

EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD

EXCEPTIONAL NEEDS STANDARDS



Standard I: Knowledge of Students

Accomplished teachers of students with exceptional needs use their knowledge of human development & learning & their skills as careful observers of students to help develop students' knowledge, aptitudes, skills, interests, aspirations, & values.

Standard III: Diversity

Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, & respect for diversity are modeled, taught, & practiced by all, & they take steps to ensure access to quality learning opportunities for all students.

Standard V: Assessment

Accomplished teachers of students with exceptional needs design, select, & use a variety of assessments to obtain accurate, useful, & timely information about student learning & development & to help students reflect on their own progress.

Standard VII: Social Development & Behavior

Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student's personal responsibility & independence, civic & social responsibility, respect for diverse individuals & groups, & ability to work constructively & collaboratively with others.

Standard IX: Learning Environment

Accomplished teachers of students with exceptional needs establish a caring, stimulating, & safe community for learning in which democratic values are fostered & students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, & learn to work independently & collaboratively.

Standard XI: Contributing to the Profession & to Education through Collaboration

Accomplished teachers provide leadership through collaboration to improve teaching & learning for students with exceptional needs & to advance knowledge, policy, & practice.

Standard II: Knowledge of Philosophy, History, & Law

Accomplished teachers of students with exceptional needs understand how philosophical, historical, & legal foundations of their field inform the development of effective practice. They draw on this knowledge to organize & design appropriate practices & to ensure that students' rights are protected & respected.

Standard IV: Family Partnerships

Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, & other caregivers to promote understanding of the student & to achieve educational goals.

Standard VI: Communication

Accomplished teachers recognize the critical nature of communication for students with exceptional needs. They develop & foster communication skills that enable students to access, comprehend, & apply information; acquire knowledge; & develop & maintain interpersonal relationships.

Standard VIII: Curriculum & Instruction

Accomplished teachers command a core body of knowledge of the disciplines & of specialized curriculum for students with exceptional needs. They draw on this knowledge to establish curricular goals, design instruction, facilitate student learning, & assess student progress.

Standard X: Instructional Resources

Accomplished teachers of students with exceptional needs select, adapt, create, & use rich, unique, & varied resources, both human & material, to promote individual student learning.

Standard XII: Reflective Practice

Accomplished teachers of students with exceptional needs regularly analyze, evaluate, & synthesize their practice to strengthen its quality.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Numeracy
- II. Assessment
- III. Collaboration

Component 2: Differentiation in Instruction

-Demonstrate your ability to investigate a student's learning or behavior need; formulate a meaningful question directly related to that student's need; design &/or select & then use an assessment tool to foster growth & development; use the information gathered to implement new or modified goals; instruct in order to foster the student's growth & development.

-Submit a Written Commentary with a student profile & reflect & review your question, assessment tool, & teaching practice.

Component 3: Teaching Practice & Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, & strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video & submit supporting materials.

-Submit a commentary for each video that includes analysis & reflection on your teaching practice; that communicates your pedagogical decision making before, during, & after the lesson shown in the video; & that focuses on your impact on student learning.



Component 4: Effective & Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from & supported by information you collect about the students. For Exceptional Needs, the group may be a whole class or a group of students with similar characteristics with whom you work.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students & understanding of sound assessment principles. Show you use assessments & other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year &/or previous school year to analyze the effectiveness of your own practice & to initiate or contribute to collaborative efforts designed to support students' learning & growth.

-Reflect on your practice of gathering & using information about students & how you can best contribute to positive changes for students & your practice in the future.

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<https://www.nbpts.org/>

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