

Name:

Self-Assessment
Universal Access: Equity for all Students - Special Populations (E-2.6b)

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
<p>To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.</p>	<p>Reflection Planning Prompts:</p> <ul style="list-style-type: none">• Collaboration: How I collaborate with special services/general education personnel to ensure that the assessed needs of students are met. <u>Evidence:</u>	<p>Describe your strengths and challenges related to collaboration. <i>Initial Self-Assessment Date/Comments:</i></p>
		<p><i>Final Self Assessment Date/Comments:</i></p>
<p>Based on assessed students needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student's strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.</p> <p>Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).</p>	<ul style="list-style-type: none">• Modifications/ Accommodations: How I instruct special populations including advanced learners (e.g. varying curriculum depth and complexity and/or using technology) <u>Evidence:</u>• Behavioral Support Strategies: How I recognize students' strengths and needs and use positive behavioral strategies to meet the needs of all students <u>Evidence:</u>	<p>Describe your strengths and challenges related to modifications/accommodations. <i>Initial Self-Assessment Date/Comments:</i></p>
		<p><i>Final Self Assessment Date/Comments:</i></p>
		<p>Describe your strengths and challenges related to using behavioral support strategies. <i>Initial Self-Assessment Date/Comments:</i></p>
		<p><i>Final Self Assessment Date/Comments:</i></p>