

Handout 1.1: Self-Assessment: Teaching Special Education

Statements adapted from NCATE/CEC Program Standards (2002).

Rate each statement on a 1–5 scale. 1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = strongly agree

1. I understand the historical, political, and legal influences in the field of special education and how this impacts the service delivery of special education.



2. I understand the similarities and differences in the development of students with and without exceptional learning needs.



3. I understand how primary language, culture, and familial backgrounds interact with students' disabilities to impact academic and social abilities.



4. I possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with disabilities.



5. I know strategies that can help my general education colleagues integrate individuals with disabilities in general education environments.



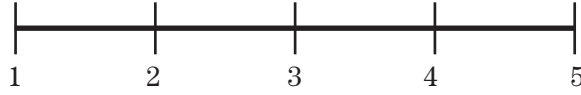
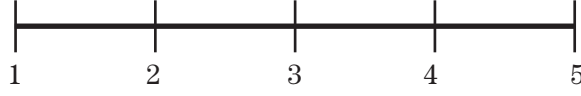

6. I understand typical and atypical language development and know individualized strategies to enhance language development.



7. I know how to translate long-range IEP goals into shorter-range goals that take into consideration a student's abilities and needs.



Handout 1.1: Self-Assessment: Teaching Special Education (continued)

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| 8. I know how to integrate assessment into instruction and use a variety of sources of evidence to evaluate each student's learning. |  |
| 9. I know how to motivate my students to work on areas of need. |  |
| 10. I routinely and effectively collaborate with families, other educators, related service providers, and personnel for community agencies in an advocacy role for students with disabilities. |  |