## 006.63 Special Education Inclusion and Collaboration Specialist

006.63A Grade Levels: PK – Grade 12

006.63B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.63C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

006.63E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide special education inclusion and collaboration specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Standard 1. Assessment**

Special Education Inclusion and Collaboration Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Special Education Inclusion and Collaboration Specialists minimize

bias in assessment.

Element 1.2 Special Education Inclusion and Collaboration Specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to:

a. Promote the use of evidence-based assessment strategies to monitor progress and inform instruction, and

b. Use valid procedures to evaluate and improve inclusive school and community-based programs for individuals with disabilities.

**Standard 2. Curricular Content Knowledge**

Special Education Inclusion and Collaboration Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special Education Inclusion and Collaboration Specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special Education Inclusion and Collaboration Specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special Education Inclusion and Collaboration Specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

**Standard 3. Programs, Services, and Outcomes**

Special Education Inclusion and Collaboration Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special Education Inclusion and Collaboration Specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special Education Inclusion and Collaboration Specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special Education Inclusion and Collaboration Specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special Education Inclusion and Collaboration Specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special Education Inclusion and Collaboration Specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

a. General education curriculum and related standards across age-levels, grade levels, and content areas,

b. Promote the development of programs that integrate culturally responsive practices,

c. Incorporate principles of universal design for learning to provide all individuals with disabilities access to the general curriculum and school programs and activities, and

d. Develop programs across differing learning environments that promote positive academic, social and behavioral outcomes.

**Standard 4. Research and Inquiry**

Special Education Inclusion and Collaboration Specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special Education Inclusion and Collaboration Specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Special Education Inclusion and Collaboration Specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special Education Inclusion and Collaboration Specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

a. Research on inclusive program and practices,

b. Analyze program data relevant to inclusive practices,

c. Assist stakeholders in designing, implementing, and evaluating inclusive practices research, and

d. Collaborate with stakeholders in using available data to make decisions related to inclusive practices.

**Standard 5. Leadership and Policy**

Special Education Inclusion and Collaboration Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special Education Inclusion and Collaboration Specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special Education Inclusion and Collaboration Specialists support and use linguistically and culturally responsive practices.

Element 5.3 Special Education Inclusion and Collaboration Specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special Education Inclusion and Collaboration Specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special Education Inclusion and Collaboration Specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

a. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,

b. Emerging trends that affect inclusive practices,

c. Advocate on behalf of individuals with disabilities and their families related to effective inclusive programs,

d. Support other stakeholders in understanding policies and research that guide practices related to inclusive programs,

e. Collaborate on school change initiatives that produce or improve effective inclusive programs,

f. Provide leadership to influence policy, practice, and improved outcomes for individuals with disabilities, and

g. Advocate for innovations that promote effective inclusive practices.

**Standard 6. Professional and Ethical Practice**

Special Education Inclusion and Collaboration Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Special Education Inclusion and Collaboration Specialist leadership.

Element 6.2 Special Education Inclusion and Collaboration Specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

Element 6.3 Special Education Inclusion and Collaboration Specialists model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Special Education Inclusion and Collaboration Specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Element 6.5 Special Education Inclusion and Collaboration Specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Special Education Inclusion and Collaboration Specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Special Education Inclusion and Collaboration Specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

a. Ethical dilemmas relative to inclusive practices,

b. Professional development practices that change teacher behavior to improve outcomes for individuals with disabilities,

c. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,

d. Emerging trends that affect inclusive practices,

e. Model ethical behavior and promote professional standards relative to inclusive practices,

f. Develop and implement professional development that improves inclusive instructional practices and outcomes, and

g. Engage in reflective inquiry to facilitate on-going professional growth.

**Standard 7. Collaboration**

Special Education Inclusion and Collaboration Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special Education Inclusion and Collaboration Specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Special Education Inclusion and Collaboration Specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special Education Inclusion and Collaboration Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

a. Impact of cultural differences on collaboration,

b. Demonstrate cultural competence in fostering collaboration among stakeholders,

c. Facilitate group processes to address issues of inclusive practices and service delivery,

d. Use face-to-face, electronic, and other interactive formats to foster collaboration,

e. Ensure parity among participants even during difficult interactions,

f. Collaboratively engage family members’ participation with stakeholders,

g. Model collaborative roles for educators, including co-teaching, consultation, and teaming, and

h. Ensure effective roles and responsibilities for paraeducators.

Guidelines based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (2012), and the CEC Advanced Special Education Inclusion Specialist Set (2013).