

KTS/IIC Alignment Document

Kentucky Teaching Standards [KTS] aligned with the
Council for Exceptional Children's Individualized
Independence Curriculum [IIC]

5-28-2010

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STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT

KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
1.1 Communicates concepts, processes, and knowledge.	
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	ICC7K2- {Demonstrates knowledge of} Scope and sequences of general and special curricula. ICC9S8-Use verbal, nonverbal, and written language effectively. ICC1S1-Articulate personal philosophy of special education.
1.2 Connects content to life experiences of student.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Effectively connects most content, procedures, and activities with relevant life experiences of students.	ICC6S2-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language. ICC4S4-Use strategies to facilitate maintenance and generalization of skills across learning environments.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	IIC4S1-Use research-supported instructional strategies and practices. ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
1.4 Guides students to understand content from various perspectives.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	ICC3K4- {Demonstrates knowledge of} Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
1.5 Identifies and addresses students' misconceptions of content.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies misconceptions related to content and addresses them during planning and instruction.	IIC6S1-Teach individuals with exceptional learning needs to monitor for errors in oral and written language.

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STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	ICC7K3- {Demonstrates knowledge of} National, state or provincial, and local curricula standards ICC7S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
2.2 Uses contextual data to design instruction relevant to students.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	ICC7S2-Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. IIC5S4- Plan instruction in a variety of educational settings. ICC5S12-Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment {as appropriate}.
2.3 Plans assessments to guide instruction and measure learning objectives.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Prepares assessments that measure student performance on each objective and help guide teaching.	IIC8S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Aligns instructional strategies and activities with learning objectives for all students.	IIC7S2-Plan and implement age- and ability-appropriate instruction for individuals with exceptional learning needs. ICC7S5-Use task analysis.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Plans instructional strategies that include several levels of learning that require higher order thinking.	ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

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STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	ICC7S6-Sequence, implement, and evaluate individualized learning objectives.
3.2 Establishes a positive learning environment.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	ICC1K2- {Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation.
	ICC7S4-Use functional assessments to develop intervention plans.
	ICC5S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued.
	ICC5S10-Use effective and varied behavior management strategies.
	ICC4S5-Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
	IIC4S3-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs.
3.3 Values and supports student diversity and addresses individual needs.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	IIC2K2- {Demonstrates knowledge of} Impact of sensory impairments, physical and health exceptional learning needs on individuals, families and society.
	IIC2K3- {Demonstrates knowledge of} Etiologies and medical aspects of conditions affecting individuals with exceptional learning needs {as appropriate}.
	ICC7S8-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
3.4 Fosters mutual respect between teacher and students and among students.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	ICC7S14-Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
	IIC7S8-Design, implement, and evaluate instructional

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	<p>programs that enhance social participation across environments.</p> <p>ICCS13-Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.</p>
3.5 Provides a safe environment for learning.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
<p>Creates a classroom environment that is both emotionally and physically safe for all students.</p>	<p>IIC1K5- {Demonstrates knowledge of} Laws and policies related to provision of specialized health care in educational settings.</p> <p>ICC2K7- {Demonstrates knowledge of} Effects of various medications on individuals with exceptional learning needs.</p> <p>IIC2K5- {Demonstrates knowledge of} Types and transmission routes of infectious disease.</p> <p>IIC3S1-Relate levels of support to the needs of the individual.</p> <p>IIC5S6- Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptional learning needs in a variety of group and individual learning activities.</p>

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	ICC6S1-Use strategies to support and enhance communication skills of individuals with exceptional learning needs. IIC4S1-Use research-supported instructional strategies and practices.
4.2 Implements instruction based on diverse student needs and assessment data.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Implements instruction based on contextual information and assessment data.	ICC7S13-Make responsive adjustments to instruction based on continual observations. ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data.
4.3 Uses time effectively.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	ICC7K5- {Demonstrates knowledge of} Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. IIC5S3-Structure the educational environment to provide optimal learning opportunities for individuals with exceptional learning needs.
4.4 Uses space and materials effectively.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses classroom space and materials effectively to facilitate student learning.	IIC4S2-Use appropriate adaptations and assistive technology for all individuals with exceptional learning needs. IIC5S7-Use techniques of physical positioning and management of individuals with exceptional learning needs to ensure participation in academic and social environments. ICC8S9-Create and maintain records.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Instruction provides opportunity to promote higher-order thinking.	IIC4S5-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

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STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING

RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	ICC8S4-Develop or modify individualized assessment strategies.
5.2 Uses formative assessments.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses a variety of formative assessments to determine each student's progress and guide instruction.	ICC7S13-Make responsive adjustments to instruction based on continual observations. ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data. ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs. ICC5S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
5.3 Uses summative assessments.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Uses a variety of summative assessments to measure student achievement.	ICC8S2-Administer nonbiased formal and informal assessments. ICC8S4-Develop or modify individualized assessment strategies.
5.4 Describes, analyzes, and evaluates student performance data.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	ICC5S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IIC4S6-Use responses and errors to guide instructional decisions and provide feedback to learners.
5.5 Communicates learning results to students and parents.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	ICC7S3-Involve the individual and family in setting instructional goals and monitoring progress. IIC8S1-Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs. ICC8S7-Report assessment results to all stakeholders using effective communication skills.

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5.6 Allows opportunity for student self-assessment.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Promotes opportunities for students to engage in accurate self-assessment of learning.	IIC5S5-Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults. ICC7S3-Involve the individual and family in setting instructional goals and monitoring progress. ICC5S8-Teach self-advocacy. ICC5S9-Create an environment that encourages self-advocacy and increased independence.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Uses technology to design and plan instruction.

IIC8S5-Develop and use a technology plan based on adaptive technology assessment.

IIC10S1-Participate in the selection and implementation of augmentative or alternative communication systems.

IIC6S3-Plan instruction on the use of alternative and augmentative communication systems.

6.2 Uses available technology to implement instruction that facilitates student learning.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Uses technology to implement instruction that facilitates student learning.

IIC6K2-{Demonstrates knowledge of} Communication and social interaction alternatives for individuals who are nonspeaking.

IIC5S2-Use and maintain assistive technologies.

6.3 Integrates student use of available technology into instruction.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

ICC7S9-Incorporate and implement instructional and assistive technology into the educational program.

6.4 Uses available technology to assess and communicate student learning.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Uses technology to assess and communicate student learning.

Indicator is adequately captured for all teachers.

6.5 Demonstrates ethical and legal use of technology.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Ensures that personal use and student use of technology are ethical and legal.

Indicator is adequately captured for all teachers.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Indicators and Initial-Level Performance

IIC Standards, Knowledge, and Skills

Reflects on and accurately evaluates student learning using appropriate data.

ICC7S13-Make responsive adjustments to instruction based on continual observations.

ICC7S15-Evaluate and modify instructional practices in

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	response to ongoing assessment data. ICC8S5-Interpret information from formal and informal assessments.
7.2 Uses data to reflect on and evaluate instructional practice.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Reflects on and accurately evaluates instructional practice using appropriate data.	ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.
7.3 Uses data to reflect on and identify areas for professional growth.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies areas for professional growth using appropriate data.	ICC9S9-Conduct self-evaluation of instruction. ICC9S11-Reflect on one's practice to improve instruction and guide professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Indicator is adequately captured for all teachers.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	ICC5S15-Structure, direct, and support the activities of paraeducators, volunteers and tutors. IIC7S3-Select and plan for integration of related services into the instructional program. ICC7S3-Involve the individual and family in setting instructional goals and monitoring progress. ICC9S3-Act ethically in advocating for appropriate services. ICC10S1-Maintain confidential communication about individuals with exceptional learning needs.
8.3 Implements planned activities that enhance student learning and engage all parties.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Implements planned activities that enhance student learning and engage all parties.	ICC7S2-Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. IIC7S6-Design and implement instructional programs that address independent living and career education. IIC7S7-Design and implement curriculum strategies for medical self-management procedures.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	IIC7S8-Design, implement, and evaluate instructional programs that enhance social participation across environments.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Indicator is adequately captured for all teachers.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Indicator is adequately captured for all teachers.
9.3 Designs a professional growth plan that addresses identified priorities.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Designs a clear, logical professional growth plan that addresses all priority areas.	ICC9S11-Reflect on one's practice to improve instruction and guide professional growth. ICC9S13-Demonstrate commitment to engage in evidence-based practices.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	IIC9S3-Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptional learning needs as they participate in school and community-based activities.

**STANDARD 10: PROVIDES LEADERSHIP WITHIN
SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. IIC Std 10: Collaboration

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	IIC10K2- {Demonstrates knowledge of} Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs. IIC10K3- {Demonstrates knowledge of} Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs.
10.2 Develops a plan for engaging in leadership activities.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	ICC10S5-Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
10.3 Implements a plan for engaging in leadership activities.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	ICC10S4-Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. ICC10S7-Use group problem-solving skills to develop, implement, and evaluate collaborative activities. ICC10S8-Model techniques and coach others in the use of instructional methods and accommodations. ICC10S9-Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. ICC10S10-Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	
Indicators and Initial-Level Performance	IIC Standards, Knowledge, and Skills
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Indicator is adequately captured for all teachers