Accommodations & Adaptations for Diverse Learners
Guidelines that inform the work of the School Counselor, 2009

Based on recommendations from School Counselors and School Counselor Educators, the following table has been developed as a guideline indicating how School Counselors may meet the intent of the Accommodations and Adaptations competencies required by Chapter 49. The left column indicates the language as written in Chapter 49. Boxed words on the left side are substituted in the right column with job-specific language, in recognition of the role of school counselors. Examples of related School Counselor job tasks have been added in the right column. PDE is committed to the spirit of Chapter 49 with regard to diverse learners and expects to see interpretations like these within School Counselor preparation programs. Reviews of Institutions of Higher Education applications including the Accommodations and Adaptations for Diverse Learners and ELLs will accept appropriate interpretations of the competencies if they resemble the examples within this document.

Regulation Language	Activities that relate to the work of the School Counselor
I. **Types of Disabilities and Implications for Learning** **Candidates will be able to:**	I. **Types of Disabilities and Implications for Learning** **Candidates will be able to:**
A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.	**A.** Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based **interventions** and adaptations. **Examples:** Develop positive behavioral interventions for exceptional students with social or emotional needs; Participate on IEP, IST, SAP teams, as well as with 504 plans; Conduct trainings and consult with parents, staff, teachers, regarding learning styles, brain-based research, test-taking skills; Conduct classroom, individual, group counseling and guidance activities related to targets
B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.	**B.** Demonstrate an understanding of the legal rights and responsibilities of the **school counselor/personnel** related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. **Examples:** Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention; Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations; Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues; Utilize a counseling advisory team to effect communication and pertinent school counseling-related activities
C. Demonstrate an understanding of	**C. Examples:**

Regulation Language	Activities that relate to the work of the School Counselor
possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.	Use data to establish goals and activities to close the achievement-, opportunity-, and information-gaps among different groups of students, especially minority students; Develop, implement, consult with school and related community regarding brain-based research, especially dealing with issues related to learning styles and issues of diversity
II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments	**II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments**
A. Cognitive – Delineate how individuals acquire and process information. 1. Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.	**A. Cognitive** – Delineate how individuals acquire and process information. 1. Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. **Examples:** Guidance lessons to develop positive and safe school climates; Use information processing theory in conducting guidance lessons and individual/group counseling; Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets
2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.	2.**Examples:** Ensure understanding of cognitive and psychosocial development through trainings with staff; Conduct related guidance and counseling activities with individual students, groups, and classroom activities—for example, using prosocial skillstreaming; Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling, guidance lessons, and consultation with parents and school personnel
3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.	3.**Examples:** Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success; Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel; Develop and implement strategies that inform and apply concepts in trainings that emphasize

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	learning styles, brain-based research, stress management, etc.;
4. Specify the experiences children need from birth to age eight to prepare them to learn, read , and succeed in school.	4. Specify the experiences children need from birth to age eight to prepare them to learn (**remove "read")** and succeed in school. **Examples:** Same as above, plus implementation of modular training programs that clearly provide skill development in a "hierarchical" developmental manner; Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning; Collaborate with parents and community groups to increase parents' understanding of the home conditions that facilitate academic, career, and socio-emotional development.
5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.	5. Identify early interactions with adults and peers, the early childhood **counseling methods, and interventions** that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. **Examples:** Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions; Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management; Younger student efforts focus on emotional "labeling", whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation.
B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.	**B. Physical** – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and **consult** for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. **Examples:** Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention; Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual; Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development.
C. Social – Initiate, maintain and manage	**C. Social** –

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positive social relationships with a range of people in a range of contexts. 1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.	1. **Examples**: Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions; Facilitate the implementation of a guidance curriculum that promotes students' social development; Incorporate school counseling activities, such as prosocial skill streaming strategies, etc., as well as school counseling advisory and work groups to interact successfully with all constituents impacting those children.
2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.	2. **Examples:** Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; Use theories of socio-emotional to promote the social skills acquisition; Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations; Promote and develop school-wide prosocial programs that target a reduction of aggressive/bullying behaviors as they affect learning.
D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.	**D. Behavioral** – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive **interventions or modeling** of appropriate behaviors that facilitate learning. **Examples:** Work with caregivers and teachers by recommending appropriate support and intervention strategies making sure to discuss factors such as teaching/parenting styles, positive classroom environment and student cultural background that can affect student learning; Use of role plays that evidence more effective responses to challenging situations. Incorporate awareness-building activities, e.g., students with "normal" vision acuity are blindfolded (BRIEFLY!) to experience the effects of a visual impairment.
E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. 1. Apply principles of early learning to	**E. Language** --**Understand** reading predictors **and how to analyze** the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. 1. **Identify** principles of early learning to language

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language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.	development in the following areas language comprehension, language expression, language form and syntax, morphology and semantics **Example:** Use knowledge of language development in order to actively contribute ideas for effective intervention plans while serving as a team (RtI, IEP) member.
2. Apply and teach skills of spoken language as a precursor of reading and academic development.	2. **Understand how** spoken language **is** a precursor of reading and academic and social development. **Example:** Identify and refer students with both expressive and pragmatic language delay to appropriate support services, e.g., speech pathologist**.**

F. Positive Environments for Learning for Students with Disabilities
  1. Define the scientific principles influencing academic and social behavior.
	F. Positive Environments for Learning for Students with Disabilities
	  1. Define the **developmental theories** influencing academic and social behavior.
	  Examples:
	As they relate to classroom guidance lessons and individual and group counseling sessions;
	Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs.

2. Implement positive behavioral interventions based on a functional analysis of behavior.	2. **Examples:** Collaborate with other school personnel in the construction and implementation of positive behavioral interventions based on a functional analysis of behavior; Use individual counseling and consultation with parents to determine factors that are likely to enhance the success of positive behavioral intentions, including involving the student in the process and identifying reinforcers that will be attractive to the student.
3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.	3. **Examples:** Develop/Implement Functional Behavior Assessments; Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting.

G. Collaboration and Communication
  1. Identify effective co-planning and co-teaching strategies
	G. Collaboration and Communication
	  1. Identify effective **collaboration and consultative strategies**.

2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team; teaming; parallel teaching).	2. **Examples:** School Counselors are active and collaborative members of IEP, RtI, SAP, transition, etc., teams; Lead/coordinate such teams; Apply consensus-building process to foster agreement in a group; Contribute expertise in understanding of students' career and socio-emotional development and facilitate the connection between the school and family environment; Utilize a school counseling advisory committee for

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	consultation, including members from teaching and administrative staffs, as well as parents and community agencies; Actively work with state, local, and national organizations—especially those that embrace ASCA standards for best practices in school counseling.
3. Identify instructional levels of students through collaboration with members of the IEP team.	3. **Examples:** Collaborate as team members on IEP and RtI teams and understand assessment data distributed during these meetings; Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.
4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).	4. Understand the role of the school counselor as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes). **Examples:** This role is used throughout the day as one interacts with teachers, administrators and parents. This role is also used on the various teams school counselors participate on—IEP, IST and SAP; Conduct guidance lessons that address students' socio-emotional, career and academic needs at transitional points; Collaborate with school personnel in coordinating transitional planning to address students' socio-emotional, career and academic needs; Provide individual and group counseling and guidance lessons for students with disabilities to promote their successful entry into the work of work.
5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.	5. **Examples:** Include parents on school counseling advisory and work groups; Conduct needs assessments and follow-up on outputs and outcomes using evaluative instruments to assess counseling program effectiveness; Use individual counseling to help students understand their disability, strengths, need to compensate for information processing weaknesses, and education program; Promote parent involvement in the process of identifying their student's needs and constructing and implementing the student's education program; Communicate with caregivers and students about a student's education program and extend invitations to caregivers and students to attend meetings that focus on a student's education program.
6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.	6. **Examples:** Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents

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	to meetings, meet with parents in their homes, and secure interpreters at meetings; Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families; Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.
7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.	7. **Examples:** Implement procedural goals at various stages of problem solving in relation to pre-referral interventions and IEP development; Work to counteract the barriers and challenges involved with Home-School collaboration; Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of identifying students with disabilities and creating the students' educational program.
8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.	8. **Example:** Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies;

III. Assessments	III. Assessments
Candidates will be able to: **A.** Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.	Candidates will be able to: **A.** Identify, administer, interpret, collaborate and plan instruction or interventions based on each of the following assessment components in a standards aligned system.
1. **Authentic** –A form of assessment in which, students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.	1. **Authentic** – **Examples:** Academic counseling; Guidance lessons; In elementary grades, help students improve or develop specific social skills and/or anger/frustration management skills that help reduce academic barriers; To assess the outcome of an intervention, a student is often observed in the classroom or other settings;
2. **Screening**- Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified	2. **Screening**- **Examples:** Determining level of need for behavioral or social-emotional interventions; Administer, interpret, and provide a formal report of the KBIT, PPVT, or WJ (assessment measures used by school to screen cognitive abilities—often used to screen for gifted)

III. Assessments	III. Assessments
intervention(s) (instructional, behavioral, or medical).	
3. **Diagnostic** – The purpose is to ascertain, prior to instruction, teach student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's; Running Records; GRADE; GMADE)	3. **Diagnostic** – **Examples:** Review diagnostic data prior to implementing individual or whole class instruction; Working as a member of an IEP team; Differentiating individual and group counseling services in accordance with the strengths and weaknesses
4. Formative- Pennsylvania defines formative assessments as classroom based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessments broadly to include instructional formats that teachers utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers know how students are progressing	**4. Formative –** Formative assessments allow school counselors/personnel to monitor and adjust their instructional practice and interventions in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching, learning, consultation and counseling interventions. Formative assessments include instructional formats that teachers and school counselors/personnel utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers and school counselors/ personnel with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers and school counselors/ personnel know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers and school counselors/ personnel seamlessly integrate formative assessment strategies into their (**remove "daily"**) instructional routines. **Examples:** During individual and group counseling sessions and during classroom guidance lessons;

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and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.	Assess students' mastery of objectives in individual and group counseling and guidance lessons; Modifying interventions to promote students' achievement of objectives
5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS)	5. **Benchmark** – Assessments that are designed to provide feedback to the teacher, school counselors/personnel and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS) **Examples:** Review yearly progress of students across a grade; Analyze for potential breakdown of learning areas across the grade; Identify students who may need additional services, which may include individual and group counseling
6. **Summative** —Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the	6. **Summative** **Examples:** Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance; Collaborate with school personnel in determining students' readiness for grade promotion/retention; Supervise PSSA testing process within a school.

III. Assessments	III. Assessments
public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova)	
B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.	**B.** **Example:** Active members of RtI teams that use each of the methods of assessment during team meetings to determine educational strategies
C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.	**C.** **Example:** Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance;
D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.	**D.** **Examples:** Help parents and students better understand test results, e.g., PSAT and SAT testing; As a member of IEP teams and to communicate with parents.
E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.	**E.** **Examples:** As a member of IEP teams and to communicate with parents; Helping to develop measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel; Coordinate special education services in some schools.
F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.	**F.** **Example:** Conference with parents, planning with team members.
G. Create an instructional plan using assessment information related to individual student	**G.** Create an intervention plan using assessment information related to individual student achievement. **Example:** Collaborating with the IEP team in creating instructional plans.
H. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA).	**H.** **Examples:** Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results; Identify students requiring additional services, which may include individual and group counseling.
I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.	I. **Example:** Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement
J. Systematically monitor student performance to identify areas of need.	J. **Example:** Identify students requiring additional services, which may include individual and group

III. Assessments	III. Assessments
	counseling
K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.	**K.** Use evaluative data on an individual, class and district level to identify and implement **intervention** and/or programmatic revisions for quality improvement. **Example:** Review college acceptance rates and graduate employment statistics to determine if there is a need to modify heir college/career (transition) planning efforts with students
L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities. **M**. Demonstrate an understanding of ethical practice for assessment.	**L.** **Example:** Serve as leaders of 504 planning teams and develop the 504 plan for students **M**. **Example:** Abide by ethical practice standard of large scale assessment's administration
N. Recognized the need to consult with multi-disciplinary team when cultural, economic or linguistic differences are present in order to avoid biased assessment.	**N.** **Examples:** Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments; Analyzing grade level progress or breakdowns in academic areas; Parent conferencing of student's needs or current level

IV. Literacy Development and Instruction in Core and Intervention Areas	IV. Literacy Development and Instruction in Core and Intervention Areas
Candidates will be able to: **A.** Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.	Candidates will be able to: **A.** Demonstrate an ability to identify instructional research-validated literacy interventions to identified student needs. **Example:** Evaluate instructional needs of students when developing guidance lessons in order to match instructional interventions to identified student needs, e.g., use paired-reading to ensure all students understand reading material used in the lesson, review difficult words prior to distributing reading materials.
B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities: Phonological Awareness & Phonics Fluency Vocabulary Comprehension Language Word Study (investigate & understand patterns in words)	**B.** **Example:** Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements
C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.	**C**. Example: Participate on school based teams reviewing text books and/or curriculum measures that incorporate multicultural and character development concepts within the text.
D. Identify evidence-based instructional practices to be used with students	**D.** **Example:** Participate with school-based teams as the teams

IV. Literacy Development and Instruction in Core and Intervention Areas	IV. Literacy Development and Instruction in Core and Intervention Areas
with disabilities in the area of literacy.	discuss evidenced-based practices in reading and relate large scale assessment results to the teams.
E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.	**E. Example:** Assist to determine which is primary-behavior or learning need
F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities: Text production; Spelling; Composition for different types of writing.	**F. Example:** Evaluate instructional needs of students when developing guidance lessons—lessons on career/college goals—in order to match instructional interventions to identified student needs, e.g., review effective writing skills before assigning a written task.
G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.	**G. Example:** Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program
H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.	**H. Example:** Ensure, through team meetings, that student with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program
I. Demonstrate instructional strategies to enhance comprehension of material.	**I. Example:** Be familiar with leading instructional approaches in the teaching of reading
J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.	**J. Example:** Based on student interviews, provide input to teams on the challenges that students with disabilities face in learning subject area content
K. Assess the readability of content area reading materials.	**K. Example:** Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material
L. Demonstrate the ability to adapt content area material to the student's instructional level.	**L. Example:** Conducting individual and group sessions and classroom guidance programming.
M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities).	**M. Example:** Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities
N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.	**N. Examples:** Contribute on RtI and IEP teams to ensure rigorous instruction of students; Contribute to transition teams that encourage rigor in academic studies to ensure student success in career or in college.
O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.	**O. Example:** Work on a team that includes the counselor and teacher(s)

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings	V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings
Candidates will be able to: **A.** Identify effective instructional strategies to address areas of need.	Candidates will be able to: **A.** Identify effective **intervention** strategies to address areas of need.
B. Scaffold instruction to maximize instructional access to all students. **C.** Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. **D.** Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. **E.** Strategically align standard based curriculum with effective instructional practices. **F.** Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent. **G.** Analyze performance of all learners and make appropriate modifications.	**B. Example:** Work with IEP team in developing ways to scaffold instruction when instructing students in guidance lessons **C. Example:** Assess students' achievement of objectives in individual/group counseling and guidance lessons **D. Example:** Conducting classroom guidance lessons (group counseling sessions might also come under this section) **E. Example:** Use standards-based curriculum in guidance lessons (also evidence-based) **F. Example:** Make adaptations to guidance curriculum that are evidence-based and engage students **G. Example:** Assess students' achievement of objectives in individual/group counseling and guidance lessons
H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.	**H. Example:** Academic counseling
I. Use research supported methods for academic and non-academic instruction for students with disabilities. **J.** Develop and implement universally designed instruction. **K.** Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech). **L.** Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.	**I. – L.** **Examples:** Use a variety of inclusive instructional methods during guidance lessons; Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;

MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)	MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)
I. Foundations for Pre-service Candidates	**I. Foundations for Pre-service Candidates**
A. **Language** 1. Demonstrate knowledge of language systems, structures, functions, and variation. 2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.	**A**. **Language** 1. **Example:** Oversee implementation of ESL and IU services 2. **Example:** Understand the normal development of a second language
3. Identify the differences between academic language and social language.	3. **Example:** Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations
B. Culture 1. Identify sociocultural characteristics of ELLs including educational background and demographics. 2. Describe how ELLs' cultural communication styles and learning styles affect the learning process. 3. Describe how ELLs' cultural values affect their academic achievement and language development. 4. Identify bias in instruction, materials and assessments.	**B. Culture** 1. **Examples:** Use understanding of diverse worldviews and orientations to learning when conducting individual and group counseling, classroom lessons, closing-the-gap action plans, and interventions; Help parents and children negotiate the potential conflict stemming from acculturation; 2. **Example:** Understand and appreciate diverse communication and learning styles in providing individual and group counseling and classroom lessons; Assist school personnel in understanding and modifying communication to accommodate diverse communication and learning styles; 3. **Examples:** Incorporate social inclusion practices into guidance curriculum and promote diversity training with students, teachers and other stakeholders; Assist school personnel to understand different orientations to academic achievement; 4. **Examples:** On curriculum development teams, ensure that culture bias does not occur; Inform school personnel of potential bias in instruction materials, and assessments
5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.	5**. Examples:** Collaborate in the implementation of violence and bullying prevention programs to promote respect of cultural differences; Conduct individual and group counseling and classroom lessons to promote acceptance and appreciation of diverse cultures.
6. Observe culturally and/or linguistically diverse instructional settings.	6**. Example:** In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms including ELLs.
II. Applications for Pre-service Candidates	**II. Applications for Pre-service Candidates**
A. Standards-based Instruction 1. Apply research, concepts and theories of language acquisition to	**A. Standards-based Instruction** 1. **Example**: Provide input to ensure that students learning English as a second language receive a

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instruction.	standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs.	2. **Example:** Provide input to ensure that students receive evidenced based instructional strategies as part of their instructional program
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.	3. Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. **Example:** This understanding would be needed in developing behavioral plans or social emotional counseling
B. Assessment specific to ELL 1. Use PA ELPS to design content assessment. 2. Identify issues related to standards-based formative and summative assessment for *all* ELLs. 3. Use assessment data to differentiate and modify instruction for optimal student learning.	1. **Example:** Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards based instruction 2. **Example:** Call to the attention of the school-based team the issues related to formative and summative assessment 3. **Example:** Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.
C. Professionalism 1. Describe the legal responsibilities related to serving ELLs. 2. Demonstrate collaborative, co-teaching models for serving ELLs. 3. Define common terms associated with English Language Learners. 4. Identify professional resources and organizations related to serving ELLs.	1. **Example:** Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students. 2. **Example:** Observe and suggest co-teaching and collaborative models for serving students learning a second language 3. **Example:** Facilitate use of common terms associated with English Language Learning 4. **Example:** Assist in the coordination of services for ELL students, and provide parents of ELLs appropriate referrals to community agencies.