

2016

EDSP 584-01 Gifted/ Talented: Assessment and Instruction

Mary Gormally-Franzosa
gormallyfranzosam@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/education_syllabi_fall_2016

Recommended Citation

Gormally-Franzosa, Mary, "EDSP 584-01 Gifted/ Talented: Assessment and Instruction" (2016). *Education Syllabi Fall 2016*. 83.
http://www.exhibit.xavier.edu/education_syllabi_fall_2016/83

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2016 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2016 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
College of Professional Sciences
Special Education Program
GIFTED/TALENTED: ASSESSMENT & INSTRUCTION
EDSP 584 - 01 (3 credits)

COURSE INFORMATION:

Day and Time: Wednesday, 4:30-6:30

Dates: August 31, September 14 & 28, October 12 & 19, November 9 & 16, December 7 - Make-up Date, December 14 – Final

Location: Kim Given's Classroom, Room 212 in 7th/8th Grade Wing, Indian Hill Middle School; park in middle lot marked busses only

INSTRUCTOR INFORMATION:

Instructors: Dr. Mary Gormally-Franzosa

Email: gormallyfranzosam@xavier.edu

Office Telephone: Xavier Special Education Office 513-745-3485; Mary cell 513-484-4606

Preferred Method of Communication: email; I will almost always answer your email within 24 hours

Office Hours: By appointment

COURSE DESCRIPTION:

This course will provide an overview of assessment and its effect on instruction and services for gifted/talented students. Cultural, family, social, and community effects on assessment and instruction will be discussed. State and federal terminology and legal requirements on the issues of referral, assessment, placement and service will be addressed. This is a lab course that requires candidates to administer, score, and explain test results.

REQUIRED TEXTBOOKS:

Boutz, A., Silver, H., Jackson, J., & Perini, M. (2012) *Tools for Thoughtful Assessment*

Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, F. (2005) *Misdiagnosis and Dual Diagnosis of Gifted Children and Adults*

OTHER REQUIRED READING:

Samuels, Christina A. (2013) Disability Resources Revised in Psychiatric Manual, *EducationWeek*, 32 (33)

<http://www.edweek.org/ew/articles/2013/06/05/33diagnostic.h32.html> This article provides an update to the information in *Misdiagnosis and Dual Diagnosis of Gifted Children and Adults*, by summarizing the changes to the DSM-5, which were made in 2013.

COMMUNICATION:

This is very important! Like you, we have a responsibility to this learning situation. Please feel free to contact us at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact us, immediately. Individual needs will be addressed. Communication is necessary and expected.

ASSIGNMENTS AND DUE DATES:

Date:	Readings/Assignments:
Class 1 August 31	<p><u>Readings/Assignments</u> Assignment due: none, but good time to find students for Assignment 2 & gain permission if needed Note: Assignment 4 will be due when the student signs up to present Thoughtful Assessment Tool. You can sign up on Canvas for a date of your choosing. November 16 will be last date for presenting.</p>
Class 2 September 14	<p><u>Readings/Assignments</u> See next page, <u>Readings for Each Class</u>, for guidelines that apply to all readings. <i>Tools for Thoughtful Assessment Introduction & Section 1</i> <i>Misdiagnosis and Dual Diagnosis: Introduction, Chapter 1</i> Other: Bring one student's test results from any assessment in the ODE Chart of Approved Instruments for Identifying students who are gifted. The student's name and school should be redacted.</p>
Class 3 September 28	<p><u>Readings/Assignment</u> <i>Tools for Thoughtful Assessment: Section 2</i> <i>Misdiagnosis and Dual Diagnosis: Chapter 2 & 3</i> Assignment due: Assignment 1</p>
Class 4 October 12	<p><u>Readings/Assignments</u> <i>Tools for Thoughtful Assessment: Section 3</i> <i>Misdiagnosis and Dual Diagnosis: Chapter 4 & 5</i> Assignment due: none</p>
Class 5 October 19	<p><u>Readings/Assignments</u> <i>Tools for Thoughtful Assessment: Section 4</i> <i>Misdiagnosis and Dual Diagnosis: Chapter 6 & 7</i> Assignment due: Assignment 2</p>
Class 6 November 9	<p><u>Readings/Assignments</u> <i>Tools for Thoughtful Assessment: Section 5</i> <i>Misdiagnosis and Dual Diagnosis: Chapter 9 & Traditionally Underserved Readings</i> Assignment due: Assignment 3</p>
Class 7 November 16	<p><u>Readings/Assignments</u> <i>Tools for Thoughtful Assessment - none</i> <i>Poverty & ELL Readings</i> Assignment due: Assignment 4</p>
Class 8 December 14	<p>Assignment due: Final Exam</p>

READINGS FOR EACH CLASS:

Tools for Thoughtful Assessment – As you read each chapter, rate each tool in one of three categories: Red (would not try or tried and did not like), Yellow (might try) or Green (would use or used and liked). At the beginning of each class meeting, we will chart the results and then discuss in small groups.

Misdiagnosis and Dual Diagnosis of Gifted Children and Adults - As you read each chapter, look for connections to past experience, including students you have taught who were identified as gifted. Come to class prepared to discuss what you have read. During one class session, lead a 10-minute class discussion on one of the book's chapters. Dates and topics will be assigned following the first day of class.

ASSIGNMENTS:

Assignment 1: (15 points)

Use a chart to compare and contrast two school districts' identification and service plans for students identified as gifted.

Compare the gifted identification and services of the district that you work or live in to another district in our area, by answering the questions below. Most, if not all, of this information that you will need are on districts' website but, if you use another source, please attach the verification of your information, or note the source, on your completed assignment. Use a graph or chart to display your results. This assignment should be submitted in Canvas.

1. What assessments does the district use to screen and assess students in the following areas: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability and Visual and Performing Arts Ability?
2. At what grade levels does the district screen all students for possible gifted identification? How can students be referred for gifted testing at other grade levels/at other times of the year?
3. How are parents notified of opportunities for gifted testing/ testing results?
4. Which gifted students does the district serve? Which students are NOT served?
5. What can parents do if they do not agree with district decisions regarding their gifted identification or services for their child?
6. Is there any information on the gifted area of the district's website that addresses minority or disadvantaged students, students with disabilities, or students/parents for whom English is a second language?
7. Does the district's identification and service plan coincide with your beliefs about how students who are gifted should be identified and served? What areas are exemplary? What areas could be improved?

Assignment 2: 30 points

Use data to better understand two students identified as gifted.

Using assessment results and other information, create a student profile on two students identified as gifted. At least one of these students should be a student with a disability, a student from a cultural or linguistic minority background, a student from a traditionally-underserved population or a student who is economically disadvantaged. These students should be in Grade K-12 and do NOT have to be students from your school district.

1. For each student, include all areas that you feel will give you a total picture of the student. These might include:
 - a. Level of Cognitive Function/Academic Development
 - b. Physical Development/Gross and Fine Motor
 - c. Communication – Oral and Written
 - d. Family/Community, Cultural Assets
 - e. Learner Interests
 - f. Social and Emotion Development

2. For each student, administer at least one assessment that will help you to learn more about the student. If the student is in your district, and you are using an assessment that is not given to all students, you should gain written permission for assessment (form on our course page in Canvas). The assessments can be, but are NOT required to be, on the *Chart of Approved Gifted Identification/Screening Instruments* and can include:

- a. Formative assessments or unit tests;
- b. Results from Progress Monitoring, including Dibels, DRA, or Aimsweb results;
- c. Multiple intelligence checklists;
- d. Behavior checklists;
- e. Interest or reward inventories;
- f. Career interest surveys/inventories;
- g. Other assessments approved by the instructors.

3. Submit your results professionally, in writing, for both students, **including the dates the student was identified as gifted and his/her areas of gifted identification. You may use district forms/formats, the exemplar from class, or create your own forms/format. Include a copy of the actual assessment(s) that you administered.**

Assignment 3: 15 points

This assignment is worth 15 points – 5 for each section (see rubric)

1. Using your written report from Assignment 2, report the results on **one** of your students to the student’s parent(s)/guardian(s), teacher, intervention specialist, guidance counselor, school psychologist, administrator or another stakeholder.

2. Using your assessment results, curricular priorities and input from stakeholders, including the student, write a Written Educational Plan (WEP) or Gifted Student Service Plan (GSSP) for one of the students you have tested. Use the WEP or GSSP format from your district or create one of your own.

A GSSP must follow guidelines of a school district in Kentucky. A WEP must include the following:

1. Description of services to be provided
2. Goals for the students for each service to be provided
3. Methods for evaluating progress toward goals specified
4. Method and schedule for reporting progress to parents
5. Staff responsible for ensuring delivery of each service prescribed
6. Policies regarding waiver of assignments and re-scheduling of tests
7. Deadline for next review of WEP.

3. Present your results to a member of our class, giving that class member a written copy of the student’s profile and Written Education Plan (WEP) or Gifted Student Service Plan (GSSP) at the beginning of your presentation. During your presentation, self-evaluate your explanation of results and the response of the stakeholder.

Assignment 4: 20 points

Try a new classroom assessment tool: Total 20 points

Use this semester to implement 1 new assessment tool from *Tools for Thoughtful Assessment* in your classroom. Write a 500-750 word report answering the following questions. **Include at least 3 samples of your students’ work.**

a. Why did you choose this tool? How much time & funds did it take to research and implement this strategy?
b. What challenges or successes did you have/are you still having in implementing your assessment strategy?
c. Why did you choose to include/not include student self-assessment?
d. What evidence do you have that this strategy is successful or not successful?
e. Will you continue to use this strategy? What are your next steps?

SUMMARY OF DUE DATES:

ASSIGNMENT	DUE DATE	ASSESSMENT	POINTS
Assignment 1	September 28	Assigned Points/ Rubric	15
Assignment 2	October 19	Assigned Points/ Rubric	30
Assignment 3	November 9	Assigned Points/ Rubric	15
Assignment 4	Date presenting	Assigned Points/ Rubric	20
Attendance and Participation	Each Class	Rubric	10
Final Exam	December 14	Rubric	10
Total Grade			100

GRADUATE GRADING SCALE:

100 – 93 = A
92 – 90 = A-
89 – 87 = B+

86 – 84 = B
83 – 81 = B-
80 – 78 = C+
77 – 75 = C
74 – 0 = F

ACADEMIC INTEGRITY

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

INCLUSIVITY STATEMENT

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

RUBRIC ASSIGNMENT 1

Exceptional A	Good B	Minimal C	Failure F
Student correctly answers all questions about a district's identification and service plan for gifted students.	Student correctly answers most questions about a district's identification and service plan for gifted students.	Student incorrectly answers some questions about a district's identification and service plan for gifted students.	Student incorrectly answers few questions about a district's identification and service plan for gifted students.
Student clearly explains why s/he agrees or disagrees with the district's identification and service plan for gifted students and which areas of the plan are exemplary/could be improved.	Student is mostly clear in explaining why s/he agrees or disagrees with the district's identification and service plan for gifted students and which areas of the plan are exemplary/could be improved.	Student explains why s/he agrees or disagrees with the district's identification and service plan for gifted students and which areas of the plan are exemplary/could be improved, but the explanation shows little evidence of higher level analysis.	Student is missing an explanation of why s/he agrees or disagrees with the district's identification and service plan for gifted students or which areas of the plan are exemplary/could be improved.
Student demonstrates the ability to report information, using effective and professional communication skills.	Student demonstrates a professional ability to communicate ideas. S/he makes some errors in grammar and/or use of terminology.	Student is able to convey ideas, but there are many mistakes in grammar and/or use of terminology which hinder understanding by the reader.	Student has difficulty communicating clearly. This may be due to multiple errors in grammar and/or use of terminology.

RUBRIC ASSIGNMENT 2

Exceptional A	Good B	Minimal C	Failure F
Student profiles are complete and include all relevant background information that will aid in making appropriate assessment and curriculum decisions for each student	Student profiles are mostly complete and include most relevant background information that will aid in making appropriate assessment and curriculum decisions for each student	Student profiles are mostly complete and include some relevant background information that will aid in making appropriate assessment and curriculum decisions for each student	Student profiles are not complete and include little relevant background information that will aid in making appropriate assessment and curriculum decisions for each student
For each child tested, results of all assessments are interpreted correctly.	For each child tested, results of most assessments are interpreted correctly.	For each child tested, there are mistakes in scoring or interpretation.	For each child tested, results are interpreted incorrectly and/or tests are not appropriate,
Student demonstrates a professional ability to communicate ideas. S/he makes few, if any, errors in grammar and/or use of terminology.	Student demonstrates a professional ability to communicate ideas. S/he makes some errors in grammar and/or use of terminology.	Student is able to convey ideas, but there are mistakes in language and/or communication skills, which hinder effective professional presentation.	Student has difficulty communicating clearly. This may be due to lack of eye contact, mumbling, grammatical errors, etc.

RUBRIC ASSIGNMENT 3

Exceptional A	Good B	Minimal C	Failure F
Student accurately interprets all assessment information in making eligibility, program and placement decisions	Student accurately interprets most assessment information in making eligibility, program and placement decisions	Student inaccurately interprets results from two assessments in making eligibility, program and placement decisions	Student inaccurately interprets results from more than two assessments in making eligibility, program and placement decisions
Student considers all aspects of the student's background information in making decisions about assessment and placement	Student considers most aspects of the student's background information in making decisions about assessment and placement	Student considers some of the student's background information in making decisions about either assessment and placement	Student does not consider the student's background information in making decisions about assessment and placement
Student demonstrates a professional ability to communicate ideas. S/he makes no errors in grammar and/or use of terminology.	Student demonstrates a professional ability to communicate ideas. S/he makes few errors in grammar and/or use of terminology.	Student is able to convey ideas, but there are mistakes in language and/or communication skills, which hinder effective professional presentation	Student has difficulty communicating clearly and or being understood by the reader. This may be due to lack of eye contact, mumbling, grammatical errors, or incorrect use of terminology
The WEP/GSSP goals for the student are measurable and individualized, based on the student's gifted identification and school program. The student provides input and shares the responsibility for his/her learning goals.	The WEP/GSSP goals for the student are measurable and appropriate to the student's gifted identification and school program.	The WEP/GSSP goals for the student are somewhat measurable and appropriate to the student's gifted identification and school program.	The WEP/GSSP goals for the student are not measurable or appropriate to the student's gifted identification and school program.
Oral and written presentations show exceptional understanding of the needs of students identified as gifted	Oral and written presentations show good understanding of the needs of students identified as gifted	Student's presentations show some understanding of the needs of students identified as gifted	Student's presentations show little or no understanding of the needs of students identified as gifted

RUBRIC ASSIGNMENT 4

Exceptional A	Good B	Minimal C	Failure F
Student chooses and uses an appropriate tool for an appropriate purpose and can support why this tool is a good tool.	Student chooses and applies an assessment tool that is a reasonable fit for the task.	Student chooses and applies an assessment tool	Student attempts to apply an assessment that is a poor fit for the task.
Student reflects (questions) on the use of the assessment tool with significant detail accurately supporting answers with theory.	Student provides answers for reflection questions and supports main ideas.	Student fails to support reflections for use of assessment tool.	Student fails to provide reflection of choice or use of assessment tool.
Includes three student samples representative of different levels of performance and effectively reflects on why those choices were made.	Includes three sample not necessarily reflective of different levels of performance.	Less than 3 samples – not representative of different levels of performance.	No student samples evident.

RUBRIC ATTENDANCE AND PARTICIPATION

A	B	C	D	F
No absences; is attentive and participatory in group discussions, frequently asks questions or volunteers information.	One absence; one tardy (10 minutes); and mostly attentive with some hesitation; occasionally asks questions or volunteers information.	One absence; Two tardies (10 minutes); &/or frequently disengaged in group discussions, rarely asks questions or volunteers information.	Absent 1-2 times &/or 3 tardies (10 minutes); &/or other behaviors such as sleeping and/or inattentive in class; obvious lack of participation in group activities.	Absent more than two times results in withdrawal from class.

CLASS PARTICIPATION AND ATTENDANCE:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources. Currently, there is no Ohio Assessment for Educators (OAE) required for gifted endorsement but if an exam is implemented prior to the completion of your course work, you will be required to pass the test for licensure.

Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

If religious observance will cause you to be absent from class or otherwise affect your ability to complete academic assignments, you must notify the instructor in advance and make necessary arrangements to complete the entire course.

LEARNING OBJECTIVES

Learning Objectives EDSP 584	CEC/NAGC	OSTP	
Student will demonstrate the ability to use assessment information in making eligibility, program and placement decisions for individuals with gifts and talents, including those from culturally and/or linguistically diverse backgrounds, to collaborate with families and others in assessment of individuals with gifts and talents and to report assessment results to all stakeholders using effective communication skills.	1, 2, 4	3	Assignment 1 & 3
Student will demonstrate the ability to access information on meeting the needs of students with gifts and talents, and to develop or modify individualized assessment strategies.	1, 2, 4	1, 3, 6	Assignment 1-4
Student will demonstrate knowledge of screening, pre-referral, referral, and identification procedures for individuals with gifts and talents, use and limitations of assessment instruments for students with gifts and talents, and use performance data and information from all stakeholders to make or suggest modifications in learning environments.	1, 2, 4	3, 5	Assignment 1 – 4, Post-test & Final Exam
Student will demonstrate knowledge of cultural perspectives that affect one’s teaching and influence the relationship among families, schools, and communities as related to effective instruction. Student will demonstrate the ability to teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs, to evaluate instruction and monitor progress for individuals with gifts and talents, and to conduct self-evaluation of instruction.	1, 2, 4	2, 5	Assignment 1, 2 & 4 and in-class discussions
Student will show disposition to be committed advocate for those s/he serves.	6	3, 4, 5, 6, 7	Assignment 2, 3, 4 and in-class discussions

UNIVERSITY POLICIES

Incomplete work at the End of the Semester

Grades of “M” (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#). You can also [request copyright help](#) from the library if you have specific questions.

Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice

originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

University Policy Regarding Gender-based Discrimination and Violence

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's **confidential Advocacy & Prevention Coordinator** and to report to Xavier's Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>.

Learning Assistance Center

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Mental Health Resources

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> and <http://www.xavier.edu/psychologicalservices/welcome.cfm> or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students can contact the Center at 745-2875 to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

COUNCIL FOR EXCEPTIONAL CHILDREN – SPECIAL EDUCATION PROFESSIONAL ETHICAL PRINCIPLES

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2012