The Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities

Retention through Mentoring and Professional Development

Presented at the National Association of State Directors of Special Education’s (NASDSE) National Summit on Personnel Needs
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Features

• Helps ALL teachers determine which stage best describes their professional development in meeting the needs of students with disabilities

• Based on:
  ✓ Interstate New Teacher Assessment and Support Consortium (INTASC) Principles [2001 lavender book]; and
  ✓ Council for Exceptional Children (CEC) Standards [2003]

• Spans a career
• Not meant to be evaluative

Teachers:
  ▸ self-assess Standards–based competencies
  ▸ analyze results and identify Standards and Indicators upon which to focus professional development planning
  ▸ monitor progress and update PD plan

• Reviewed at the national, state and local levels & piloted and evaluated by special and general educator users and mentors
Stage 1
The teacher has knowledge of the competency, but does not have or lacks experience in the demonstration of the competency.

Stage 2
The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.
Stage 3
The teacher works with support to apply the competency with students with disabilities and begins to demonstrate self-initiated planning.

Stage 4
The teacher works to apply the competency consistently across all environments accessed by students with disabilities and demonstrates self-initiated planning.
Stage 5

The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
STAGES OF PROFESSIONAL DEVELOPMENT: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities

1. MAKING CONTENT MEANINGFUL

**INTASC Principle/Standard**

Principle/Standard # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Implications for students with disabilities:** Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.

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<tr>
<th>Indicators</th>
<th>CEC STDS</th>
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<tr>
<td>A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students</td>
<td>1 and 7</td>
<td>The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.</td>
<td>The teacher understands the competency, attempts to apply it, and possesses resources to enhance instruction of students with disabilities.</td>
<td>The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.</td>
<td>The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.</td>
<td>The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.</td>
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<tr>
<td>B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills</td>
<td>1 and 7</td>
<td>Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities.</td>
<td>Identifies and sometimes uses the State Curriculum subject matter in instruction of students with disabilities.</td>
<td>Often plans instruction for students with disabilities using the State Curriculum subject matter in content areas taught.</td>
<td>Consistently plans instruction using the State Curriculum subject matter in content areas taught across all environments for students with disabilities.</td>
<td>Serves as a role model in the design of instruction for students with disabilities and makes adjustments upon reflection.</td>
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# STAGES OF PROFESSIONAL DEVELOPMENT: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities

**SELF-ASSESSMENT FORM**

**Teacher Name:** __________________________  **School Name(s)/School Year:** ___________  **Date:** __________________

## INTASC Standards/Principles and Indicators of Mastery

**Directions for the Self-Assessment Form**
1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for those standards/indicators. See Utilization Guide for further instructions.

### 1. Making Content Meaningful

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<td>The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.</td>
<td>The teacher understands the competency, attempts to apply it, and assesses resources to enhance instruction of students with disabilities.</td>
<td>The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.</td>
<td>The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities.</td>
<td>The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.</td>
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### 2. Child Development and Learning Theory

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<td>The teacher uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction.</td>
<td>The teacher plans instruction that is challenging for students with disabilities across settings and seek a holistic understanding of each student's current learning and development.</td>
<td>The teacher recognizes similarities and differences in learning needs amongst students with like disabilities.</td>
<td>The teacher uses multiple theories of learning and scientific research-based teaching practices to support students with disabilities.</td>
<td>The teacher perceives the current development and learning of individual students from a life-span perspective.</td>
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How Can You Use the Current Stages?

- **Paper and Pencil Format**
  - If you are using the Paper and Pencil format, you may access the following three Stages tools available at the MSDE website below.
    - http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_info
  - Utilization Guide
  - Stages Document Overview
  - Stages Self-Assessment Answer Sheet

- **Online Format**
  - If you are using the online format, you may access Stages and complete it online from the website below.
    - http://pdot.marylandlearninglinks.org/
Professional Practice

Now, more than ever, professional educators actively participate in a lifelong learning adventure – their own. So how do you keep up with all the advances in educational theory and practice? How do you mentor others while also developing as a professional yourself? How do you address the challenges and opportunities of teaching in the 21st century? And most important of all, how do you ensure that you are using the teaching strategies and techniques that are...
Click any standard to see a comparative plotting of your ratings over time.

You rated yourself **Highest** in: 2. CHILD DEVELOPMENT & LEARNING THEORY
You rated yourself **Lowest** in: 1. MAKING CONTENT MEANINGFUL, 6. COMMUNICATION/LANGUAGE

**Assessment:** Stages of Professional Development  
**Started:** 03/02/2011 at 2:19 PM  
**Completed:** 03/02/2011 at 2:28 PM

**Your Suggested Professional Development**

1. MAKING CONTENT MEANINGFUL

6. COMMUNICATION/LANGUAGE
Professional Development Resources

PD Results: 4

**web Differentiation of Instruction**
This is a four page handout which provides an overview of differentiating instruction and includes a definition of differentiation and a description of the areas in

**web Planning for Differentiation**
The website provides resources on how to plan for differentiation in the classroom

**article Two, Four, Six, Eight, Lets All Differentiate**
Brief overview of history of differentiation. Included are the underlying beliefs of differentiation and legislation

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Keyword

Standard

Type

Search

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My Bookmarked PD:

**article Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students**
This is a nine page handout developed for the Reading First coaches and teachers in Florida. Differentiated instructional practices are defined and the specific practices of guided reading and skills...
What is New About The Stages of Professional Development (2013)?

Stages was currently revised using the following:

- the new InTASC Standards and the reorganized CEC Preparation Standards
- Common Core Curriculum and College and Career Readiness indicators and will be known as Stages 2013
- Crosswalk – Danielson’s Professional Development Principles and InTASC Standards

Available June 1, 2013

Until then the current Stages remains available in both paper pencil and online formats
March 29, 2012 Webinar on *Stages* posted on www.personnelcenter.org

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