UNIVERSITY of San Diego®
SCHOOL OF LEADERSHIP
AND EDUCATION SCIENCES
DEPARTMENT OF
LEARNING AND TEACHING

SPECIAL EDUCATION PROGRAM SUPPLEMENT

FRAMING YOUR PERSONAL STATEMENT

REFLECTIVE PEDAGOGY OF PRACTICE

PHILOSOPHY OF EDUCATION
- ACTION RESEARCH FOCUS -
- EVIDENCE GROUNDED -

Special Education Program
REFLECTIVE PEDAGOGY OF PRACTICE SUPPLEMENT
Master Degree Special Education

Preliminary Education Specialist Credential with Mild/Moderate Authorization
-   Undergraduate & Graduate –

PEDAGOGY OF PRACTICE ASSIGNMENT

ACTION RESEARCHER FOCUSED PEDAGOGY PRACTICE CRITIQUE: The *Personal Pedagogy of Practices* assignment is your expression of learning and teaching from a special educator's point of view. This is an evolving self-inquiry into your emerging beliefs and practices as a special educator. As a professional educator your habits of practice should be a blend of a) an understanding of the philosophical foundations of education, b) a commitment to social justice guided by the ethical principles of our professional community, and c) selective implementation of effective instructional/learning strategies that are grounded in research cited in our professional literature.

TASK: As an education specialist candidate you need to document your emerging personal perspective on what a 21st century pedagogy of practice looks likes in your classroom. The documentation of your emerging philosophy of education needs to clearly demonstrate to others what your present personal beliefs include and upon what principles and research your personal are grounded. Think of your professional self-inquiry as a mind's view of your pedagogy of practice in respect to research, values, ethics and professional disposition. Your inquiry into self as a professional educator must incorporate

CONTENT INCLUSION PERSONAL PEDAGOGY OF PRACTICE PROJECT

- ACE overarching themes and dispositions espoused by the faculty and students in SOLES,
- The Council for Exceptional Children Professional Code of Ethical Practices,
- Research grounded principles of practice (learning and teaching),
  - Including a vision of specific implications the emerging 21st century technology advancements bring to learning and teaching for students with special needs and the broader framework of inclusive education for all,
- Exploration of global perspective of variance within grounded principles of practice, and
- Experiential interaction with the diversity of students and teachers across the California education spectrum
- The University of San Diego belief that academic excellence requires a learning community that is characterized by inclusive engagement with diverse peoples and perspectives.
- A Global Perspective of social justice in educating individuals with special needs.

Your emerging pedagogy of practice must clearly embrace the USD concept of diversity that is fluid and which can include multiple social and cultural identities, such as race, gender, sexual orientation, class, group affiliation, ability, national origin, primary language and religion.

FORMAT: You are encouraged to be creative in thinking and sharing your emerging conversation about being a special educator. You may use any medium to reflect and share your ideas. The only limitation is that others can share in your project through an archival product.

MASTER DEGREE ADDITIONAL CRITERIA: As a masters degree candidate your articulated pedagogy of practice manifest must incorporate evidence-grounded practices gleaned from course and personal growth professional readings that expand scholarly interpretation and application of knowledge and skills. A master degree candidate evaluation also includes: a) citation of evidence-based resources directly related to assignment, and b) use of scholarly persuasive writing style

Most importantly, no philosophy or pedagogy paradigm can withstand the test of time unless it is grounded in practical experience. These ideas, values and ethical practices combined within a historical perspective of the foundations and philosophy of education come together to provide a candidate with an opportunity to reflect and build upon personal habits of practice. As a "living self-reflection" of one's personal evolution of pedagogy of practice, the Pedagogy of Practices critique shares a candidate's professional growth with others.

SUBMITTING PERSONAL PEDAGOGY OF PRACTICE: The project starts with your admissions to the credential and/or masters degree program of study. As an education specialist credential candidate you submit your philosophy of education reflection as part of the admissions to student teaching process. As a student scholar in the master degree program you submit your pedagogy of practice grounded in professional research findings in EDUC 375P/575P and EDSP 375P/575P. A final version of the project is submitted as part of the evaluation procedures for recommendation for a master degree in special education. In addition, you use an action research structure in your design and presentation of the culminating master degree poster event. The Pedagogy of Practice Critique is uploaded into the *Special Ed Credential & Master Degree Folio* in TaskStream.com

Students in the John Tracy Clinic Credential and Master Degree in Deaf and Hard of Hearing submit this assignment as part of EDUC 500: Research Design and Methodology.

EVALUATION RUBRIC: The *Personal Pedagogy of Practice Rubric* is the criteria against which a credential candidate and master degree candidate are evaluated. There are six framing criteria.

- Articulation of Personal Ethical Standards of Practice (SOLES ACE & CEC)
- Strategic Planning & Assessment of Emerging Needs Within Diverse Community of Learners
- Education Specialist as Communicator, Collaborator, Case Manager & Coteacher
- Global Perspective of Philosophical Foundations of Education
- Learning Environment Structure, Organization, Management & Delivery of Grade Appropriate Content
- Research Validated Theories of Practice

PROMPT: PLANNING YOUR PEDAGOGY OF PRACTICE STATEMENT

EVALUATION CRITERIA BASED ON LEARNING OBJECTIVES:

KEY FACTORS INCOPORATING INTO PERSONAL PRACTICE
1. Articulation of Personal Ethical Standards of Practice (SOLES overarching outcomes ACE, CEC Professional Ethical Standards, Disposition Expectations of Professional Educator)
2. Strategies Planning & Assessment of Emerging Needs Within Diverse Community of Learners
3. Education Specialist as Communicator, Collaborator, Case Manager and Co-Teacher
4. Global Perspectives Framing of Philosophic Foundations of Education
5. Learning Environment Structure, Organization Management & Delivery of Grade Appropriate Content
6. Research Validated Theories of Practice Citations

FORMAT: Format used to develop and present an Action Research focused Pedagogy of Practice Statement is left to discretion of candidate. In the age of multiple literacies candidates are encouraged to be creative in the format used to construct and share their personal professional pedagogy of practice. Examples of previous formats include podcast, radio talk show interview completed with a peer, iMovie, QuickTime, iBook Author or word processing document. A PowerPoint presentation is discouraged unless it has clear, specific statements and citations relevant to a personal statement and points are covered, audio overplay is included and the slideshow is converted to QuickTime.

PROMPTS TO HELP FRAME EXPRESSION OF IDEAS

SELF-REFLECTION INQUIRY	
1	*What teaching strategies from my personal journey as a learner experience do I bring to my emerging pedagogy of practice?*
2	*Why am I on a journey to become a special educator? Be explicit. Be concise. Describe in terms of specific event or experiences. One sentence maximum per detail.*
3	*What education foundational concepts frame my concepts and beliefs about learning and teaching pedagogy?*
4	*What aspects from the School of Leadership and Education Sciences overarching social justice framed ACE outcomes, CEC Professional Code of Ethics, and personal dispositional practices ground my habits of practice as a special educator?*
5	*What specific evidence based strategies, theories, and approaches to learning and teaching in my reflection include citations (names of theories, theories, concepts and published literature)? Have I clearly articulated how these cited references relate to my personal professional special education pedagogy of practice?*
6	*What 21st century learning and teaching principles, technology, internationalization, and social justice issues do I perceive as critical to my pedagogy of practice?*

AUDIENCE FOCUS: Does my presentation format clearly delineate when, where and how I address the learning objectives listed here. Will a reviewer, reader, evaluator be able to identify which specific prompts are being described in each part of my project?

Scholarship, research and writing skills special education faculty will be evaluating from my personal *Pedagogy of Practice* statement.

ACTION RESEARCH SCHOLARLY WRITING, INQUIRY AND CITATIONS

- Writing form and professionalism
- Citing and referencing names of theories, concepts and research
- Professional style of writing aligned with APA style
- Use in inquiry to inform writing
- Clear demonstrate your application of the action research methodology as the key framework for probing and analyzing your personal inquiry. What steps within the action research design process did I implement as I investigated factors that are important in being a life long professional learner.
  - What do I know?
  - What do I want to learn or enhance as an education specialist?
  - How to I plan to go about expanding my knowledge and skills in my professional persona?
- What specifically do I need to do next to continue my professional life long learning?
- What is my concrete plan to reach my next professional goals?
- How did I present a persuasive presentation of how what I know is transforming the academic, social, behavioral or life long planning abilities of kindergarten to age twenty-year old &/or their families based on my teaching?

RESOURCES FOR PLANNING, DEVELOPMENT & PRESENTATION OF PEDAGOGY OF PRACTICE

This is a supplement to the action researcher Pedagogy of Practice project. It outlines the guiding principles upon which you prepare your personal philosophy of education statement.

Teacher Performance Assessment Model Grounding:

The Teacher Performance Assessment model (TPA) articulated in the California Commission on Teaching Credentialing (CCTC) is designed as a focus framework to give credential candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills and abilities. This action researcher framework for inquiry into your personal habits of practice is one format for articulating a philosophy of education. The USD special education faculty put this procedure in place to assist candidates in exploring, articulating and expanding their emerging understanding of self as a professional education specialist.

For a detailed analysis of the Teaching Performance Assessment see the website: http://www.ctc.ca.gov/ educator-prep/tpa.html. A good overview and analysis of the concepts is prepared at the California State University at Fullerton site: http://ed.fullerton.edu/secEd/TPA/Index.htm.

The *Pedagogy of Practices Critique* is perceived as a unique format for a personal "philosophy of education". Unique in that beliefs, values and personal practices are integrated through an action researcher methodology for gathering research evidenced models of practice and a reality check with experiences and products (artifacts) created through the USD Education Specialist degree and credential journey.

How You Inform Self And Others About Emerging Habits Of Practice:

How it is Like a Philosophy of Education: Personal practice emerges from within oneself. It is based on personal disposition, lived values and habits of practice. It evolves as we experience life, mature and have hindsight and insight to polish our value system.

How Scholarship Informs Philosophy: What we know and what we think we know is informed by what we discover and uncover. As a scholar in a degree program of study you are constantly nudged to learn through literature. The best education literature is theory backed with measurable documentation of change in P-16 and young adult learner performance. Through the use of an introspective action researcher inquiry model educators can align their values and perceptions with evidence based learning and teaching practices.

How Emerging Education Specialist Skills Influence Philosophy: You value system and your expanding research grounded pedagogy of education practices becomes even more informed through field experiences. Interaction with learners with special needs provides rich examples of how you can put your education philosophy into practice. Your philosophic mind and scholarly knowledge mind interfacing with a diverse sampling of individuals with special needs embellishes your professional habits of practice. This triangulation of knowledge and experience helps round out your professional set of competencies. As an action researcher understanding the needs of learners at different age, grade, and social-economic background informs your ongoing professional development.

Reflective Research Evidenced Pedagogy of Practices Critique

Self-Reflective Critiquing: Throughout the program of study a candidate is required to prepare a series of self-reflective statements, which provide a personal analysis of a professional code of ethical standards and practices. This is a personal philosophy of education that is grounded in research-validated practices. This code is a manifest guides grounded in a set of overarching principles that inform your instruction and your students' learning. Two social justice formulated codes of professional conduct are embedded in the program of study to inform your personal philosophy of practice:

- Council for Exceptional Children Code of Ethics and Standards of Practice (http://www.cec.sped. org/Content/Navigation Menu/Professional Development/Professional Standards/Ethics Practice Standards/default.htm)
- School of Leadership and Education Sciences Overarching Principles and Dispositions ACE

In addition to the ethical codes listed here, a degree candidate must also weave an understanding of global perspectives of special education and social justice. Special educators need to broaden their teaching and collaboration skills to meet the growing international needs of society. As students and their families become more internationally based educators need to expand their habits of practice.

Framing a Pedagogy of Practice Statement:

A candidate's personal code of conduct is a philosophy of education statement grounded in an understanding and application of a _research-based foundation_ of education.

This is a meta-cognitive, self-engagement process of introspection inquiry framing of a personalized pedagogical framework of practice. A candidate provides evidence of his or her growth as a scholar throughout this process by integrating citations of pertinent research-based evidenced foundations of education theory and practice from coursework, readings and action research. The document should be rich in the use of the academic language of special education, subject matter content and learner and family engagement.

This is also a practitioner's perspective of learning and teaching. Therefore one's statement must include citations of specific examples of hands on field-based application of knowledge and skills.

Journey of Experiential Discovery:

Personal reflections emerging from experience and new knowledge unfolding throughout a program of study provides the window for self-reflection. Evidence of one's personal journey towards development as an education specialist's unfolds as knowledge and skills are shaped and refined. Your written inner reflection helps faculty watch and react to your growth as an education specialist.

Grounding Framework: The attached ACE and CEC Professional Code of Ethics description is provided to assist in development of your own self-reflective statement. Visual representation of the ACE and CEC Code of Ethics standards are included to highlight key principles of practice.

Guiding Purpose for Self-Reflection: An article by Welch & James (2007) sets a framework for why self-reflection is an important teaching tool. Reflection as a teaching and learning device is a hallmark of Dewey's (1933) vision of teacher preparation. Reflection is an active persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends. Reflection is a continuous process that must be given a context so students can make cognitive connections to what they are taught and to what they learn (Eyler, Giles & Schmiede, 1996) … van Manen (1977) created a hierarchy that includes technical, practical, and critical reflection that considers moral and ethical issues related to social justice in teaching. Reflection also assists students as they predict how they will apply what they've learned through experience later on in careers as teachers (Anderson, Smith, & Peasley, 2000).

Welch, M., & James, R. C. (2007). An investigation on the impact of a guided reflection technique in service-learning courses to prepare special educators. _Teacher Education and Special Education, 30_ (4), 276-285.

Dewey, J. (1933). How _we think: A restatement of the relation of reflective thinking to the educative process._ Chicago: Henry Regency & Co.

Eyler, J., Giles, D. E., & Schmiede, A. (1996). _A practitioner's guide to reflection in service learning: Student voices and reflections._ Nashville, TN: Vanderbilt, University.

Van Mahen, M. (1977). Linking ways of knowing with ways of being practical. _Curriculum Inquiry, 6_ (3), 205-228.

Summary Focus:

The _Pedagogy Practices Critique_ is a blend of philosophy, social justice grounded principles and action researcher evidenced instructional/learning practices articulated in a statement of one's own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school, family, community and work setting.

An overview of the overarching themes threaded throughout the Learning and Teaching Department "ACE" and the Council for Exceptional Children Professional Code of Ethics follows. Thread these themes along with evidenced-based research strategies and examples from your "centerpiece artifacts" across your self-reflective statement at the entry, midpoint and final point of your degree and credential program of study.

Submission: John Tracy Clinic students submit this project as part of the course assignments for EDUC 500 Research Design and Methodology.

ACTION RESEARCHER'S FRAME PEDAGOGY OF PRACTICE AND MASTER DEGREE POSTER

The School of Leadership and Education Sciences (SOLES) emphasizes the preparation of life long professional learners trained in the art of action research. In special education we draw upon the writing of Bruce and Pine (2010)[1] to enrich the art of teacher as researcher. In design of the Action Researcher's Reflective Research Evidenced Pedagogy of Practice Journaling a rich set of resources is drawn from Susan M Bruce's (2010) *Reflection, Inquiry and Action Research in Special Education Teacher Preparation Programs.* This chapter in Bruce and Pine (2010, pp. 47-60) puts into writing the teacher as a life long action researcher goal to which faculty and students in the USD special education program aspire.

The evidence-cited critique is an evolving inquiry into critical examination of Bruce's (2010, p. 51) three dimensions of an action researcher: personal, social and political. The Pedagogy of Practice statement should include rich examples of research evidence citations that outline you as a special educator passage from acquisition to fluency to generalization as a life long professional special educator committed to social justice within a global context.

Grounding Principles For Pedagogy Of Practices Critique:

The remainder of this section provides an overview of the School of Leadership and Education Sciences '*ACE*' overarching themes and the *Council for Exceptional Children Professional Code of Ethics.*

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[1] Bruce, S. M., & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning.* NY: Teachers College Press.

ACE
Professional Ethical Practices
Guiding Principles For Educators

Professional based practices serve as a set of guiding principles upon which teachers go about daily routines in educational settings that create a *"community of learners"*. A shared set of guiding principles allows individuals in a profession to ensure quality and equitable service to the broad spectrum of diversity found in the fabric of America. Ethical practice includes the way we respect and engage students in our classroom or other service settings; the respect and professional courtesy we give to professionals in our own and allied professions; the communication and collaboration we build with parents of our students; and the way we ourselves act in our daily routine as teachers.

Guiding practices are often unspoken, unclear and perceived in different ways by individuals in a shared setting. As part of the learning and teaching curriculum practices and evaluation, the faculty of the School of Leadership and Education Sciences identified a series of outcomes that faculty and candidates strive towards in the practice of learning and teaching. In this section three elements of guiding principles are described:

- **The USD SOLES overarch themes known by the acronym** *ACE*
- **Teacher dispositions ensuring alignments with national standards and associated dispositions set by the Interstate New Teacher Assessment And Support Consortium (INTASC)**
- **Special education dedication and alignment with the** *Council for Exceptional Children Code of Ethics and Standards of Practice http://www.cec.sped.org/ps/ps-ethic.html*

The challenge is to know professional guiding practices by demonstrating measurable application of the principles of ethical practice across all aspects of learning and teaching.

PROFESSIONAL EDUCATION UNIT THEMES

The mission, vision and theme of the Professional Unit serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership & Education Sciences are committed to the preparation of education leaders as is exemplified by the acronym "ACE", which describes an expert in the field of education. ACE Candidates in the Professional Education Unit will:

1)	Demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (**A**cademic excellence, critical inquiry, and reflection).
2)	Strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (**C**ommunity and service).
3)	Understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (**E**thics, values, and diversity).

Learning and teaching within the Professional Unit is guided by an effort to demonstrate professional outcomes across all instruction, learning, field experiences and community engagement that is best described in the acronym **ACE**. The *Reflection of Practice* graphic organizer delineates the elements that ground the Professional Unit Theme.

PROFESSIONAL TEACHER DISPOSITIONS

The mission, values and themes of the School of Leadership & Education Sciences serve as the foundation for our professional education unit outcomes. Faculty and candidates strive to live their professional lives in alignment with the grounded theory, research and value principles exhibited in exemplar pedagogical practice. The Special Education Program faculty and candidates are committed to the concept of ethically grounded practices that are fair and equitable for all members of our professional community. Therefore the special education program in alignment with the Unit outcomes adhere to the concept of clear demonstration of standards of practice known as dispositions.

> *Disposition*: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31 CEC NCATE 2000Standards)

The Education Unit strives to be *"a learning community collaboratively engaged in the pursuit of professional competence".* These concepts of valued practices demonstrated through disposition are built upon the ideals of learning community, collaborative engagement and pursuit of professional competency.

Learning Community. The Professional Education Unit faculty, staff and students coming from diverse cultural, social and national vitality work in harmony to promote the development of inclusive leadership. The faculty aim to connect students with what Palmer (1998) calls the "living core" of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative Engagement. Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources of practice including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, "Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization" (Wenger, 1998, p. 8).

Pursuit of Professional Competence: Every program is centered on developing professional competency in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professional, joining professional associations and attending and presenting at local, state, and national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. The Special Education Program uses the graphic organizer *understanding the Purpose and Practice of disposition* to evaluate faculty and candidate professional practice.

CODE OF ETHICS AND STANDARDS OF PRACTICE

The Special Education faculty and candidates in training to become special educators have a long history of commitment

to the Council for Exceptional Children as the professional association that exemplifies the standard of excellence to which we strive to emulate. The Special Education degree and credential programs received ***National Recognition*** through the Council for Exceptional Children evaluation process associated with NCATE in June 2004.

The faculty and candidates commit themselves to demonstrate ethical practices articulated in the *CEC Code of Ethics for Educators of Persons with Exceptionalities*. The Special Education Program reviews values and disposition of faculty and students based on the CEC Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families in relationship to:

- Instructional Responsibilities
- Management of Behavior
- Support Procedures
- Parent Relationships
- Advocacy

The *CEC Code of Ethics for Educators of Persons with Exceptionalities* follow the visual display of the overarching Depart of Learning and Teaching 'ACE' presentation. The code can also be found at: http://www.cec.sped.org/ps/ ps-ethic.html

Visual Guides to Understanding and Applying Ethical Practices:

The next set of resources represent the principles of ACE, Ethical Professional Practice and refining Professional Dispositions in a visual outline format. Candidates should read, review and reread these guiding points throughout their program of study. Your *Pedagogy of Practice* must incorporate a rich threading of these concepts and principles throughout your personal inquiry into understanding and articulating your teaching philosophy.

- *Reflection of Practice ACE*
- *Understanding Purpose and Practice of Dispositions*
- *CEC Code of Ethics for Educators of Persons with Exceptionality*

Reflection of Practice

Personal Philosophy of Education
Grounding Principles
Evidence Based Practice
Journey to Become Competent
'Highly Qualified' Education Specialist

Academic Excellence • Critical Inquiry • Reflection

> Candidates demonstrate:
>
> - Knowledge & ability to represent content accurately by applying effective strategies & techniques in field of special education.
> - Active engagement in reflective activities.
> - Critical analysis of own practice
> - Applies higher order thinking skills to a wide array of investigative pursuits.

Community • Service

Candidates demonstrate:

- Persistent striving towards creation, support & maintenance of collaborative learning communities in their classroom that celebrate diversity & ensure a safe learning environment for all students within inclusive setting.
- Continual participation in professional organizations & professional development activities in special & general education to expand their understanding & application of evidence based practices in their practice of teaching.
- Continuous engagement in community services that maximize the potential outcomes for students and their families.

Ethics • Values • Diversity

Candidates demonstrate:

- Understanding and adherence to the values & ethical codes of the university, the diverse array of community schools they work in, and the Council for Exceptional Children Professional Code of Ethics.
- Support for & proactive creation of inclusive, unified, caring & democratic practice learning communities that value the diversity that each & every individual student, administrator, professional & paraprofessional colleague, staff & parent of students brings to the community regardless of background & ability.
- Equitable support for each & every student that supports learning outcomes & optimal development.

UNDERSTANDING THE PURPOSE & PRACTICE OF DISPOSITIONS

What are Education Specialist Dispositions?
Education Specialist Dispositions Practices by 'Highly Qualified' Educators

- Values,
- Commitments, and
- Professional ethics

Why Do Education Specialist Attend to Dispositions?
Education Specialist Dispositions Influence Our Behaviors Towards

- Students, families,
- Colleagues, and
- Communities

What Do Education Specialist Dispositions Have to Do With Teaching?
Education Specialist Dispositions Affect Students

- Learning,
- Motivation, and
- Development

Education Specialist Dispositions Also Affect
- Educator's own professional growth.

What Guides the Development &Practice of Education Specialist Dispositions?
Education Specialist Dispositions are guided by beliefs and attitudes related to the values such as

- Caring,
- Fairness,
- Honesty,
- Responsibility, and
- Social justice

What Are Some Examples of Education Specialist Dispositions?
Education Specialist Dispositions Might Include

- A belief that all students can learn,
- A vision of high and challenging standards, or
- A commitment to a safe and supportive learning environment

Candidate demonstrates:
- Belief that all individuals can learn & succeed
- Commitment to reflection & critical inquiry
- Willingness to collaborate with peers & members of education community
- Willingness to form partnerships families & community agencies that serve children & youth
- Respect for the value of the full range of diversity in inclusive democratic societies
- Commitment to high professional & ethical practices

CEC CODE OF ETHICS FOR EDUCATORS OF PERSONS WITH EXCEPTIONALITIES

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of the Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities, which benefit individuals with exceptionality, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate processional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Arlington, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Personal Pedagogy of Practice Rubric

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
Articulation of Personal Ethical Standards of Practice (SOLES 'ACE' & CEC) Dispositions in Practice CEC 9. Professional & Ethical Practice TPEs[1] 4, 12, 13 Criterion #1	Self-reflective statement lacks clarity in delineation of articulated attention to academic excellence, community or equity. Personal philosophy lacks convincing evidence of sense of social justice or equity for all learners. Lack of voice describing or providing examples of professional dispositions expected of educator.	Reflective statement shows emerging relationship among some elements of critical themes as articulated in SOLE 'ACE' & CEC principles of academic excellence, community & equity. Candidate has an emerging grasp of principles of inclusive classroom settings within diverse learning communities from social justice perspective of learning or teaching. Narrative includes some mention of dispositions but a lack of clear relationship of personal practice and standards of practice	Expresses a logical progression of thought that demonstrates understanding of key component(s) of unit overarching ACE outcomes and CEC ethical principles. Personal statement includes illustrations of how these concepts are incorporated into the candidate's own system of beliefs & practices. Threaded throughout the document are examples of how personal dispositions put into practice the ethical practices delineated across program of study.	In addition to target criteria, candidate provides citations and academic language that shows living system of beliefs. Citations include theorist & reference to specific professional journal article or book. Specific examples from work situations illustrate how candidate puts personal professional ethics & dispositions into daily practice. The narrative provides clear examples of how the candidate uses personal disposition strengths to encourage others to actively practice ethical and social justice grounded personal dispositions.
Strategic Planning & Assessment of Emerging Needs Within Diverse Community of Learners CEC 2. Development of Characteristics of Learners 3. Individual Learning Differences 8. Assessment TPEs 2. 3, 4, 6, 7, 8, 9 Criterion #2	View of self as an educator does not include a breadth of understanding or practice that attends to identifying the needs of all learners and professionals in an educational environment. Description of equity and how to identify particular needs or approaches to fully engage everyone in learning community lacks specifics. Lack of alignment with roles and responsibilities of education specialist in learning environments.	Candidate speaks about variance and individual needs of students in learning community. However, familiarity with evidence based practices for planning, assessing or helping each individual within a learning environment is general or addresses a small segment of diversity of needs of learners. Personal voice is more subjective rather than grounded in research, historic foundations or legal mandates related to students at-risk.	Self-expression gives clear reflection of knowledge of the cross section of areas of need encompassed under the concept of diversity. The concept of diversity includes and reaches beyond the obvious diverse groups based on gender and ethnicity. Specific examples also include diversity related to culture, academic ability, social and individual behavior, gender identity and sexuality, religion, social-economic status, and political opinions. Beyond listing categories of diversity the candidate describes assessment, planning and integration strategies to include everyone in his/her learning and socialization school community. Reflection addresses how candidate will proactively addresses respect, safety, and acceptance that eliminates isolation, bigotry or bullying.	In addition to target criteria, candidate cites examples of specific pedagogical methods, assessment techniques and learning strategies that maximize learner outcomes in his or her own work environment. Examples are fluid with use of academic language and variety of ways in which individual learning differences are bridged into candidate's learning environment.

[1] Teacher Performance Expectations (TPEs): 1-Specific Pedagogical Skills for Subject Matter Instruction, 2-Monitoring Student Learning During Instruction, 3-Interpretation & Use of Assessment, 4-Making Content Accessible, 5-Student Engagement, 6-Developmentaly Appropriate Teaching Practices, 7-Teaching English Learners, 8-Learning about Students, 9-Instructional Planning, 10-Instrucitonal Time, 11-Social Environment, 12-Professional, Legal, & Ethical Obligations, 13-Professional Growth

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
Education Specialist as Communicator, Collaborator, Case Manager & Co-Teacher CEC 6. Communication 7. Instructional Planning 10. Collaboration TPEs 5, 7, 8,9, 12, 13 Criterion #3	Candidate's reflection is self-centered. There is a lack of sense of ongoing collaborative exchange or partnership amongst professionals in learning environment. Parents as partners in decision-making are not addressed.	Candidate articulates awareness of some types of relationships and partnerships across professional roles. Parent participation in education process is noted. However, participation is more about providing information rather than collaborative decision-making. However, specificity of examples of communication strategies, collaboration techniques or coteaching practices is at emerging level of understanding or practice.	Candidate provides specific examples of how he or she uses communication skills to engage and partner with both parents and other professionals. Specific strategies, techniques or models are named and theorists are cited. The 3-Cs of communication, collaboration and coteaching are described through the use of academic language voice appropriate to the profession.	In addition to target qualifiers, candidate provides multiple examples of specific techniques and strategies he or she uses in the work place that model evidence based practices. Candidate illustrates how he or she changes roles, provides feedback and learns from others to expand upon roles as a communicator, collaborator and co-teacher in a variety of situations. Collaborative teaming & coteaching with general educators, paraeducators and other professionals describes as part of a rich and engaging ongoing planning.
Global Perspectives Philosophic Foundations of Education CEC 1. Foundations 6. Communication TPEs 1, 2, 3, 5, 7, 8, 9 Criterion #4	No specific philosophy of education or foundational grounding of theories cited in personal statement. Lack of integration of vocabulary or concepts relevant to philosophy or foundation of education. Expansion of emerging thoughts regarding philosophic foundations grounding teaching beliefs expected.	Written reflection identifies some key component(s) of philosophic foundation grounding emerging personal learning paradigm. Statements lack identification of theorists, researchers or educational trends across time. A narrow focus of leaders in education from across the globe are identified and integrated into personal practices. Statements lack evidence of internalization or application of a cross section of research and theories into the candidate's own emerging practices.	Structure of thoughts and presentation of details include logical progression of ideas grounded in specifically cited themes, models & philosophic concepts. Reflection arrears to be grounded more in theory than examples of pragmatic descriptions of practice in one's own teaching environment. A cross section of theorists & researchers in both the field of education and exceptionality is narrowly focused.	In addition to target criteria, candidate embeds pedagogical beliefs, models & applications within specific examples of practices in own instructional setting. Reflection includes critical citations and use of academic language of field. Candidate's statement illustrates flexibility & modifications reflecting diversity & individual uniqueness that enters into previously held beliefs & habits of practice. A global perception of education is clearly linked to candidate's international project is clearly described and threaded into personal pedagogy of practice.
Learning Environment Structure Organization, Management & Delivery of Grade Appropriate Content CEC 5. Learning Environment & Social Interactions 7. Instructional Planning TPEs 2, 3, 8, 9, 10 Criterion #6	Logic and/or progression of ideas relevant to curriculum, environment or learners need to be development. Reflection does not link ideas with practical application in relationship to diversity found in education settings.	Includes skeleton of requirement intent but transitions and persuasive organization of ideas are under developed. Specific strategies, models or theories lack citations. Limited discussion of models and theories related to management and organization of curriculum learning & students.	Articulates ways to monitor special needs students & English learners understanding of CA content standards within inclusive learning environment. Describes practices and cites evidence based practices that facilitate learning environment management and organization and pacing of roles & responsibilities of education specialist. Examples of how candidate has applied grounded strategies and practices into field experience or teaching is clearly described.	In addition to target qualifiers, candidate provides examples of variety of systematic research cited strategies that ensure social interactions within and across a variety of learning environments that have been applied in personal work setting. Citations & examples illustrate recognition & flexibility based on unique diversity & background of individual student &/or family situation. Candidate describe examples of how knowledge related to structure, organization, management and delivery where used in staff development for paraeducators, general educators and families.

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
Research Validated Theories of Practice CEC 1. Foundations 9. Professional & Ethical Practice TPEs 1, 12, 13 Criterion #7	Candidate lists concepts or ideals without solid link to diversity found in diversity found in education systems. Frames a point of view but details are incomplete or inadequate for purpose of task.	Ideas emerging but link to a logical persuasive conclusion or agreement by others needs more evidence. Logic and persuasion requires additional exploration of professional literature. Lack of correct citation or giving credit to grounding theories.	Point of view incorporates persuasive research based evidence and conclusions drawn from writings & research of educators. Citation and credit is given to educators who develop models, theories or strategies. Candidate demonstrates exploration of research, theories and practices from a global perspective.	In addition to target level grounding of citations, candidate draws upon personal experience & practices from own instructional setting that demonstrates theory in to practice. Personal story is intertwined with vivid examples of personal habits of practice that value individual diversity & family structure. Candidate describes an action research focused professional agenda directly related to diversity found in San Diego area schools and specific needs of individual students.