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|  | **Awareness** | **Knowledge** | **Skill Practice** | **Skill Application** |
| **Collaboration**  1. Collaborate with professionals to increase student success.  2. Organize and facilitate effective meetings with professionals and families.  3. Collaborate with families to support student learning and secure needed services. | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | |
| **Assessment**  4. Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.  5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.  6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | |
| **Social/Emotional/Behavioral**  7. Establish a consistent, organized, and respectful learning environment.  8. Provide positive and constructive feedback to guide students’ learning and behavior.  9. Teach social behaviors.  10. Conduct functional behavioral assessments to develop individual student behavior support plans. | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | | |  | | --- | |  | |  | |  | |
|  | **Awareness** | **Knowledge** | **Skill Practice** | **Skill Application** |
| **Instruction**  11. Identify and prioritize long and short term learning goals.  12. Systematically design instruction toward specific learning goal.  13. Adapt curriculum tasks and materials for specific learning goals.  14. Teach cognitive and metacognitive strategies to support learning and independence.  15. Provide scaffolded supports.  16. Use explicit instruction.  17. Use flexible grouping.  18. Use strategies to promote active student engagement.  19. Use assistive and instructional technologies.  20. Provide intensive instruction.  21. Teach students to maintain and generalize new learning across time and settings.  22. Provide positive and constructive feedback to guide students’ | |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| **Professionalism**  23. Prepares for meetings and invites or collaborates with all stakeholders.  24. Completes all required paperwork in an accurate and timely manner.  25. Communicates plans and programming information to necessary team members.  26. Make contributions to the local school and multidistrict.  27. Demonstrates evidence of professional growth. | |  | | --- | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | |