Ontario College of Teachers   Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline

Special Education for Administrators

Schedule C
Regulation 184/97
Teachers' Qualifications

January 2010

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle, Éducation de l'enfance en difficulté pour les administrateurs, janvier 2010.*

Additional Qualification Course Guideline Special Education for Administrators

1. Introduction

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification: Special Education for Administrators.

The Additional Qualification Course: Special Education for Administrators is open to all teachers. Candidates come to the Additional Qualification Course: Special Education for Administrators with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, and assessment of the program.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualification includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College

- to provide for the ongoing education of members of the College

- to accredit additional qualification courses or programs and more specifically,

    The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued

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by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV, Subsection 24).

Additional qualifications for teachers are identified in Regulation 184/97, Teachers' Qualifications. This regulation includes courses/programs that lead to Additional Qualifications, Additional Basic Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours of work that is approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession,* the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework.*

Successful completion of the course leading to the Additional Qualification: Special Education for Administrators, listed in Schedule C of Regulation 184/97, Teachers' Qualifications is recorded on the Certificate of Qualification issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those in school programs.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: Special Education for Administrators. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Standards Resources

The College has developed resources to support the effective integration of the standards within additional qualification courses and programs. These resources explore the integration of the standards through a variety of educative and

inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College website (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Special Education for Administrators support effective teacher education practices. The following expectations and course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification Course: Special Education for Administrators.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

This additional qualification course has the following overall learning expectations for candidates:

- analyzing, interpreting and implementing Ministry of Education curriculum and district school board policies and guidelines

- having and applying the theoretical understanding necessary to design, implement and assess programs and/or practices

- modelling and adapting expectations, strategies and assessment practices in response to the individual needs of students

- facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral development of the student

- collaborating with in-school personnel, parents/guardians and the community

- accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning

- refining professional practice through ongoing inquiry, dialogue and reflection

- supporting and modelling ethical practices

- understanding the need to respect and conserve resources in the environment
- understanding how to create and sustain professional learning communities
- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- integrating environmentally respectful practices
- creating and sustaining safe, equitable and inclusive learning environments that honour and respect diversity.

Successful candidates will demonstrate their understanding of and ability to apply the following:

A. Ontario Curriculum and Policies

The Additional Qualification Course: Special Education for Administrators is aligned with current Ontario curriculum, relevant legislation, government policies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Special Education for Administrators. These resources can be viewed at www.edu.gov.on.ca.

B. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*:

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of Special Education for Administrators

- understanding the relevance of learning theories for all learners
- understanding key areas of cognitive/affective and social/emotional growth through the study of special education
- understanding Ontario curriculum and government policies relevant to special education

- reflecting on professional practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of Special Education for Administrators

- understanding and implementing procedures that support special education

- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Special Education for Administrators

- understanding the Education Act as it relates to special education (for example, Legislation Bill 82, Policy/Program Memorandum (PPM), Individual Education Plan (IEP), Identification, Placement and Review Committee (IPRC), Special Education Advisory Committee (SEAC))

- understanding legislation as it relates to special education (for example, Youth Criminal Justice Act, Child and Family Services Act, Bill 212, Human Rights Code, Teacher Performance Appraisal (TPA), Occupational Health and Safety Act)

- developing an awareness of how to apply policies and practices that reflect the Education Act and relevant legislation to support Special Education.

D. **Instructional Leadership/Setting Directions**

- creating and maintaining positive, accepting and safe learning communities that are inclusive, respectful and equitable

- promoting the dignity, emotional wellness, physical, spiritual and cognitive development of all students

- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework

- identifying, accessing, assessing and integrating community, print, electronic and board and external personnel and resources to support professional practices

- developing an awareness of local, national and global research, practices and trends related to special education

- reflecting on professional practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of Special Education for Administrators

- understanding a variety of conceptual frameworks and language related to special education (for example, differentiation, modification and accommodation of instruction)

- identifying factors in a diverse and changing society that impact on students

- engaging in curriculum planning, development and implementation

- facilitating the collective use of differentiated instruction and universal design in the planning, development and implementation of learning experiences

- modelling professional inquiry to promote effective processes and practices related to special education

- identifying, accessing, integrating and assessing community, print, electronic and collegial resources

- leading change and promoting creativity and innovation

- facilitating the use of appropriate technologies to support student learning

- creating a shared vision of inclusive education that is clearly articulated, understood and acted upon by all

- ensuring that strategic planning takes into account the diversity, values, cultures and experiences of the school community

- ensuring that learning is at the centre of planning and resource management (for example, technology, funding)

- ensuring a consistent and continuous school-wide focus on student learning and achievement, using system and school data to monitor progress.

E. School Culture/Building Relationships and Developing People

- fostering a collaborative community of learners (for example, multidisciplinary teams, site based roles and responsibilities)

- develop strategies that promote individual and team development (for example, coaching/mentoring)

- creating a learning environment that reflects the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*

- understanding the role of advocacy in supporting the learning of all students

- adapting, modifying and accommodating instruction to meet the needs of all learners
- leading by example, modeling core values and engaging staff in various forms of professional learning
- modelling effective decision making, negotiation and mediation skills
- fostering positive relationships and partnerships with staff, parents/guardians and community members.

F. Securing Accountability

- understanding fair and equitable assessment and evaluation methods to promote student learning
- integrating multiple assessment methods to support student learning: formative and summative (assessment *for* learning, assessment *as* learning and assessment *of* learning)
- providing leadership in responding to issues of assessment and evaluation as it applies to special education
- supporting the dignity, emotional wellness and cognitive development of all students by promoting and integrating a wide range of assessment and evaluation strategies to support student learning
- demonstrating a commitment to individual, team and whole school accountability for student outcomes
- ensuring that staff responsibilities related to special education are defined, understood and reviewed
- understanding and responding to the implications of board and provincial assessment expectations and practices for all learners
- developing transparent, equitable and accountable structures, management processes and communication mechanisms to support special education
- developing strategies to collect, analyze data sets that help to assess the strengths, challenges and needs of the school.

G. Shared Support for Learners

- understanding and employing a variety of effective communication strategies (for example, continuous, meaningful, detailed and supportive information

and feedback) for engaging and collaborating with parents/guardians and school and community personnel

- understanding and respecting the importance of shared responsibility and partnership as conveyed in the standards and the *Foundations of Professional Practice*

- helping develop a school culture which promotes shared knowledge and shared responsibility for outcomes

- providing equity of access to opportunity and achievement

- understanding the importance of collaborating with and supporting staff effectively

- collaborating and networking with others inside and outside the school (for example, crisis intervention teams).

5. Instructional Practice in the Additional Qualification Course: Special Education for Administrators

In the implementation of this additional qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction, pedagogy and assessment and evaluation. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. These include but are not limited to, small group interaction, action research, presentations, independent inquiry, problem solving, collaborative learning and direct instruction. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Where possible, experiential learning and authentic school-based experiences are included in the course, for example, classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. Opportunities will be provided by instructors for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning. The course provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in additional qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Special Education for Administrators, and is based on Ministry of Education expectations

b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice of Special Education for Administrators

c) Presentation: developing a digital story, presenting an issue related to the teaching or presenting an issue related to Special Education

d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to Special Education for Administrators

e) Action research: engaging in action research by reflecting and action upon a specific inquiry into professional practice related to special education

f) Independent Project: addressing any aspect of the course that is approved by the instructor

g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to special education

h) Reflective writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to special education.

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represents a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The *Standards of Practice for the Teaching Profession*

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and

responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D.M. (2007). Becoming a reflective community of practice. *Reflective Practice (8)*3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education (27)*3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry.* [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards.* [Resource kit 2]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.F. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.