- Adjust practice from observations & understanding
  - View backgrounds as diversity to enrich.
  - Understand how students develop and learn
  - Variety of learning and development theories
  - Attuned to their students
- Committed to cog. dev. and ownership of learning
- Foster students' self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others

## Know the subjects & how to teach to students.

- Appreciate how knowledge is created, organized, linked , and applied to real-world settings
- develop critical/analytical capacities so students can think for themselves
  - knowledge of how to convey & reveal subject matter
  - aware of preconceptions and background knowledge
- draw on pedagogical & subject matter understandings to anticipate challenges
  - commitment towards learning about new strategies
  - generate multiple paths to knowledge
- teach students how to pose and solve their own problems

## Responsible for managing & monitoring student learning.

- Facilitate learning within dynamic instructional settings
- Create, enrich, maintain, & alter learning environments
  - Establish effective ways to monitor and manage
  - Comp. knowledge of instructional methods
- Use inst. time constructively & efficiently, customizing physical layout, resources, and instructional methods
- Enlist knowledge & support of wide range of stakeholders
- Understand strengths/weaknesses of pedag. approaches
  - Engage students in varied settings
- Create positive/safe learning environments that guide student behavior & support learning
  - Motivate students & value student engagement
  - Assess progress of individual students
  - Collaborate with students

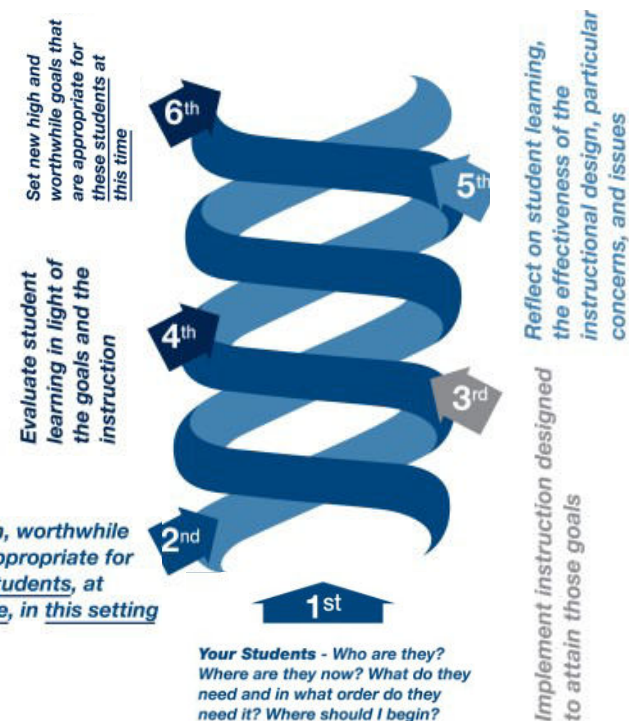
## Think systematically & learn from experiences

- Professional obligation to be students of their craft
  - Committed to reflective learning
- Virtues: curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences -
- Prerequisites for int. growth: ability to reason & take multiple perspectives, be creative & take risks, adopt an experimental & problem-solving orientation
- Decisions grounded in established theories & experience
  - Engage in lifelong learning
  - Seek opportunities to cultivate learning
- Strive to strengthen teaching & positively impact learning
  - Use feedback & research to critically examine practice
  - Seek to expand repertoire, deepen knowledge, sharpen judgment & adapt teaching to new findings/ideas/theories

## Members of learning communities.

- Participate actively in their learning communities to promote progress and achievement
- Contribute to the effectiveness of the school by working collaboratively
  - Work collaboratively and creatively with families and the community
- Evaluate school progress and the allocation of school resources
  - Knowledgeable about & can advocate for specialized school and community resources

# 5 core Propositions



# Foundations of Effective Practice

## Roles/Practices in Learning Community

<p><b>S1: Knowledge of Students:</b></p> <p>Accomplished teachers of students with exceptional needs use their knowledge of human development and learning and their skills as careful observers of students to help develop students' knowledge, aptitudes, skills, interests, aspirations, and values.</p>	<p><b>S5: Assessment</b></p> <p>Accomplished teachers of students with exceptional needs design, select, and use a variety of assessments to obtain accurate, useful, and timely information about student learning and development and to help students reflect on their own progress.</p>
<p><b>S2: Knowledge of Philosophy, History, and Law</b></p> <p>Accomplished teachers of students with exceptional needs understand how philosophical, historical, and legal foundations of their field inform the development of effective practice. They draw on this knowledge to organize and design appropriate practices and to ensure that students' rights are protected and respected.</p>	<p><b>S6: Communication</b></p> <p>Accomplished teachers recognize the critical nature of communication for students with exceptional needs. They develop and foster communication skills that enable students to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.</p>
<p><b>S3: Diversity</b></p> <p>Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.</p>	<p><b>S7: Social Development and Behavior</b></p> <p>Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student's personal responsibility and independence, civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.</p>
<p><b>S4: Family Partnerships</b></p> <p>Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to promote understanding of the student and to achieve educational goals.</p>	<p><b>S8: Curriculum and Instruction</b></p> <p>Accomplished teachers command a core body of knowledge of the disciplines and of specialized curriculum for students with exceptional needs. They draw on this knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.</p>
<p><b>S11: Contributing to the Profession &amp; Education thru Collaboration</b></p> <p>Accomplished teachers provide leadership through collaboration to improve teaching and learning for students with exceptional needs and to advance knowledge, policy, and practice.</p>	<p><b>S9: Learning Environment</b></p> <p>Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning; show willingness to take intellectual risks; develop self-confidence, and learn to work independently and collaboratively.</p>
<p><b>S12: Reflective Practice</b></p> <p>Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and synthesize their practice to strengthen its quality.</p>	<p><b>S10: Instructional Resources</b></p> <p>Accomplished teachers of students with exceptional needs select, adapt, create, and use rich, unique, and varied resources, both human and material, to promote individual student learning.</p>

# Student Learning and Development