**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Special Education Consulting Teacher 5440-82**

*The holder is authorized to provide comprehensive special education services, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement, and to provide leadership in the implementation of best practices in special education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs, as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.*

 **In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. Assessment Consulting teachers use valid and reliable assessment practices to minimize bias. |  |  |
| 1.1. Consulting teachers minimize bias in assessment.  |  |  |
| 1.2. Consulting teachers design and implement assessments to evaluate the effectiveness of practices and programs.  |  |  |
| 2. Curricular Content Knowledge Consulting teachers use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. |  |  |
| 2.1. Consulting teachers align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.  |  |  |
| 2.2. Consulting teachers 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.  |  |  |
| 2.3. Consulting teachers use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.  |  |  |
| 3. Program Services and Outcomes Consulting teachers facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. |  |  |
| 3.1. Consulting teachers design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.  |  |  |
| 3.2. Consulting teachers 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 exceptionalities.  |  |  |
| 3.3. Consulting teachers apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.  |  |  |
| 3.4. Consulting teachers use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.  |  |  |
| 3.5. Consulting teachers evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.  |  |  |
| 4. Research and Inquiry Consulting teachers conduct, evaluate, and use inquiry to guide professional practice |  |  |
| 4.1. Consulting teachers evaluate research and inquiry to identify effective practices.  |  |  |
| 4.2. Consulting teachers use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.  |  |  |
| 4.3. Consulting teachers foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.  |  |  |
| 5. Leadership and Policy Consulting teachers 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. |  |  |
| 5.1. Consulting teachers model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.  |  |  |
| 5.2. Consulting teachers support and use linguistically and culturally responsive practices.  |  |  |
| 5.3. Consulting teachers create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.  |  |  |
| 5.4. Consulting teachers advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.  |  |  |
| 5.5. Consulting teachers advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.  |  |  |
| 6. Professional and Ethical Practice Consulting teachers 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 exceptionalities. |  |  |
| 6.1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs consulting teacher leadership.  |  |  |
| 6.2. Consulting teachers model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.  |  |  |
| 6.3. Consulting teachers model and promote respect for all individuals and facilitate ethical professional practice.  |  |  |
| 6.4. Consulting teachers actively participate in professional development and learning communities to increase professional knowledge and expertise.  |  |  |
| 6.5. Consulting teachers plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.  |  |  |
| 6.6. Consulting teachers actively facilitate and participate in the preparation and induction of prospective special educators.  |  |  |
| 6.7. Consulting teachers actively promote the advancement of the profession.  |  |  |
| 7. Collaboration Consulting teachers collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. |  |  |
| 7.1. Consulting teachers use culturally responsive practices to enhance collaboration.  |  |  |
| 7.2. Consulting teachers use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities  |  |  |
| 7.3. Consulting teachers collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.  |  |  |
| 7.4. Consulting teachers engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.  |  |  |
| **Additional Requirements:** |  |  |
| Master’s degree, in special education or the equivalent |  |  |
| Two years of teaching experience |  |  |
| A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level. For the full K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required. |  |  |