# High Leverage Practices in Special Education, Teaching Works HLPs, and California TPE Crosswalk

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| **CEC HLPs** | **TeachingWorks HLPs** | **Universal TPE** | **Mild to Moderate Support Needs TPE** | **Extensive Support Needs TPE** |
| Developing as a Professional Educator, specifically Collaboration | | | | |
| Collaborate with professionals to increase student success (1) |  | *3.4* Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.  *4.6* Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.  *6.3* Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.  *6.4* Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | *1.1* Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.  *2.7* Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavioral, social, emotional, trauma, and/or mental health needs.  *2.8* Apply and collaboratively implement support needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.  *4.6* Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, community agencies for instructional planning and planning for successful student transitions.  *6.1* Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. | 6.1Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.  4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. |
| Organize and facilitate effective meetings with professionals and families (2) |  |  | *6.2* Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. | 6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. |
| Collaborate with families to support student learning and secure needed services (3) | Talking about a student with parents and caregivers | *1.2* Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress | *1.5* Demonstrate the ability to develop IEPs/ITPs (Individual Transition Plan) with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.  *2.4* Collaborate with families and appropriate related services personnel to support student access to, and optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/non-public school programs.  *2.11* Demonstrate the knowledge, skills, and abilities to understand and address the needs of peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. |  |
| **Assessing Students for Learning (Assessment)** | | | | |
| Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs (4) | Selecting and designing formal assessments of student learning, checking for understanding during and at the conclusion of lessons; diagnosing common patterns of student thinking and development in a subject-matter domain | *5.1* Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress- monitoring, formative, summative, and performance) to design and administer classroom assessments, including scoring rubrics. | *1.3* Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills*.*  *5.1* Apply knowledge of the purpose, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress-monitoring, and decision-making regarding eligibility, placement in the Least Restrictive Environment (LRE), and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students’ needs  *5.4* Demonstrate knowledge of requirements for appropriate assessment and identification, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.  *5.6* Know how to appropriately administer assessments according to established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use augmentative and alternative communication (AAC) appropriately for facilitating the participation in the assessment of students with complex communication needs.  *4.7* Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or well-ness curriculum, and that support progress toward IEP goals and objectives. | 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.  5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students’ needs. *[5.1/5.2]*  5.3 Each candidate utilizes assessment data to: 1) identify needed augmentative and alternative systems, 3) implement effective intervention and support techniques, 2) develop instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.  5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.  5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.  5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.  5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.  4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. |
| Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (5) | Interpreting the results of student work, including routine assignments, quizzes, tests, projects and standardized assessments | *5.4* Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.  *5.5* Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.  *5.6* Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, and students with language or other disabilities. |  |  |
| Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (6) | Analyze instruction for the purpose of improving it | *5.2* Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time  *5.7* Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction  *5.8* Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.  *6.1* Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. | *1.4* Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP. *[1.4]*  *5.2* Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. |  |
| **Creating and Maintaining Effective Learning Environments for all Students (Social/Emotional/Behavioral Practices)** | | | | |
| Establish a consistent, organized, and respectful learning environment (7) | Building respectful relationships with students; implementing organizational routines; implementing norms and routines for classroom discourse and work | *1.1* Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.  *2.1* Promote students’ social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.  *2.2* Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.  *2.3* Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.  *2.4* Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.  *2.5* Maintain high expectations for learning with appropriate support for the full range of students in the classroom.  *2.6* Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.  *6.2* Recognize their own values and implicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness towards all students and families, as well as toward their colleagues. | *3.2* Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. | 2.5 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.  2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. |
| Provide positive and constructive feedback to guide students’ learning and behavior (8) | Specifying and reinforcing productive student behavior |  | *2.5* Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. | 2.8 Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. |
| Teach social behaviors (9) |  | *4.5* Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, 504 plans). | *1.7* Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.  *2.10* Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral, and emotional needs.  *5.2* Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. | 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.  2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.  2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. |
| Conduct functional behavior assessments to develop individual student behavior support plans (10) |  |  | *2.6* Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support (MTSS) that may be needed to address these behavior issues. | 2.9 Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. |
| **Planning Instruction and Designing Learning Experiences for all students (Instruction)** | | | | |
| Identify and prioritize long- and short-term learning goals (11) | Setting long and short term learning goals for students | *4.1* Locate and apply information about students’ current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.  *4.2* Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.  *5.8* Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. | *1.1* Demonstrate the ability to collaboratively develop and implement IEPs, including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.  *1.2* Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability) in order to foster access and build comprehension, and develop appropriate language development goals with the IEPs for those students  *1.5* Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.  *4.4* Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. | 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.  3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.  3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.  4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. |
| Systematically design instruction toward a specific learning goal (12) | Designing single lessons and sequences of lessons; check for understanding during and at the conclusion of a lesson. | *1.6* Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.  *3.2* Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.  *3.3* Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. | *3.1* Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the LRE.  *4.2* Demonstrate the ability to use evidence-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. | 3.3 Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).  4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.  4.3 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.  4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. |
| Adapt curriculum tasks and materials for specific learning goals (13) | Coordinating and adjusting instruction during a lesson | *3.2* Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.  *3.5* Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of Egnlish learners, Standard English learners, students with disabilities, and students with other learning needs in the LRE.  *4.4* Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:   * Appropriate use of instructional technology; * Applying principles of Universal Design for Learning (UDL) and MTSS * Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; * Appropriate modifications for students with disabilities in the general education classroom; * Opportunities for students to support each other in learning; and * Use of community resources and services as applicable   *5.8* Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. | *2.1* Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.  *2.3* Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.  *2.4* Collaborate with families and appropriate related services personnel to support student access to, and optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/non-public school programs.  *2.9* Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the students’ chronological age, developmental levels, disability-specific needs, including community-based instructional environments.  *3.1* Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the LRE. |  |
| Teach cognitive and metacognitive strategies to support learning and independence (14) |  | *1.5* Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem-solving, responding to and framing meaningful questions, and reflection |  |  |
| Provide scaffolded supports (15) |  | *1.6* Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.  *1.4* Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of UDL and MTSS to support access to the curriculum for a wide range of learners within the general education classroom and environment  *2.5* Maintain high expectations for learning with appropriate support for the full range of students in the classroom. | *2.8* Apply and collaboratively implement supports needed to establish and maintain student success in the LRE, according to students’ unique needs.  *5.2* Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. |  |
| Use explicit instruction (16) | Explaining and modeling content, practices, and strategies |  | 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. |  |
| Use flexible grouping (17) | Setting up and managing small group work |  |  |  |
| Use strategies to promote active student engagement (18) | Leading a group discussion, eliciting and interpreting individual student’ thinking | *1.3* Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.  *1.4* Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of UDL and MTSS to support access to the curriculum for a wide range of learners within the general education classroom and environment  *1.7* Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the context and context of learning.  *1.8* Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.  *3.4* Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.  *4.4* Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:   * Appropriate use of instructional technology; * Applying principles of UDL and MTSS * Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; * Appropriate modifications for students with disabilities in the general education classroom; * Opportunities for students to support each other in learning; and * Use of community resources and services as applicable   *4.7* Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. |  |  |
| Use assistive and instructional technologies (19) |  | *3.6* Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access to the curriculum.  *3.7* Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license and maintaining Internet security.  *3.8* Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.  *4.4* Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:   * Appropriate use of instructional technology; * Applying principles of UDL and MTSS * Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; * Appropriate modifications for students with disabilities in the general education classroom; * Opportunities for students to support each other in learning; and * Use of community resources and services as applicable   *4.8* Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons | *2.1* Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.  *2.2* Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools, and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.  *4.1* Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. *[4.4]* |  |
| Provide intensive instruction (20) |  |  | *2.7* Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavioral, social, emotional, trauma, and/or mental health needs.  *4.3* Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. |  |
| Teach students to maintain and generalize new learning across time and settings (21) |  | *4.3* Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. | *1.6* Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate connections between the school curriculum and life beyond high school. |  |
| Provide positive and constructive feedback to guide students’ learning and behavior (22) | Providing oral and written feedback to students | *5.3* Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. |  |  |
| **Engaging and Supporting All Students In Learning** | | | | |
|  | Learning about students’ cultural, religious, family, intellectual, and personal resources for use in instruction. | 1.1 Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. | 1.2 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.  1.2 Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.  1.4Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).  1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post- secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.  1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.  1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. | 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.  1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.  1.8 Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.  1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).  1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post- secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.  1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. |