

The General part of the professional standards for special education teacher

1. <u>Professional Knowledge of Special education Teacher</u>
1.1 Special teacher knows the basic historical and philosophical principles of special and inclusive education, understands the essence of inclusive education;
1.2 Special teacher knows and understands similarities and differences between social and medical models of disability as well as between inclusive education and traditional special education to ensure efficient professional work with pupils with special educational needs (SEN), class (head-teacher, primary level, subject group, arts or sports subject) teachers, parents and other professional staff.
1.3 Special teacher is familiar with international and state documents that regulate special and inclusive education in Georgia.
1.4 Special teacher is familiar with international and state documents that regulate the defense of the rights of people with disabilities in Georgia.
1.5 Special teacher knows the generally established vocabulary and tends to replace unethical professional language, like narrow-minded, defective, etc, with adequate professional terminology.
1.6 Special teacher is capable to define the necessity of multi-professional involvement of psychologist, occupational therapist, social worker, medical person or speech therapist for some individuals.
1.7 Special teacher knows the child development stages and the basic theories of learning and development; is familiar with development disorders and nosologies and uses this knowledge in educational activities.
1.8 Special teacher knows how the development disturbances influence the pupil's course of study, communication with the community and independent functioning, and takes contextual considerations in the curriculum planning and the study process.
1.9 Special teacher knows the basic theories of learning and development and is familiar with different forms of learning disabilities in order to apply this knowledge in practice.
1.10 Special teacher knows how to use a variety of methods, strategies and supporting technologies appropriate to teach pupils with exceptionalities.
1.11 Special teacher is familiar with the personal and environmental factors affecting the child development; understands how these factors might promote or diminish the pupil's performance and development, and uses this knowledge in planning and implementing the study programs.
1.12 Special teacher is capable to teach basic academic skills (reading, written and oral communication, calculation) to students with exceptionalities. Has basic knowledge of subjects defined by the national education plan: math, reading, Georgian language/literature, natural and social sciences, arts in order to cooperate with the subject teacher.

2. Professional Skills of Special Education Teacher

2.1 Educational Environment

2.1.1 Special teacher creates and/or supports class teacher(s) in providing pupils with SEN with an adequate educational environment in order to facilitate sensory, motor, cognitive, emotional and social development of the individual; encourages pupils to acquire curricular skills, maximize individual's participation and independence; increase their integration into the learning process.

2.1.2 Special teacher is capable to promote positive relationships between pupils with SEN and rest of the class and support the integration degree improvement for pupils with SEN.

2.1.3 Special teacher knows how to manage challenging behavior in class and is capable to support class teacher(s) in dealing with behavior of a pupil with SEN as well as of the whole class.

2.1.4 Special teacher is capable to modify (accommodate/adapt) the national education plan (Curriculum) to the needs of individuals with disabilities consistent with the education interests; special teacher applies this knowledge in practice to ensure that pupils with exceptionalities acquire the study programme and make academic progress; also encourages an active participation by students in a variety of individual and group learning activities;

2.2 Communication

2.2.1 Special teacher is familiar with and applies assistive and alternative technologies of communication (e.g. communication device with pictures) in educational activities for individuals with communication disabilities.

2.2.2 Special teacher helps/teaches pupil with communication impairment to use assistive or alternative means of communication in social interactions and study process.

2.2.3 Special teacher helps subject teacher(s), parents and other specialists, when required, to use assistive and alternative technologies of communication toward the pupils with exceptionalities.

2.3 Assessment

2.3.1 Special teacher is capable to assess the educational needs of pupils with SEN by using a variety of methods (i.e. by observing pupils in diverse educational environments; by gathering information from, and/or interviewing the other specialist, parent/guardian/caregiver) in order to evaluate educational environment, learning and behavioral difficulties, teaching strategies for the individuals with special needs.

2.3.2 Special teacher can use the assessment results of the pupil with exceptionalities to develop and implement an action plan to meet the individual's educational needs.

2.3.3 When necessary, special teacher can use the research-based outcomes (assessment results) of pupil's educational needs carried out by professionals - subject teacher, psychologist, occupational therapist, speech therapist or other specialists.
2.3.4 Special teacher can define the need for support other specialist(s) intervention to pupils with exceptionalities based on the need assessment results.
2.3.5 Special teacher knows and adheres to ethical concerns related to assessment for pupil with exceptionalities.
2.4 Individual Education Plan
2.4.1 Special teacher is capable to define and give arguments for the need of applying individual education plan (IEP) to the pupil with exceptionalities, based on the needs assessment.
2.4.2 Special teacher is capable to lead IEP preparation/amendment process within the IEP working team.
2.4.3 Special teacher works collaborately with the IEP team to specify the academic goals and methods to obtain these goals by the pupils with exceptional learning needs.
2.4.4 Special teacher possesses high ¹ expectations with regard to academic achievements of the pupil with exceptional learning needs.
2.4.5 When necessary, special teacher in cooperation with the subject teacher, caregiver, other school personnel and parents, is engaged in IEP implementation.
2.4.6 Special teacher is capable of monitoring the IEP implementation if needed.
2.5 Individual Approach to Pupil(s) with exceptional learning needs
2.5.1 If required, special teacher works individually with the pupil(s) with exceptionalities (in the resource room, class, or outside the class) to improve academic and social skills, behaviour and encourage increased independence of the pupil with exceptional learning needs.
2.6 Development of Basic Academic Skills
If needed special teacher teaches writing, reading and counting to the pupil with exceptional learning needs.
special teacher possesses basic computer skills and is computer literate since the majority of pupils with SEN tend to easily acquire computer skills.

¹ Term needs further definition at the board

2.7 Cooperation

2.7.1 Special teacher cooperates with the subject teacher, psychologist, occupational therapist, medical person, and other school personnel to foster integration of pupils with exceptionalities into the educational process and encourage their academic progresses; if required, special teacher makes the coordination of their professional activities in relation to pupils with SEN.

2.7.2. Special teacher effectively cooperates with parent/guardian, caregiver (if the child is registered in the boarding-school) of the pupil with exceptional learning needs; he/she informs and recommends parent/guardian, caretaker about the child's educational needs in order to take additional measures.

2.7.3 Special teacher supports a parent/guardian of a pupil with exceptional learning needs to engage in planning and taking the appropriate steps for the pupil's educational and social integration.

2.7.4. Special teacher efficiently cooperates with the general education teacher; supports the class teachers in defining and implementing curriculum to facilitate successful integration of exceptional pupil in the class.

2.7.5 If required, special teacher cooperates with general education teachers, participates in educational process (in the class) to support pupil with exceptionalities; when necessary, provides explanations to exceptional pupil about the class teacher's instructions and helps him/her with assignment.

2.7.6 As a result of monitoring educational process, special teacher provides general education teacher with recommendations on teaching and behaviour management strategies in relation with pupils with exceptionalities.

2.7.8. Special teacher effectively cooperates with the school administration to provide additional material and human resource involvement to meet the individual's educational needs².

2.7.9 In case of individual's transition into another school, special teacher effectively cooperates with the other special teacher, subject teacher, school administration and other school and community personnel providing information about the pupil's achievements and other needs.

2.7.10. Special teacher closely cooperates with the representatives of different levels of education (vocational, professional and high education) to ensure the pupil's further education and his/her social integration.