

School of Education and Kinesiology

Competencies for Teachers in Inclusive Settings

For the competencies below:

1. Include examples, artifacts or evidence that you have met the competence.
2. Provide a brief rationale and justification about how your artifacts or evidence actually demonstrate that you have achieved the competence.

Adapted from: Dingle, M., Falvey, M., Givner, C., and Haager, D. (2004), Essential Special and General Education Teacher Competencies for Preparing Teachers for Inclusive Settings. Issues in Teacher Education, V. 13, 1, p 35 – 50.

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| Competency | Artifacts and Evidence that document you have achieved the competency. | Rationale and Justification documenting why your evidence or artifact addresses the competency. | Instructor or Facilitator Evaluation |
| Knows and can articulate the rationale, philosophy and research supporting inclusion. | e.g., written philosophy of inclusion with research and citations. |  |  |
| Increases and facilitates active participation of students with special needs in general education settings or community settings. | e.g.,lesson plans |  |  |
| Selects, adapts, or modifies instruction and curriculum to make it accessible for all students | e.g., differentiation plan |  |  |
| Designs, delivers and evaluates  specialized instructional  teaching practices and procedures that facilitates the inclusion of special needs students. | e.g., differentiation plan, case study |  |  |
| Designs, implements, and evaluates behavior modification programs for individuals and groups of students in inclusive settings. | e.g., PBI plan and classroom management plan  case study |  |  |
| Facilitates collaborative and consultative relationships with general education teachers and support staff to improve teaching and learning. | e.g., log of activities and reference from gen ed teachers and staff |  |  |
| Develops individualized educational plans based on long-term goals and objectives in inclusive settings. | e.g., sample IEP |  |  |
| Designs and implements assessment and monitoring procedures to make appropriate instructional decisions and placements in inclusive settings. | e.g., sample IEP  case study |  |  |
| Trains and directs the activities of paraprofessionals, aides, volunteers, or peer tutors. | log of activity and reference from para, volunteer, or aide. |  |  |
| Encourages and assists families to become active participants in the educational team. | e.g., log of family contacts |  |  |
| Facilitates the physical classroom environment to promote the inclusion of students with special needs. | e.g., annotated classroom map |  |  |
| Implements assistive technology that facilitates the success of students with special needs in inclusive settings. | e.g., case study |  |  |