

# PROFESSIONAL RESPONSIBILITIES

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## Mission Statement

to cultivate the capacity of all students for life-long learning as valued members of our communities and world



Free appropriate public education (FAPE) is the core purpose of our federal special education law, the Individuals with Disabilities Education Act 2004 (IDEA 2004). My role is to follow the intent of FAPE to ensure that special education programs and related services are designed to meet students' unique needs in order to prepare them for further education, employment, and independent living (National Center for Learning Disabilities 2014).

To facilitate this, as a French teacher, I will:

- gather the facts about my students from their IEPs and former teachers
- observe, assess and reflect on my students behaviors and special needs
- plan thoroughly and arrange the classroom to maximize accessibility to resources and tools
- build authentic relationships with students
- build positive relationships with families
- focus on the students' strengths & abilities
- promote inclusion and a class community built on mutual respect for diversity and differences
- make connections between classroom content and real-life situations
- use assistive and educational technology as tools to assist all learners
- collaborate with colleagues and paraeducators to continuously improve practices

## Goals



### Success for All

**1. Developing positive and authentic relationships with students;** especially students with special needs. This will be achieved through: issuing a student survey on learning styles and preferences, fostering in class interactions, making time for teacher/student conferences, encouraging after-school interactions and becoming involved in extra curricular activities with students. I will monitor and measure my success through written and conversational feedback from my students.

**2. Developing positive relationships with learners' families;** specifically learners with special needs in order to more fully understand students' needs. This will be achieved through building a communication plan with family members and guardians and teaching them how they can participate in learning activities at home, such as checking homework, preparing for tests, or seeking additional materials (IRIS 2004). Success will be monitored and measured by the quality and frequency of communications as well as feedback received from the families.

**3. Actively incorporate UDL principles** into newly created lesson plans to allow all individuals equal opportunities to learn. This will be achieved through "creating instructional goals, methods, materials, and assessments that work for everyone-- not a single, one-size-fits-all solution." Flexible approaches that can be customized and adjusted for individual needs are necessary to accommodate the huge variety of skills, needs, and interests that individuals bring to learning (CAST 2010).



## Vision Statement

my inclusive class environment will enhance students' strengths and provide them with individualized support and opportunities to be successful

Based on the core INTASC teaching standards, I will aim to

- empower every learner to take ownership of their learning
- set high expectations and provide supports for all students to achieve them
- emphasize the application of knowledge and skill to real world problems
- value the strengths and differences each learner brings to the learning experience
- leverage the rapidly changing learning environment by recognizing opportunities to maximize learning and engage learners (Council of Chief State School Officers 2011).

"...without teachers of high quality who are committed to teaching all students, inclusion will not succeed"

(McLeskey et al., 2012, pg. 23)

## References

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- McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2012). Inclusion: Effective practices for all students (2nd ed.). Boston, MA: Pearson.
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