

Developmental Standards Project

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EDPS 250 – section 4

Swanson

**Introduction**

As an aspiring special education major, I will be working with students with many different disabilities. The purpose of this project is to demonstrate my understanding of InTasc 1, the All Grade Standards, and the Ball State Conceptual Framework. InTasc 1 states:

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Concepts in development:

1. Autism
2. Aggressive Behavior
3. Social Development
4. Giftedness
5. Parenting
6. Learning
7. ADHD
8. Language Development
9. Feeding Difficulties

**Developmental Research****Autism and Aggressive Behavior**

Autism Spectrum Disorder (ASD) hinders behavioral, social, and cognitive development. Children with autism have larger-than-average brains due to lack of synaptic pruning,

which then inhibits development of cognitive, language, and communication skills (Berk, 2012). Behavioral issues are often associated with people on the autism spectrum.

Children with autism are more irritable than children without it. Irritability can lead to aggression towards others, self-injury, temper tantrums, and dramatic mood swings. A common characteristic of autism is restricted and repetitive interests, which can include obsessive-compulsive behaviors, such as organization or exact schedules. In these cases, if a schedule is adjusted or something is changed, the child may respond in an aggressive manner. In this research article, many studies are conducted on the use of different medications to maintain aggression in children with autism. One study was conducted three 8 to 12-year olds on a medication called Clozapine. All three children were nonresponsive to another medicine called Haloperidol. For several months, all three children had a decrease in aggression, hyperactivity, and negativism (Robb, 2010). Another type of medication, Quetiapine, was administered to six children between the ages of six and fifteen. Only two children responded to the medication and the rest discontinued. Side effects of this quetiapine included a 2-18 pound weight gain, sedation, and poor response (Robb, 2010).

### **Instructional Decision**

Students with autism may struggle with learning more than students without it and they may be aggressive and throw temper tantrums because they are frustrated. As a teacher, I will do my best to maintain and handle these behaviors. I will have a well-developed classroom management plan that focuses on avoiding aggressive behaviors, but getting them under control when they happen (AG 5.5). I will help my students with autism by offering breaks, suggesting a deep breath instead of a temper tantrum, and using a reward

system for good behavior. The reward system could include things like a jar that students get to put a marble in when they have a day with good behavior. Once the jar is full, we would have an ice cream or pizza party. I know that students with autism express themselves in aggressive manners because they cannot find another way to express emotions, so we will work on showing emotion in different ways than aggression. It is my responsibility to recognize that cognitive, linguistic, social, emotional, and physical development influence how my students learn and to find new ways to teach information to promote their strengths and focus on their needs.

### **Developmental Research**

#### **Autism and Social Development**

Children with autism show social and emotional deficits. These deficits include lack of eye contact, lack of attention, inability to understand facial expressions, and little to no engagement in social behaviors (Berk, 2012). An experiment done in 2013 showed that children with high functioning autism (social deficit only) struggle with identifying facial expressions. Children ages 8-12 with high functioning autism were split into two groups, an experimental group and a control group. Each group went through six months of group-based therapy. The experimental group was taught different social skills, while the control group was not. The outcome showed that even after six months of social skills development processes, the children were unable to identify facial expressions at a higher level than those who did not undergo social skills development sessions (Baghdadli, et al., 2013). Research shows that secure attachment with a main caregiver will lead to more intimate friendships later in life. Secure attachment in children with autism promotes friendship development, and 40-50% of children with ASD are able to develop a secure

attachment with a main caregiver (Bauminger, et al., 2010). Although a secure attachment in early development may improve quality of friendship later in life for children with ASD, it may not improve the ability to form friendships. Children with autism lack the understanding of false-belief and often do not partake in make believe play. The quality of friendship in a child with ASD and a typically developing child is different (Bauminger, et al., 2010).

### **Instructional Decision**

It is part of my responsibility as a special education teacher to ensure that my students are being included in social interaction and are given the same opportunities as typically developing students. If a student struggles with socializing, I can work with the student, family, colleagues, and other professionals to develop a way for my student to grow and develop in the social environment (1c). I can support different clubs that promote inclusion, such as Best Buddies and Special Olympics, so that my students have the opportunity to be included and to become friends with typically developing peers. I can attend clubs with my student to offer support while he or she is stepping out of the comfort zone. Supportive, positive relationships will increase the willingness and ability of my students to learn (AG 2.4). Not only can I work with the students on socializing, but I can also work with their peers. By supporting a club like Best Buddies, I will be personally advocating for students with disabilities and setting an example for students without disabilities to befriend and accept everyone. If peers are more accepting of students with disabilities like autism, it will be easier for them to socialize and feel welcome in the school setting.

### **Developmental Research**

**Autism and Giftedness**

Sometimes, people with autism are extremely gifted in one subject or area. This is not the case all of the time, but it is important to recognize when talking about autism. Children with autism process information differently than typically developing children (Berk, 2012), and in some cases, a child with autism is extremely intelligent in a specific area. Children who are gifted and talented can be described as working with autistic singularity because children with autism intensely focus on certain activities and behaviors (Cash, 1999). People who are twice exceptional describe it as feeling like two different people: one person who is extremely smart, and one who is trapping the intelligence from being communicated (Cash, 1999). This combination is often a setback for children who are trying to figure out how to deal with both at the same time. Twice exceptional students reported frustration because they feel pressured to be above average because of the gifted label, while at the same time not always having the ability to be above average because of the disability (Barber & Mueller, 2011). Something that can help children cope with this frustration and confusion is a strong support system. Studies show that twice exceptional students with a strong maternal presence in their life have a more positive self-concept, while students with a negative maternal presence have a coinciding negative self-concept (Barber & Mueller, 2011).

**Instructional Decision**

I will be teaching students who are twice exceptional. I will do my best to focus on the strengths, or giftedness, of my students, but we will inevitably have to work on weaknesses. I will set high expectations for these students to focus on their abilities and create an environment where we set a lot of goals (AG 5.2). If I have a student who

excels in math, but struggles in social settings, I will put that student in an inclusive classroom where he or she can learn math at an advanced level and also work on socializing with peers. Being twice exceptional will come with a lot of different emotions that I will have to help my students cope with. If I have a student who is gifted, but has autism, he or she may feel like an outcast. It may be hard for him or her to distinguish between his or her own strengths and weaknesses. It will be my job to help my student get through those struggles and praise my student for strengths, while also working on weaknesses. I will use strength-based instruction to focus on the individual's gifts.

### **Developmental Research**

#### **Autism and Parenting**

Social development and cognitive development go hand in hand. Social development begins with parents (Berk, 2012). It has been proven that parental stress and parental self-efficacy are strong predictors of development of children with intellectual disabilities such as autism (Yi & Zhou, 2014). This research shows that parents of children with autism often use one of four different parenting styles: training priority, relationship precedence, alternating, and letting alone. Parents who practice training priority focus on treating or curing their child's autism and often express high levels of anxiety and strict parenting. In some cases, parents beat their children out of frustration. Parents who practice relationship precedence parenting focus mainly on being the caretaker of their child. Many parents mentioned that if the child is interested in something, he or she will learn about it more quickly and eagerly. An alternating parent is a parent that switches back and forth between the two previously mentioned parenting styles. These parents often have feelings of confusion and uncertainty. Parents who focus on the letting alone parenting style basically have given up on their child and do not see a bright future for

him or her. A poor parent-child relationship may cause the child to be less motivated in social interactions and less likely to make progress (Yi & Zhou, 2014).

### **Instructional Decision**

Special education teachers are very involved in the lives of their students. It is important for me to be understanding of the situations that students are in and keep in mind that the way students are treated at home influences their learning (AG 1.4). In order to maximize learning opportunities, I will need to support my students in the ways that their parents are lacking. For example, if my student has parents who use the training priority and are focused on curing my student's autism, the student may believe that he or she is not good enough because that is how the parent treats him or her. This student and I can make a list of qualities he or she likes about himself and then we will go over the list whenever he or she is feeling down (AG 2.7). For parents, I can refer them to autism support groups. The National Autism Association has a webpage called "Find a Support Group" that will help me find support groups that parents can attend. With the support of others, parents will have less stress and hopefully will be more accepting of their child. I will always be willing to talk to parents and offer my own support, but I do not want to cross any lines or impose (AG 6.1).

### **Developmental Research**

#### **Autism and Learning**

Research shows that children with autism are visual learners. Thirty-eight males and four females around the age of ten were tested in different areas to see if that is true. All children were diagnosed with autism in the same manner and had varying development on the spectrum. It was discovered that children with autism spectrum disorder who are



more efficient at remembering words than remembering visual patterns might be auditory learners instead of visual learners. The study also showed that children with autism often have a better visual than auditory ability because of context-dependence, or excessive reliance on previous knowledge while attempting to learn new information (Erdodi, et al., 2012). Researchers found that the children performed better on a test that required memorization than a test that required learning a new task, even though the new task was visual and the memorization was verbal. The findings of the trials challenged the typical concept that children with ASD are strongest in visual learning. Children with limited language ability benefit more from visual supports, but visual supports do not provide long-term learning (Erdodi, et al., 2012). The children in this trial were able to remember more things with a delay than they were able to immediately. In middle childhood, the time needed to process information declines rapidly due to myelination and synaptic pruning (Berk, 2012). The children in the trial are not reaching this milestone because with autism, there is typically a lack of synaptic pruning.

### **Instructional Decision**

My goal as a teacher is to maximize instructional time and cut back on time spent goofing off and slacking. Everything in the classroom will have a purpose to promote learning. All students learn differently, but it is often harder for students with disabilities such as autism to adapt to a learning style that is not preferred. In order to promote learning, I need to be aware of the different characteristics of students' exceptionalities and how they affect teaching and learning (AG 1.5). I will assess students learning styles to find out how each individual best learns and I will adapt lessons for each learning style. For example, I am teaching my students how to add. If the research is correct and one of my

students with autism learns best visually, I will adapt the lesson to turn it into a visual activity. I can make a number line across the top of a piece of paper and put the paper in a Ziploc bag with a sliding zipper. Then, I will place a card inside the bag that has an addition problem such as, “ $2+3=$ ”. Then, the student will be able to slide the zipper along the number line to visually add  $2+3$ . This will create a memory between adding and the Ziploc bag game, creating a new experience that is linked with a learning concept (AG 2.6).

## **Developmental Research**

### **Autism and ADHD**

Attention-deficit hyperactivity disorder’s defining characteristics are inattention, impulsivity, and excessive motor activity resulting in academic and social problems (Berk, 2012). Twins with ADHD and ASD were studied to evaluate if ADHD and ASD stem from the same brain region and if the two have overlapping brain characteristics. The results showed that hyperactivity was correlated less with autism. Impulsivity and inattention were correlated more directly with autism. These findings were concurrent with previous findings that children with pure hyperactivity do not typically have elevated traits of ASD (Anckarsäter, et al., 2014). Children with autism or ADHD alone often showed features of the other condition. Children with ASD and ADHD showed partial overlap in brain activity and developmental domain (Anckarsäter, et al., 2014). Boys had a higher frequency of having all ASD symptoms with no ADHD symptoms, or all ADHD symptoms with no ASD symptoms. The degrees of the disabilities were different among sexes, even among different-sex twins. Overall, ADHD and autism were shown to have shared genetic and unshared environmental influences.

**Instructional Decision**

Consistent assessment of students with ASD and ADHD will promote higher learning. Teaching students to self-assess will promote self-regulation in the classroom (AG 4.6). Students with ADHD are inattentive, hyperactive, and impulsive. Creating a list of things that students need to complete by a certain time will help students with ADHD stay on task. For example, during a lesson, I can give students with ADHD a checklist to be completed by the end of the lesson to assess themselves. The checklist will include two sides: on-task and off-task. The on-task side will include: eyes on the teacher, following directions, doing work, and sitting still. The off-task side will include: moving around the room, talking, not getting work done, and not paying attention. When the lesson is complete, the students will fill out the checklist to determine if they were on or off task. This will help students learn to self-assess. Children with ASD might need structure and have trouble transitioning. Students with ASD and ADHD both will benefit greatly from a set schedule every day. It will help the ASD side because students will have the structure and schedule that they need. It will help the ADHD side because it will encourage time management and keep them on task (AG 5.6).

**Developmental Research****Autism and Language Development**

Researchers chose eighteen typically developing children around the age of 20 months, and seventeen children diagnosed with autism around the age of 32 month. There were two girls and fifteen boys in the typically developing group, and one girl and fifteen boys in the ASD group (Fein, et al., 2013). Typically developing children gain new words at a rapid pace between 18 and 24 months (Berk, 2012). The study investigated spontaneous

language production during play six different sessions. The results showed varying differences in language among the children with ASD. Many of the children in the autism group were exceptionally verbal and were about equal to the typically developing group. About half of the children in the autism group did not produce much speech during any of the six sessions. After these findings were recorded, the ASD group was split into a high-verbal (ASD-HV) group and a low-verbal (ASD-LV) group. After six more visits, results showed that the high-verbal group showed significant increases in all language measures, while the low-verbal group typically remained the same. Overall, the ASD-HV group was more similar to the typically developing group than to the ASD-LV group. The ASD-LV group had obvious language impairments compared to both the ASD-HV and typically developing groups. The trajectory growth rates of the ASD group as a whole assumed that children in the ASD-HV group were more likely to acquire articles at a faster rate because they are hearing and responding to more words in their daily lives (Fein, et al., 2013).

### **Instructional Decision**

As a special education teacher, I will have students who have little to no verbal speech. Just because my students do not verbally communicate, does not mean that they are incapable of communicating or that they do not have thoughts. For students who struggle with language development, the first thing I will want to work on is finding a way for those students to express their feelings and thoughts. One extremely significant technological feature is an augmentative and alternative communication (AAC) device or AAC app. There are many different apps for iPads and Apple products, such as Scroll and Speak. This app uses text to speech, symbol grids, and photos to provide a way for

people to communicate nonverbally (AG 3.15). I can also work with students to develop more language through vocabulary lists, word identification cards, and reading books.

One thing that I will do for students with delayed language development is adapt reading comprehension questions to a few choices in order to develop language as well as reading comprehension. After reading a short story, I can ask questions and then provide the student with multiple-choice answers to choose from (AG 7.4).

## **Developmental Research**

### **Autism and Feeding Difficulties**

Participants were three preschool aged children with autism receiving early intensive behavior based intervention for forty hours a week. Parents of participants were seeking assistance in improving their children's mealtime behaviors, including increasing acceptance of new textures and flavors.

Two of the children initially only would eat pureed food. The other child refused certain foods that he recognized and would not eat fruits or vegetables. The results showed that it was difficult to encourage trying new foods because the children often refused to eat them and would spit them out. All of the children received positive reinforcement for eating the foods, but no negative reinforcement for refusing to eat them (Eikeseth, 2010). After the initial trials, the researchers changed the settings where children were being fed and made it harder for the children to escape while eating. The children were fed new foods with different textures and flavors; all three of the children wiped the food out of their mouths when they tasted a difference. Multiple foods were presented at each meal, causing the children to refuse any food at all (Eikeseth, 2010). Average children grow

two to three inches in height and gain five pounds per year during early childhood (Berk, 2012).

### **Instructional Decision**

As a special education teacher, I will be asked to do all sorts of things. Parents will ask me to teach their children to tie their shoes, wash their hands, and to make sure their children are eating proportionate and substantial meals during school hours. If a student is hungry, he or she will not want to participate and will have trouble focusing. If a student is having feeding difficulties at home, it will be vital for us to work on that at school, too, in order to effectively resolve the issue (AG 6.1). One thing that I can do to work on eating habits in school is by having a food party. Everyone can make a request of their favorite foods, and students will be rewarded with marbles in the marble jar for trying new foods. I can cut foods into different shapes to make them more appealing. Another way that I can encourage students to try new foods is to have them cook the foods themselves. I can have a rotation where one student cooks each week. When it is that student's turn, the student will choose a recipe, we will go to the store and buy the ingredients, and then the student will cook the food in the classroom if there are necessary resources. This will not only teach students how to cook, but it will teach them responsibility. Once the food is done, everyone in the class can try it and the student will feel a sense of accomplishment.

### **Reflection**

Expertise is the full knowledge and understanding of a subject or topic, along the ability to be able to explain and teach it to someone else. It is not only being able to talk about a topic, it is being able to interpret it (AG 2). My major is special education, so as a

professional in my field, it is vital to understand the different ways that people learn. I will have students who learn best by listening, students who learn best by doing hands-on activities, students who learn best by reading on their own, and many, many other types of learners. Students go to school to learn, among other things, but the main reason students go to school is to gain more knowledge. As a teacher, I need to be aware of the ways my students learn so that I can effectively teach them. It is important for me to know how cognitive, social, and emotional development influence learning because that will be a large aspect of how my students learn. I will have students with disabilities in all three of these areas, so I will have to use different techniques and strategies to help my students grow cognitively, developmentally, and emotionally even if there are disabilities present. My students will all learn differently, and will most likely all be in different levels of learning. Some may not read at all, some may read at low levels and some may be reading at an advanced level. I will have to identify the readiness of my students to move onto the next level in order for them to be the most successful.

I believe that my biggest weakness is that I am inexperienced in actually teaching. I have years of experience in working with people of all ages who have special needs, but I have barely any experience in how to teach them in an effective and helpful manner. I know over my years as a student I will learn a lot, but I think my biggest goal is to get as much classroom experience as possible because that is what I will learn most from. I am currently a practicum student at Southside Middle School, and I have learned a lot about teaching there. I will continue to learn this summer when I work in a classroom at a special needs day camp. I am also a part of Student Council for Exceptional Children

(SCEC) where I learn a lot of different strategies and information about people with disabilities.

Engagement is when students are actively involved and focused during instruction (AG 5). I will be teaching high school special education (hopefully), and all of my students will be on different levels. It is important for me to design instruction that brings them to the next level so that I know all of my students are reaching their full potential and so that I can prepare them for the next level and what they will be doing after high school. It is important for me to stimulate prior knowledge so that my students can make a connection to new material so that is easily remembered. Opportunities for active engagement encourage students to make memories that go along with learning that will promote what they are supposed to remember. It is important to encourage my students to assume responsibility in their own learning because I will not always be around to help them. As a special education teacher, I will be teaching my students much more than just math or reading. I may be teaching them how to socialize and how to tie their shoes and other life skills. I will be teaching my students how to become independent so they can be successful in something after high school, and that will involve encouraging them to learn on take control of their own learning. It is important to assess student thinking as a basis for instructional activities because if I teach something one day, and move on the next day, but my students don't understand what I taught the day before, they will not retain any information and I will be wasting my time. I want to my students to reach their full potential, so I need to assess learning in order to effectively teach. I will need to encourage discussion and listening because that is a part of socializing and living in the real world, something that I will be teaching my students how to do. My weakness



is in my creativity. I am not very creative, and I will need to be creative in order to engage a classroom full of students. I will have to come up with many different ideas and activities, especially because I am teaching special education and I will need to accommodate every one of my students' learning styles and abilities. In order to become more informed, there are many seminars I could attend. I could read the article "101 Ways For Teachers To Be More Creative" from [te@chthought](mailto:te@chthought). This article can help open my mind to new ideas.

Context is the ability to understand backgrounds and situations of others. As a teacher, it is my responsibility to look at my students' backgrounds and personal lives as an influence in the learning environment. Students may not want to learn if they did not eat breakfast, if they are fighting with their family members, or if there is something deeper going on. I cannot just assume that it is because they are lazy or unmotivated. It is important as a professional for me to appreciate individual variation, especially as a special education teacher, because all of my students will be different. Education systems that focus only on the learner and not on the context are bound to fail (AG 1). For example, family support is a huge part of special education, and if my student does not have a strong support system, I will need to give that student extra support as much as I can. It is important for me to be committed to helping my students develop self-confidence and competence because they will need it in this rough world. People with disabilities are often subject to bullying and judgment, and it is completely necessary for me to instill in my students that they are smart and capable and that they have potential. I will focus on my students' abilities, rather than their disabilities. I will have to work with my students on their disabilities, but I will not define them by their disabilities.

My weakness in the area of context is that I lack knowledge of other cultures. I am unfamiliar with anything other than what I grew up with. I grew up in a wealthy town that was named the 18th best city to live in in the US. Most of the people and most of my friends I grew up with were white, and there was rarely any serious crime in the area. I did not see a lot of poverty and I did not see a lot of diversity. Now, I am doing my practicum in a school in Muncie and I see all sorts of things that I have never seen before. I have 13-year-old students who have seen more terrible things than I ever want to in my life. Something I can do to raise my awareness of different cultures, families, and diversity is look into the organization the National Center for Culturally Responsive Education Systems (NCCREST) which publishes articles to inform teachers more about different cultures that students come from. I will get a lot of experience from working in classrooms, like I am now, also.

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**All Grade Standards****Standard 1: Student Development and Diversity**

Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

1.4 knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure, and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs

1.5 knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities

**Standard 2: Learning Processes**

Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

2.4 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests

2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners

2.10 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

### Standard 3: Instructional Planning and Delivery

Teachers of grades P–12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

3.15 knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals

### Standard 4: Assessment

Teachers of grades P–12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

4.6 the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting

#### Standard 5: Learning Environment

Teachers of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

5.5 knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability

5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

#### Standard 6: The Professional Environment

Teachers of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to

improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

6.1 the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning

#### Standard 7: Reading Instruction

Teachers of grades P–12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research, including:

7.4 the ability to use evidence-based instructional practices to develop students' vocabulary and academic language related to content-area reading and writing in the teacher's discipline or area of professional responsibility