

## The Standards of Practice for Instructional Resource Teachers

The Standards of Practice for Instructional Resource Teachers are comprised of eight standards which outline the competencies expected of teachers working in special education. These standards differ from the Roles of Teachers as outlined in the *Service Delivery Model for Students with Exceptionalities (SDM)*. The roles reference expectations for specific practice in the day to day work of an Instructional Resource Teacher (IRT), whereas the standards provide an overarching framework of principles that describe the knowledge, skills and values that guide professional practice.

### Standard 1: Foundations of Special Education

The instructional resource teacher understands and applies knowledge of the foundations of special education.

### Standard 2: Development and Characteristics of Learners

The instructional resource teacher understands the development and characteristics of learners.

### Standard 3: Educational Assessment

The instructional resource teacher understands the educational assessment process and uses a variety of assessment strategies to support the development of students.

### Standard 4: Planning Instruction

The instructional resource teacher understands the diversity of students' strengths and needs and applies this knowledge when planning instruction.

### Standard 5: Delivering Instruction

The instructional resource teacher understands the diversity of students' strengths and needs and applies this knowledge when delivering instruction.

### Standard 6: Learning Environment

The instructional resource teacher helps create a learning environment that encourages positive social interaction, active engagement in learning, independence and self-motivation.

### Standard 7: Collaborative Partnerships

The instructional resource teacher understands the importance of building collaborative partnerships to enhance student learning.

### Standard 8: Reflective Practice

The instructional resource teacher continually evaluates his/her practice and actively seeks professional growth opportunities to enhance student learning.

## **Standard 1: Foundations of Special Education**

The instructional resource teacher understands and applies knowledge of the foundations of special education.

### **Knowledge:**

The instructional resource teacher knows and understands:

- the historical perspective of special education in NL (sources for this may include: [SDM- Executive address](#), [ISSP and Pathways Commission Report](#), and articles which include a historical perspective).
- the [philosophy of inclusive education](#) as outlined by the Department of Education and Early Childhood Development in Newfoundland and Labrador.
- current provincial educational definitions and criteria of various [exceptionalities](#).
- models and theories that form the basis for special education practice (such as the [Service Delivery Model](#) (SDM) and developmental and learning theories).
- department, district and school policies, guidelines and practices that support the learning and development of students.
- human rights legislation as it relates to students with exceptionalities.
- the rights and responsibilities of students, parents, teachers and other professionals as they relate to students with exceptionalities.

### **Application:**

The instructional resource teacher:

- articulates a philosophy of special education that is consistent with the Department of Education and Early Childhood Development's view on inclusive education.
- articulates and keeps abreast of current definitions of exceptionalities.
- applies knowledge of models and theories in everyday practice.
- applies knowledge of current guidelines, policies, and human rights legislation in everyday practice.
- considers the continuum of placement and services within the context of the most inclusive, least restrictive environment, respecting the dignity of the student.
- conducts assessment and provides instruction in accordance with the guidelines and policies of the Department of Education and Early Childhood Development, districts and schools.

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## Standard 2: Development and Characteristics of Learners

The instructional resource teacher understands the development and characteristics of learners.

### **Knowledge:**

The instructional resource teacher knows and understands:

- typical and atypical growth and development in cognitive, communication, emotional, behavioural, cultural, social and physical domains.
- that diversity exists among all learners.
- similarities and differences *between* individuals with exceptional learning needs and those without.
- similarities and differences *among* individuals with exceptional learning needs.
- the prevalence and impact of co-morbid exceptionalities, such as autism and anxiety, or specific learning disorder (SLD) and attention deficit hyperactivity disorder (ADHD).
- the educational implication of characteristics of various exceptionalities.
- how to access information on the therapeutic effect(s) and potential side effects of a prescribed medication on the students they serve.
- how to access information on the impact of non-prescribed medication/drugs on learning and behaviour on the students they serve.
- the effects of family, culture, language and environmental factors on behaviour and learning.
- the impact of traumatic experiences and illness on growth and development.

### **Application:**

The instructional resource teacher:

- uses knowledge of an individual's cognitive, emotional, behavioural, cultural, social and physical characteristics and communication skills in planning and delivering instruction.
- values and addresses diversity through proactive planning and flexible teaching.
- accesses and applies information on exceptionalities when planning educational and transitional programs.
- differentiates planning, instruction, and assessment based on individual strengths and needs.
- uses the knowledge of the effects of a medication for program planning.
- makes responsive adjustments to instruction based on continuous observation.

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### **Standard 3: Educational Assessment**

The instructional resource teacher understands the educational assessment process and uses a variety of assessment strategies to support the development of students.

#### **Knowledge:**

The instructional resource teacher knows and understands:

- the purpose of assessment.
- the terminology used in different types of assessment.
- different types of formal and informal academic and behavioural assessment measures.
- the strengths and limitations of various assessment tools and procedures.
- the influences of exceptionalities, culture and language on the assessment process.
- the referral process and procedures.
- his/her role in comprehensive assessment
- his/her role in monitoring student progress as a member of the [Program Planning Team](#).
- the importance of collaborating with K-3 classroom teachers for progress monitoring related to prevention and early intervention.
- the accommodations available to students as outlined in provincial assessment policies and guidelines (sources include: [SDM](#), [Public Exams Accommodations Policy](#), Provincial Assessment Guides for [Primary](#), [Elementary](#) & [Intermediate](#)).

#### **Application:**

The instructional resource teacher:

- follows the [Comprehensive Assessment Guidelines](#) as outlined by the Department of Education and Early Childhood Development.
- administers formal and informal assessments that respect cultural and linguistic diversity. (Sources include [ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment](#) and [English Second Language resources in Program of Studies](#)).
- matches appropriate assessment tools and procedures to the purpose of the assessment.
- maintains professional skills and keeps current in assessment tools and procedures.
- collaborates with other professionals regarding comprehensive assessment.
- collaborates with K-3 classroom teachers regarding progress monitoring related to prevention and early intervention.
- interprets and reports IRT assessment results (formal and informal) for the purpose of comprehensive assessment and informing instruction.
- uses ongoing observation and progress monitoring to inform program planning and instruction.

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## Standard 4: Planning Instruction

The instructional resource teacher understands the diversity of students' strengths and needs and applies this knowledge when planning instruction.

### Knowledge:

The instructional resource teacher knows and understands:

- the importance of collecting and analyzing student information to aid in instructional planning.
- the importance of using evidence-based research and professionalism in creating individualized programming.
- the importance of using evidence-based research and collaboration to meet the diverse needs of students.
- the value of collaboration in planning instruction.
- the principles of differentiated instruction (DI) and assessment.
- the principles of 21<sup>st</sup> Century Learning.
- the importance of making responsive adjustments to instruction based on continual observations and assessment.
- the [decision-making process](#) required to determine settings for the delivery of alternate outcomes (courses, programs, curriculum and instruction around accommodations).
- [teacher partnerships](#) (collaboration, co-teaching and pull-out).
- the Individualized Education Plan (IEP) process.
- the scope and sequence of the prescribed curriculum (as it relates to planning of instruction for the students they serve).
- the importance of collaborating with classroom/subject teachers when developing instruction around accommodations.
- [Service Delivery Model \(SDM\) forms](#).
- how to access resources required for planning instruction.
- the value of adaptive, assistive and instructional technologies in meeting a student's individual needs.
- the Transition Process for Students With Exceptionalities.

### Application:

The instructional resource teacher:

- uses the information gathered (e.g., cumulative file, assessment data, anecdotal records, interviews) to plan for instruction.
- uses evidence-based strategies and methods when creating individualized programming.
- collaborates with other educators when planning instruction.
- uses knowledge of the prescribed curriculum and collaborates with classroom teachers in the development of pre-requisite programs.
- applies the principles of differentiated instruction (DI) and assessment to instructional planning.
- applies the principles of 21<sup>st</sup> Century Learning to instructional planning.
- collaborates with the Program Planning Team to determine settings for the delivery of instruction around accommodations and alternate programs, courses and curriculum.
- takes the lead in developing effective pre-requisite programs, non-curricular programs/courses, alternate curricular courses, and alternate curriculum in consultation with the student's classroom/subject teachers.
- collaborates with classroom teachers to determine which IEP outcomes can be addressed during content area instruction.
- creates lesson plans that address the student's alternate outcomes.
- collaborates with classroom/subject teachers in developing effective outcomes related to instruction around accommodations.
- completes and maintains Service Delivery Model forms that are pertinent to the IRT.
- accesses resources required for planning instruction.
- recommends to the PPT appropriate

	<p>technologies to support a student in meeting instructional objectives (e.g., assistive technology, alternate format materials).</p> <ul style="list-style-type: none"><li>• works collaboratively in transition planning.</li></ul>
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## **Standard 5: Delivering Instruction**

The instructional resource teacher understands the diversity of students' strengths and needs and applies this knowledge when delivering instruction.

### **Knowledge:**

The instructional resource teacher knows and understands:

- the continuum of supports and services available in various settings as outlined in the [SDM](#).
- the various [models of co-teaching](#).
- the necessity of using evidence-based research to inform teaching practices.
- the importance of keeping current in the use of adaptive, assistive and instructional technology.
- the importance of purposeful, ongoing assessment for instruction.
- his/her role in the delivery of outcomes of alternate courses, programs and curriculum in both co-teaching and pull-out settings.
- his/her role in the delivery of outcomes for instruction around accommodations in pull-out and/or regular classroom settings.
- that responsive teaching is informed by continuous assessment.
- effective behavioural management strategies that are important for delivering instruction.

### **Application:**

The instructional resource teacher:

- provides instruction that facilitates the achievement of individualized outcomes in a variety of settings.
- uses collaboration and flexibility in co-teaching to meet alternate outcomes.
- applies evidence-based research to inform teaching practices.
- maintains a working knowledge of assistive and instructional technology for the students they serve.
- engages students and teachers in the use of appropriate assistive technology.
- evaluates and adjusts instructional practices in response to ongoing assessment.
- collaborates with the classroom/subject teacher in the delivery of alternate outcomes that are to be met in the regular classroom.
- delivers alternate outcomes that are to be met in pull-out settings.
- collaborates with the classroom/subject teacher in the delivery of outcomes for instruction around accommodations in pull-out and/or regular classroom settings.
- effectively uses a variety of behaviour management strategies.
- effectively uses a variety of instructional strategies.

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## **Standard 6: Learning Environment**

The instructional resource teacher helps create a learning environment that encourages positive social interaction, active engagement in learning, independence and self-motivation.

### **Knowledge:**

The instructional resource teacher knows and understands:

- [inclusive education philosophy](#) and its value in creating inclusive cultures, policies, and practices.
- the effect that personal attitudes, biases, and behaviours have on the school community.
- the characteristics of environments that facilitate development, learning, and interaction among students, such as materials, equipment, and spatial arrangements.
- how environments can be altered to promote accessibility and equitable access to learning.
- his/her role in providing or promoting equitable access for all learners.
- how technology can be used to promote learning, independence, interaction, and accessibility.
- flexible grouping and flexible placement options and their impact on learning.
- classroom management theories and methods.
- the district and Department of Education and Early Childhood Development's [Safe and Caring Schools Policy](#).

### **Application:**

The instructional resource teacher:

- makes decisions using an inclusive education lens.
- promotes positive attitudes and behaviours within the school community.
- uses and promotes language that respects diversity and promotes inclusive practices.
- encourages use of the physical environment, schedule, routines, and transitions to facilitate development, learning, and interaction among learners.
- advocates for equitable access for all learners.
- uses technology to create, enhance and maintain a positive learning environment that facilitates independence, interaction and accessibility.
- creates an environment that encourages student self-advocacy and independence.
- collaboratively designs, structures, and manages an effective and efficient learning environment.
- collaboratively adjusts the environment to enhance learning and manage behaviour based on ongoing observation.
- works with the school community to implement the Safe and Caring Schools Policy.

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## Standard 7: Collaborative Partnerships

The instructional resource teacher understands the importance of building collaborative partnerships to enhance student learning.

### **Knowledge:**

The instructional resource teacher knows and understands:

- effective communication and collaboration techniques.
- structures that support purposeful collaboration, such as Service Delivery Teams and common planning time.
- the value of keeping students' needs at the centre of all collaborative decision-making.
- the importance of building and maintaining respectful relationships with students.
- the value in building relationships with parents/guardians.
- the importance of fostering relationships with school and district staff.
- the benefits of collaborating with agencies and personnel external to education.
- ethical practices for confidentiality when communicating with collaborative partners, in line with the [NLTA Code of Ethics](#).
- the components of successful co-teaching partnerships (see article: Understanding Co-Teaching Components by Gately & Gately, found on the SDM training manual disc).
- that collaborative decision-making is vital both prior to and during pull-out instruction.
- the importance of collaborative decision-making at all transition points.

### **Application:**

The instructional resource teacher:

- communicates effectively with students, parents/guardians and school personnel.
- demonstrates an openness and respect for different points of view.
- gathers and reviews pertinent information/documents required for meetings.
- follows up on responsibilities assigned at team meetings.
- participates on the Service Delivery Team, Program Planning Team and, as required, other school committees and teams.
- engages in professional learning communities.
- builds and maintains respectful relationships with students and parents/guardians.
- encourages and supports parents/guardians in becoming active participants in the Program Planning Team.
- builds and maintains collaborative relationships in line with the [NLTA Code of Ethics](#).
- builds and maintains collaborative and ethical relationships with individuals and agencies external to education.
- promotes and participates meaningfully in co-teaching partnerships.
- collaborates on decision-making regarding pull-out instruction including:
  - where instruction occurs
  - outcomes to be covered
  - how missed material will be addressed
  - regular review of the student's placement outside of the classroom.
- participates in the transition process.

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**Standard 8: Reflective Practice**

The instructional resource teacher continually evaluates his/her practice to enhance student learning and actively seeks opportunities for professional growth.

<p><b>Knowledge:</b></p> <p>The instructional resource teacher knows and understands:</p> <ul style="list-style-type: none"><li>• the importance of reflecting on ways to better support student learning.</li><li>• the <a href="#">guidelines for decision making</a> as outlined in the Service Delivery Model.</li><li>• the importance of seeking opportunities to enhance professional knowledge and skills through networking, mentorship and research.</li><li>• the importance of remaining current in evidence-based practice.</li><li>• the benefits of participation in professional learning communities for professional growth.</li></ul>	<p><b>Application:</b></p> <p>The instructional resource teacher:</p> <ul style="list-style-type: none"><li>• reflects on practice to improve instruction and guide professional growth.</li><li>• follows <a href="#">guidelines for decision making</a> as outlined in the Service Delivery Model.</li><li>• actively seeks opportunities for mentorship, networking and professional growth.</li><li>• keeps current with professional literature.</li><li>• ensures professional growth plans include activities to remain current with evidence-based practice.</li><li>• participates in professional learning communities.</li></ul>
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