

Special Education Teacher Certificate Guideline

Requirements

To receive a Special Education Teacher Certificate, a valid Manitoba Professional Teaching certificate is required along with a minimum of two years of successful teaching experience while holding a valid Manitoba teaching certificate.

Plus, thirty (30) credit hours of approved university course work at the 500 level or above as specified in the guidelines to complete Section 1: Core and Section 2 (a): Electives.

Note: Thirty (30) credit hours at the “500” level completes a post-baccalaureate degree.
Course work completed from various universities must be transferred into a degree program.
Course work will only be accepted if completed within ten (10) years.
Course outline may be required for courses marked *Special Ed topics only*

A minimum of thirty (30) credit hours of approved post-baccalaureate course work, (18) Core and (12) Electives in special education is required.

- a) **Section 1: Core Requirements**
Eighteen, (18) credit hours of course work

The Core course work is available at the University of Manitoba (UM), Collège universitaire de Saint-Boniface (CUSB), Brandon University (BU) and University of Winnipeg (UW).

- b) **Section 2(a): Electives**
Twelve, (12) credit hours of course work

The Elective course work is available from the Brandon University (BU), University of Manitoba (UM), Collège universitaire de Saint-Boniface (CUSB) and the University of Winnipeg (UW).

- c) **Section 2(b): Professional Development - Optional**
Twenty, (20) contact hours, is equivalent to one, (1) hour towards Section 2(a): Electives.

Accredited Professional development is available for those who have a conferred post-baccalaureate degree and are missing some Special Education Elective courses to complete the Special Education Teacher certificate requirements. Accredited Professional Development sessions are not part of your degree requirements. Only professional development activities listed in Section 2(b) of the published Special Education Certificate Guidelines will be accepted for credit towards the Special Education Teacher Certificate. **Completing only the accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core and Elective course requirements above.**

*****Consult the university calendars for course availability*****

Application Process

- 1) **Academic work completed in Manitoba:**
Submit an official transcript to Professional Certification showing completion of courses to be applied towards the Special Education Teacher Certificate.
- 2) **Academic work completed outside Manitoba:**
Submit an official transcript to Professional Certification showing completion of courses to be applied towards the Special Education Teacher Certificate.
- 3) **Achievement Certificate**
Submit a copy of the achievement certificate by mail or fax as confirmation of successfully completing the accredited professional development in Special Education. All accredited professional development in Special Education has a reference number to identify each session. Sessions without a reference number are not accepted.

NOTE: Completing only accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core & Elective course work requirements.
- 4) **Evaluation Fee:**
The evaluation and certification fee is \$60.00. Payment can be made by cheque or money order payable to the Minister of Finance or by credit card by filling out the Credit Card Service Request form.

Contact

The Special Education Guideline is available on the Internet:

<http://www.edu.gov.mb.ca/k12/profcert/index.html>

Additional information is available by contacting the Professional Certification Unit:

The Professional Certification Unit
Box 700
Russell MB R0J 1W0

Toll free 1-800-667-2378 (in Manitoba)
1-204-773-2998
Fax 1-204-773-2411
E-mail certification@gov.mb.ca

Special Education Course Listing

Section 1: Core Requirements

Eighteen (18) credit hours of course work.

<u>Course No</u>	<u>Course Title</u>	<u>University</u>	<u>Credit</u>
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Inclusive Special Education

EDUA 5600	Introduction to Inclusive Special Education	UM	6
EDUA 5630	Assessment and Instruction in Inclusive Special Education	UM	6
EDUA 5670	Strategies for Organizing Inclusive Classrooms and Schools	UM	3
EDUA 5680	Promoting Responsible Behaviour in Educational Settings	UM	3
15.5000	Exceptional Child I	UW	3

Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion

EDUA 5601	Introduction à l'éducation inclusive	CUSB	6
EDUA 5631	Évaluation et programmation en éducation inclusive	CUSB	6
EDUA 5671	Stratégies pour l'organisation de classes et d'écoles inclusives	CUSB	3
EDUA 5681	Promotion d'un comportement responsable en milieu scolaire	CUSB	3

Educational Psychology & Foundations

04.506	Theory and Practice of Standardized Assessment	BU	3
04.550	Education of Exceptional Children I	BU	3
04.551	Education of Exceptional Children II	BU	3
04.556	Education of Children with Behaviour Disorders I	BU	3
04.557	Education of Children with Behaviour Disorders II	BU	3
04.561	Assessment in Special Education	BU	3

Section 2(a): Electives

Twelve (12) credit hours of course work.

Administration and Educational Services

01.522	Early Childhood Curriculum and Instruction	BU	3
01.523	Designing Curriculum for Early Childhood	BU	3
01.524	Children's Play and Learning	BU	3

Curriculum and Instruction: Humanities

02.540	Trends in the Teaching of Early/Middle Years Language Arts I	BU	3
02.541	Trends in the Teaching of Early/Middle Years Language Arts II	BU	3
02.542	Trends in the Teaching of Early/Middle Years Developmental Reading I	BU	3
02.543	Trends in the Teaching of Early/Middle Years Developmental Reading II	BU	3
02.544	Diagnostic and Remedial Reading I	BU	3

Section 2(a): Electives - continued

Curriculum and Instruction: Humanities - continued

02.545	Diagnostic and Remedial Reading II	BU	3
02.555	Teaching Thinking Strategies	BU	3
02.574	Curriculum Adaptation for Multicultural Settings	BU	3
02.580	Introduction to Curriculum	BU	3
02.582	Curriculum Planning and Materials Design and Development	BU	3
02.586	Trends and Issues in Literacy Difficulties	BU	3
02.587	Trends and Issues in Literacy Theories	BU	3
02.588	Trends and Issues in Literacy Development	BU	3

Curriculum and Instruction: Math/Science

03.560	Trends & Developments in the Teaching of Early & Middle Years Mathematics I	BU	3
03.561	Trends & Developments in the Teaching of Early & Middle Years Mathematics II	BU	3
03.562	Trends & Developments in Teaching Middle & Senior Years Mathematics I	BU	3
03.563	Trends & Developments in Teaching Middle & Senior Years Mathematics II	BU	3
03.574	Curriculum Adaptation for Multicultural Settings	BU	3
03.580	Introduction to Curriculum	BU	3
03.581	Curriculum Planning and Design	BU	3
03.582	Curriculum Planning and Materials Design and Development	BU	3

Educational Psychology & Foundations

04.500	The Educational Process: Developmental Stages	BU	3
04.501	The Educational Process: The Adolescent	BU	3
04.502	Educational Psychology: Foundations of Education	BU	3
04.503	Educational Psychology: Human Learning, Intelligence & Instruction	BU	3
04.504	Guidance and Counselling	BU	3
04.507	Theory and Practice of Assessment in the Classroom	BU	3
04.508	Introduction to Counselling: Helping Relationships	BU	3
04.509	Counselling Theory and Practice	BU	3
04.510	Career Guidance	BU	3
04.514	Educational Research Methods	BU	3
04.522	Sociology of Education I	BU	3
04.523	Sociology of Education II	BU	3
04.524	Cultures and Education I	BU	3
04.525	Cultures and Education II	BU	3
04.528	Comparative Education I	BU	3
04.529	Comparative Education II	BU	3
04.532	Theory and Practice of Small Group Leadership in Education	BU	3
04.533	Group Guidance and Counselling	BU	3
04.535	Individualized Testing	BU	3
04.552	Education of Children with Intellectual Disabilities I	BU	3
04.553	Education of Children with Intellectual Disabilities II	BU	3

Section 2(a): Electives - continued

Educational Psychology & Foundations - continued

04.554	Education of Children with Learning Disabilities I	BU	3
04.555	Education of Children with Learning Disabilities II	BU	
04.558	Curriculum for Children with Intellectual Disabilities	BU	3
04.559	Readings and Research in Special Education	BU	3
04.560	Education of Children who are Gifted, Talented and Creative	BU	3
04.562	Including Children with Exceptionalities	BU	3
04.563	Practicum in Special Education I	BU	3
04.564	Practicum in Special Education II	BU	3
04.566	Gender and Education	BU	3
04.567	Assessment for Counsellors	BU	3
04.573	Language Acquisition & Communication Disorders in the Classroom	BU	3
04.574	Introduction to Expressive Therapies	BU	3
04.575	Consultancy and Collaboration in Special Education	BU	3
04.599	Seminar in Education *Special Ed topics only*	BU	3
04.652	Resilience, Risk and Special Education	BU	3

Guidance and Counselling

EDUA 5500	Theories and Issues in School Counselling	UM	3
EDUA 5510	Elementary School Counselling	UM	3
EDUA 5530	Secondary School Counselling	UM	3
EDUA 5540	Groups in Guidance	UM	3
EDUA 5550	Psychology of Human Relationships	UM	3
EDUA 5580	Career Development	UM	3

Cours d'orientation

EDUA 5501	Théories de counselling scolaire	CUSB	3
EDUA 5511	Counselling à l'élémentaire	CUSB	3
EDUA 5531	Counselling au secondaire	CUSB	3
EDUA 5541	Counselling de groupes	CUSB	3
EDUA 5551	Psychologie des relations humaines	CUSB	3

Inclusive Special Education

EDUA 5610	Field Experience in Inclusive Special Education	UM	3
EDUA 5620	Teaching Children Through Alternative and Augmented Communication	UM	3
EDUA 5640	Inclusive Special Education: Early and Middle Years	UM	3
EDUA 5650	Inclusive Special Education: High School and Transition to Adult Life	UM	3
EDUA 5660	Organization and Delivery of Resource Program and Support Services	UM	3
EDUA 5690	Focus on Exceptionality: Gifted and Talented	UM	3
EDUA 5770	Focus on Exceptionality: An Ecological Approach to FAS/E	UM	3

Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion

EDUA 5661	Gestion et mise en œuvre des programmes d'orthopédagogie et des services de soutien	CUSB	3
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Section 2(a): Electives – continued

Educational Psychology

EDUA 5700	Social Psychology of Education	UM	3
EDUA 5710	Readings in Educational Psychology I * Special Ed Topics only*	UM	3
EDUA 5720	Readings in Educational Psychology II * Special Ed Topics only*	UM	3
EDUA 5730	Recent Developments in Educational Psychology I * Special Ed topics only*	UM	3
EDUA 5740	Recent Developments in Educational Psychology II * Special Ed topics only*	UM	3
EDUA 5750	Psychology of Learning in Educational Contexts	UM	3

Fondements scolaires

EDUA 5701	Psychologie sociale de l'éducation	CUSB	3
EDUA 5711	Lectures dirigées en psychologie de l'éducation I	CUSB	3
EDUA 5721	Lectures dirigées en psychologie de l'éducation 2	CUSB	3
EDUA 5731	Développements récents en psychologie de l'éducation	CUSB	3
EDUA 5741	Développements récents en psychologie de l'éducation 2	CUSB	3
EDUA 5751	Psychologie de l'étude en contexte scolaire	CUSB	3

Instructional Design and Evaluation

EDUA 5810	Theory of Test Construction	UM	3
EDUA 5850	Computer Application in Education 2	UM	3

Conception pédagogique et évaluation

EDUA 5811	Théories de construction de tests	CUSB	3
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Early Years Education

EDUA 5900	Education and the Developmental Process I	UM	3
EDUA 5910	Education and the Developmental Process II	UM	3
EDUA 5920	Children's Play	UM	3
EDUA 5930	Observing Child Behavior	UM	3

Enseignement primaire

EDUA 5901	Éducation et processus du développement 1	CUSB	3
EDUA 5911	Éducation et processus de développement 2	CUSB	3
EDUA 5921	Le jeu chez l'enfant	CUSB	3
EDUA 5931	Observation du comportement de l'enfant	CUSB	3

Section 2(a): Electives – continued

Readings in Curriculum - *Special Ed topics only*

EDUB 5200	Readings in Curriculum, Teaching and Learning I	UM	3
EDUB 5210	Readings in Curriculum, Teaching and Learning II	UM	3
EDUB 5220	Recent Developments in Curriculum, Teaching and Learning I	UM	3
EDUB 5230	Recent Developments in Curriculum, Teaching and Learning II	UM	3
EDUB 5470	Recent Developments in Curriculum: Mathematics and Natural Sciences I	UM	3

Curriculum: Reading/Language Arts

EDUB 5330	Teaching Language and Literacy in the Content Areas	UM	3
EDUB 5400	Diagnostic and Remedial Techniques in Language Arts	UM	6

Programme d'études – Reading/Language Arts

EDUB 5331	Sujets pratiques dans les arts langagiers 2	CUSB	3
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English as a Second Language

EDUB 5510	ESL Materials Development and Practicum	UM	3
EDUB 5530	ESL and Content Instruction	UM	3
EDUB 5580	Fundamentals of ESL (English Second Language) Instruction	UM	3

Curriculum: Mathematics

EDUB 5770	Diagnosis and Remediation in Elementary School Mathematics	UM	3
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Programmes d'études – Mathématiques

EDUB 5771	Diagnostic et orthopédagogie en enseignement des mathématique à l'élémentaire	CUSB	3
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Graduate Studies

Inclusive Special Education

EDUA 7600	Seminar in Inclusive Special Education	UM	6
EDUA 7610	Behavioural Issues in Educational Settings	UM	3
EDUA 7620	Seminar in Disability Studies	UM	3
EDUA 7630	Advanced Assessment and Instruction in Inclusive Special Education	UM	3
EDUA 7650	Field Experience in Inclusive Education	UM	6

Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion

EDUA 7601	Séminaire en éducation inclusive	CUSB	6
EDUA 7611	Séminaire sur l'éducation des enfants aux prises avec des troubles du comportement	CUSB	3

Section 2(a): Electives – continued

Graduate Studies - continued

Miscellaneous

EDUA 7710	Development in Learning Environments	UM	3
EDUA 7720	Psychology of Classroom Learning	UM	3
EDUA 7730	Psychological Perspectives in Early Education	UM	3
EDUA 7740	Topics of Educational Psychology I	UM	3
EDUA 7750	Topics of Educational Psychology II	UM	3
EDUA 7760	Interview Techniques with Children and Adolescents	UM	3

Miscellaneous

EDUA 7721	Psychologie de l'apprentissage en salle de classe	CUSB	3
EDUA 7741	Sujets particuliers en psychologie de l'éducation 1	CUSB	3
EDUA 7751	Sujets particuliers en psychologie de l'éducation 2	CUSB	3
07.561	ICT for Teachers: Information & Communication Technology	BU	3

Field Research

EDUA 7840	Qualitative Methods of Research in Education	UM	3
07.551	Interpreting Educational Research	BU	3
07.560	Overview of Educational Issues	BU	3

Mathematics

EDUB 7480	Advanced Seminar in Mathematical Diagnosis and Remedy	UM	3
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University of Winnipeg - Summer Institutes and Evening Sessions

15.5001-	Special Topics in Education	UW	3
	001 Non-Routine Mathematical Problem Solving		
	002 War-Affected Children		
	003 Assessment Research I		
	004 Developing Mentoring Programs in Schools		
15.5401	Creative Problem Solving	UW	3
15.5402	Expanding Gifted Education	UW	3
15.5403	Meeting the Needs of FAS and FAE Students	UW	3
15.5404	Reaching ADHD Child	UW	3
15.5405	Reclaiming Troubled Children and Youth	UW	3
15.5406	Achieving Real-Life Skills	UW	3
15.5407	At-Risk Readers	UW	3
15.5408	Reclaiming Troubled Children and Youth	UW	3
15.5410	Learning Disabilities	UW	3
15.5411	Violence in Schools	UW	3
15.5412	Gifted Education in the Inner City	UW	3

Section 2(b): Professional Development - OPTIONAL

Twenty, (20) contact hours are equivalent to one, (1) hour towards Section 2(a): Electives.

Accredited Professional development is available for those who have a conferred post-baccalaureate degree and are missing some Special Education Elective courses to complete the Special Education Teacher Certificate requirements. Accredited Professional Development sessions are not part of your degree requirements. Only accredited professional development activities listed in Section 2(b) of the published Special Education Certificate Guidelines will be accepted for credit towards the Special Education Teacher Certificate. Sessions without a reference number are not accepted.

Completing only accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core & Elective course work requirements.

The following accredited professional development will be accepted once a copy of the achievement certificate is submitted by mail or fax, within two (2) years of the completion date.

V³²	<u>Title</u>	<u>Contact hours</u>
1	The Class Review Process: Stories of Implementation and Follow-up The Manitoba Teachers' Society October 9 & 10, 2008 Reference No 216302	10
2	Control Theory I : Self-Control, Supportive Practical Classroom Skills St James-Assiniboia School Division August 18 - 21, 2008 Reference No 206988	24
3	Control Theory I St James-Assiniboia School Division February 25 & 26, 2009 Reference No 219525	12
4	Control Theory II: Advanced Practices in Control Theory Application St James-Assiniboia School Division August 19 - 22, 2008 Reference No 206989	15
5	Core Competency Workshops: Summer Institute Planning for Student Diversity August 13, 2008 (Winnipeg) / August 20, 2008 (Brandon) Developing and Implementing an Individual Education Plan (IEP) August 14, 2008 (Winnipeg) / August 21, 2008 (Brandon) Planning for Behaviour August 15, 2008 (Winnipeg) / August 22, 2008 (Brandon) Reference No 210083	15 / 3 days
6	Creating the Culture of Respect in Your School Community Pembina Trails School Division August 25 & 26, 2008 Reference No 206336	10

- 7 Effective Strategies 23rd annual conference
entitled: Learning From One Another: Building Successful First Nations Schools
Two day workshop - must complete both days
Day 1: Special Education
Day 2: Developing Effective Assessment & Interventions in First Nations Schools 10
October 21 & 22, 2008
Reference No 209002
- 8 Instructional Strategies that Engage All Learners 10
Pembina Trails School Division
August 27 & 28, 2008
Reference No 206339
- 9 Later Literacy 18
Mystery Lake School District
October 15, 29; November 19, 2008
Reference No 219534
- 10 Literacy Across the Curriculum 10
Manitoba Education, Citizenship and Youth / Instruction, Curriculum and Assessment Branch
August 21 - 22, 2008
Reference No 211207
- 11 Look at the Child Year II: What Are We Looking for When We Support Student Learning 30
Winnipeg School Division
September 11; October 15, 16; December 4, 2008; January 19; April 21, 2009
Reference No 216310
- 12 Manitoba Council for Exceptional Children Annual Conference 15
Manitoba Council for Exceptional Children
February 19 - 21, 2009
Reference No 214662
- 13 Manitoba Families for Effective Autism Treatment - 10th Annual Conference 10 two full days
Sharing the Knowledge
A: Understanding Challenging Behaviour in Students with ASD
B: Current Innovations in Early Interventions: Social and Language Programming
C: Developing Social Skills in Learners with ASD
D: Using Technology-based Interventions to Promote Accelerated Learning in children with ASD
E: Inclusion, IEP's and Effective Interventions
F: Developing Play Skills in Young Learners with ASD: From Assessment to Intervention
G: Social Programming, Transitions and Adolescence
Manitoba Families for Effective Autism Treatment
November 6 & 7, 2008
Reference No 206768

- 14 Non-Violent Crisis Intervention 10
Winnipeg School Division
November 6 & 7; or December 5 & 6, 2008; or
February 12 & 13; or April 15 & 16, 2009
Reference No 208494
- 15 Online Professional Learning Experience (PLE): Developing and Implementing 20
Programming for Students with Autism Spectrum Disorder (ASD) *
Manitoba Education Citizenship and Youth
Program and Student Services Branch / Student Services Unit
April to June 2008, or October to December 2008, or February to April 2009
Reference No 207281
- 16 Response to Intervention - Day 1
Dynamic Indicators of Basic Early Literacy Skills DIBELS® Training - Day 2
Manitoba Association of Resource Teachers
November 28, 2008 & May 8, 2009
Reference No 217969
- 17 Restitution I: An Introduction to Self Discipline & Control Theory 12
St James-Assiniboia School Division
August 18 & 19, 2008
Reference No 206986
- 18 Restitution I: An Introduction to Self Discipline and Control Theory 12
Frontier School Division
September 2 & 3, 2008
Reference No 217005
- 19 Restitution I 10
Turtle River School Division
September 29 & 30, 2008
Reference No 219603
- 20 Restitution I: Introduction to Restitution 10
Winnipeg School Division
October 27 & 28, 2008
Reference No 208444
- 21 Restitution I 12
St James-Assiniboia School Division
November 19 & 20, 2008
Reference No 219523
- 22 Restitution II: Implementing Restitution 12
St James-Assiniboia School Division
August 18 & 19, 2008
Reference No 206987

23	Restitution II St James-Assiniboia School Division February 5 & 6, 2009 Reference No 219524	12
24	Same Activities, Different Goals: Including Students with Developmental Disabilities in Regular Classrooms The Manitoba Teachers' Society January 22 & 23, 2009 Reference No 216304	10
25	Student Threat Assessment Training Level 1 Pembina Trails School Division October 28 & 29, 2008 Reference No 219517	12
26	Supported Literacy Project Manitoba First Nations Education Resource Centre August 26 & 27, 2008 - Winnipeg September 23 & 24; October 22 & 23, 2008; February 3 & 4, 2009 Kinonjeoshetegon September 29 & 30; October 22 & 23, 2008; February 19 & 20, 2009 Sapotayak October 2 & 3, 29 & 30, 2008; February 17 & 18, 2009 Opaskwayak October 7 & 8; November 4 & 5, 2008; February 10 & 11, 2009 Oxford House Reference No 215987	30
27	Teaching in the Multi-Grade / Multi-Level Classroom Brandon University / Manitoba Education, Citizenship and Youth August 25, 26, 27, 28, 2008 Reference No 211209	40
28	Threat Assessment Training Winnipeg School Division December 8 & 9, 2008 Reference No 208491	10
29	Threat Assessment Training Level II Red River Valley School Division October 16 & 17, 2008 Reference No 219512	10
30	WEVAS Trainer of Trainer's Workshop University of Winnipeg August 18 - 22, 2008 Reference No 216239	25
31	Woodcock Johnson III Manitoba First Nations Education Resource Centre August 28 & 29, 2008 Reference No 216959	10

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| 32 | Working with Disruptive and Violent Students in the Context of a Safe School
The Manitoba Teachers' Society
March 19 & 20, 2009
Reference No 216305 | 10 |
| 33 | Working with Learners of English as an Additional Language (EAL)
River East Transcona School Division
Tuesday, September 23 - October 28, 2008
Six, 3 hour sessions offered weekly over 6 week period
Reference No 210055 | 18 |
| 34 | WRAT 4 and Functional Behaviour Assessment
Manitoba First Nations Education Resource Centre
September 17 & 18, 2008 Thompson
November 19 & 20, 2008 Dauphin
February 7 & 8, 2009 Island Lake
Reference No 216961 | 10 |

workshops offered in French only

Special Education Professional Development Guide

Professional development activities must be registered at our office by a formal application from the sponsoring school division or organization. An application for workshops is available from the [Professional Certification](#) office.

All activities must be arranged by a university, Manitoba Education, Citizenship and Youth or other government departments, professional association, agency, hospital, school division/district.

Professional Development Activities must focus on these Competencies:

1. Professional development will include the philosophical, historical, and legal foundations of Special Education within the context of the general education system.
2. The characteristics of learners - Training will deal with how disabilities impact the cognitive, physical, emotional, social and communication development of an individual. How to provide opportunities that support the intellectual, social and personal development of all students.
3. Assessment, Diagnosis and Evaluation – This focus will deal with the educational assessment process and various assessment strategies to support the continuous development of all students.
4. Instructional Content and Practice - How students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners. Instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goals.
5. Planning and Managing the Teaching Learning Environment - Understanding how individual and group motivation and behaviour can be used to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
6. Managing Student Behaviour and Social Interaction Skills - Understanding the necessity and various strategies for participating with other professionals and parents in an interdisciplinary effort in the management of behavior.
7. Communication and Collaborative Partnerships - The methods of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and support interaction among professionals, paraprofessionals and parents.
8. Professionalism and Ethical Practices - Understanding teaching as a profession, maintaining standards of professional conduct and providing leadership to improve student learning and well-being.

