

# INTASC Special Education Standards Questionnaire

Please return completed questionnaires to:

**Kathleen Paliokas, Assistant Director  
INTASC Special Education Standards  
Council of Chief State School Officers  
One Massachusetts Avenue, NW, Suite 700  
Washington DC 20001-1431**

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Please check your primary occupation:

- General Education Teacher
  - \_\_\_\_\_ Early Childhood
  - \_\_\_\_\_ Primary Grades
  - \_\_\_\_\_ Middle/Intermediate/Jr High
  - \_\_\_\_\_ High School
- State Education Department Staff
  - Specify State: \_\_\_\_\_
  - \_\_\_\_\_ Special Education Staff
  - \_\_\_\_\_ Program Approval/Accreditation
  - \_\_\_\_\_ Teacher Licensing
  - \_\_\_\_\_ Professional Development Staff
  - \_\_\_\_\_ Other State Education Staff (specify) \_\_\_\_\_
- Special Education Teacher
  - Specify Area: \_\_\_\_\_
  - \_\_\_\_\_ Early Childhood
  - \_\_\_\_\_ Primary Grades
  - \_\_\_\_\_ Middle/Intermediate/Jr High
  - \_\_\_\_\_ High School
- Higher Education
  - \_\_\_\_\_ Teacher Ed/Special Ed Faculty
  - \_\_\_\_\_ Other Teacher Education Faculty
  - \_\_\_\_\_ Other Higher Education Faculty (specify) \_\_\_\_\_
  - \_\_\_\_\_ Higher Education Administrator
- School Administrator
  - \_\_\_\_\_ Early Childhood
  - \_\_\_\_\_ Primary Grades
  - \_\_\_\_\_ Middle/Intermediate/Jr High
  - \_\_\_\_\_ High School
- Other Occupation (specify)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Professional Organization Staff
  - Specify Organization: \_\_\_\_\_
  - \_\_\_\_\_ Special Education Yes \_\_\_ No \_\_\_
  - \_\_\_\_\_ Other Discipline or Area \_\_\_\_\_
  - (specify) \_\_\_\_\_

Please evaluate each principle or statement below by circling the appropriate value.

**Principle #1:** The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

***Implications for students with disabilities:** Both general and special education teachers demonstrate an understanding of the primary concepts and ways of thinking and knowing in the content areas they teach as articulated in INTASC subject matter principles and other professional, state, and institutional standards. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.*

When teaching students with disabilities, how important is it for the beginning teacher to understand the following:

GENERAL EDUCATION TEACHER:

	no opinion	1	not at all	2	3	4	5	very important
Subject Matter Knowledge	0	1	2	3	4	5		
Federal Disabilities Legislation	0	1	2	3	4	5		
Special Ed Policies and Procedures	0	1	2	3	4	5		
Accommodations/Modifications/Adaptations	0	1	2	3	4	5		
Expanded Curriculum	0	1	2	3	4	5		
Assistive Technology	0	1	2	3	4	5		
Transition Support and Services	0	1	2	3	4	5		
History of Special Education	0	1	2	3	4	5		

SPECIAL EDUCATION TEACHER:

	no opinion	1	not at all	2	3	4	5	very important
Subject Matter Knowledge	0	1	2	3	4	5		
Federal Disabilities Legislation	0	1	2	3	4	5		
Special Ed Policies and Procedures	0	1	2	3	4	5		
Accommodations/Modifications/Adaptations	0	1	2	3	4	5		
Expanded Curriculum	0	1	2	3	4	5		
Assistive Technology	0	1	2	3	4	5		
Transition Support and Services	0	1	2	3	4	5		
History of Special Education	0	1	2	3	4	5		

Overall how well does Principle #1 and its elaboration on pages 10-13 capture the aspects of performance you feel are important for the beginning teacher?

GENERAL EDUCATION TEACHER:

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER:

no opinion	not at all				very well
0	1	2	3	4	5

Overall how important is Principle #1 for responsible practice as a beginning teacher?

GENERAL EDUCATION TEACHER :

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER:

no opinion	not very important				very important
0	1	2	3	4	5

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**Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.**

*Implications for students with disabilities: Both general and special education teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional and physical areas. They recognize that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. Teachers use knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student.*

How important is it for the beginning GENERAL EDUCATION TEACHER to be familiar with the general characteristics of the most frequently occurring disabilities and to have a basic understanding of ways that disabilities impact learning and development?

no opinion	not very important				very important
0	1	2	3	4	5

How important is it for the beginning SPECIAL EDUCATION TEACHER to have knowledge of a wide array of disabilities and be cognizant of the range and types of individual variation that exist within disability categories?

no opinion	not very important				very important
0	1	2	3	4	5

How well does the statement of Principle #2 and its elaboration on pages 14-16 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #2 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

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**Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

***Implications for students with disabilities:** Students with disabilities come from a variety of cultures, languages, classes, and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. Teachers understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups.*

How well does the statement of Principle #3 and its elaboration on pages 17-19 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #3 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5



SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #5 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

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**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Implications for students with disabilities: Students with disabilities often have communication or language delays or disorders associated with their disabilities. They may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable environment in which students with disabilities are encouraged and supported to use language and contribute their ideas. They teach language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication.*

How well does the statement of Principle #6 and its elaboration on pages 27-28 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #6 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5



SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #8 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

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**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Implications for students with disabilities: Teacher reflection is essential for designing, monitoring and adapting instruction for all students, including students with disabilities. Teachers reflect on their knowledge of the learning strengths and needs of individual students with disabilities, and question and evaluate the appropriateness and effectiveness of their instructional choices and practices for building on those strengths and meeting those needs. Based on their data-based reflections, teachers engage in actions that consistently support and promote the achievement of students with disabilities.*

How well does the statement of Principle #9 and its elaboration on pages 35-36 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #9 for responsible practice as a beginning

GENERAL EDUCATION teacher?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

**Principle #10:** The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well being.

*Implications for students with disabilities: Families, schools and communities are important contexts for teaching, learning, and development. Teachers advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individual education plans. They collaborate with each other, with other professionals, and with families to ensure that students with disabilities are valued members of the classroom, school, and larger communities.*

How well does the statement of Principle #10 and its elaboration on pages 37-39 capture the aspects of performance you feel are important for the

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #10 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5



**Please Write Additional Comments Here**

**Name** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_

**E-Mail Address** \_\_\_\_\_

**Please return with comments and suggestions to:**

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