

Technical Standards for Admission and Continuation in Teacher Education

Purdue University

College of Education

Purpose:

The educational objective of the Purdue Teacher Education Program is to prepare students to enter the profession of teaching. The following technical standards describe the non-academic qualifications, required in addition to academic performance, which the college considers essential for satisfactory completion of the program.

The Purdue Teacher Education Program will make appropriate accommodations to facilitate participation of qualified candidates with temporary or permanent disabilities. The program has established technical standards in an effort to provide a framework to balance several competing interests:

1. The rights of applicants and candidates
2. The safety of candidates, students (P-12), and colleagues
3. The significant clinical component of the program curricula
4. The requirements imposed on the program by state and national standards and regulations and by corporation-level agreements allowing the program to place students in school settings for clinical practice

The technical standards set forth in this document are the minimum standards that allow an individual to perform at the minimal acceptable level in the identified activity. Candidates must be able to satisfy, with or without the use of appropriate accommodations, the following technical standards relevant to the completion of a licensing program.

The examples with each standard are not inclusive of all expected abilities and should be used only for comparative purposes by candidates currently in the program.

Admission to the Teacher Education Program and Student Teaching is contingent on the students' confirmation that they understand these technical standards and believe they can meet them with or without accommodations to perform any of the tasks identified as essential to the program. It is the student's responsibility to inform the Disabilities Resource Center so appropriate steps can be taken to accommodate the student's needs.

** Academic Adjustments and Auxiliary Aids and Services for Students with Disabilities. The University, and the College of Education working with the Disability Resource Center, is committed to creating an inclusive campus community that provides academic adjustments and auxiliary aids and services to enable qualified students with documented disabilities to fully participate in all University programs and activities. Methods to achieve access or equal opportunity are called academic adjustments, auxiliary aids and services, and reasonable accommodations, and may be provided to individuals with disabilities that remove or lessen the effect of disability-related barriers. Examples of auxiliary aids and services include providing*

sign language interpreters, assistive technology, and making a facility or event physically accessible. Individuals without disabilities are not eligible for academic adjustments, auxiliary aids and services or reasonable accommodations. It is the student's responsibility to notify the Disability Resource Center in a timely manner to determine if he or she is eligible for academic adjustments and/or auxiliary aids and services. Students with questions or concerns about their ability to meet these technical standards are encouraged to contact the Associate Dean of the College and/or the Disability Resource Office for further guidance.

- 1) Communication: abilities sufficient for effective, sensitive oral and written communication and interaction with others
 - Student teachers must be able to provide and follow written and verbal instructions
 - Student teachers must be able to consult/communicate with instructors, colleagues, supervisors, parents, administrators, and students in a professional manner
 - Student teachers must be able to effectively provide and receive information (active listening) and sensitively respond to others
 - Student teachers must be able to perceive nonverbal communication in a variety of educational settings including, but not limited to, the classroom, media center, and recreational areas
 - Student teachers must be able to compose well –written, complete lesson plans that meet commonly accepted standards for use in instruction
 - Student teachers must be able to acknowledge and demonstrate respect for individual differences, values, and opinions and also modulate communication to support effective working relationships.

- 2) Sensory and Motor: sensory and physical abilities sufficient to execute, perceive, assess, and monitor in order to deliver classroom instruction and maintain student safety
 - Student teachers must be able to maneuver in a variety of school settings including, but not limited to, the classroom, media center, and recreational areas
 - Student teachers must be able to utilize fine motor skills to accurately and efficiently manipulate a variety of equipment for instruction and management of classroom activities
 - Student teachers must be able to effectively interpret and respond to requests and instructions from instructors, colleagues, supervisors, parents, administrators, and students
 - Student teachers must be able to respond to alarms and emergency signals and take appropriate actions
 - Student teachers must be able to review and evaluate materials, student work, and classroom activities
 - Student teachers must be able to effectively monitor in a variety school settings to ensure student safety

- 3) Behavioral and social: social and emotional abilities sufficient to interact with others, respect professional boundaries, and maintain ethical conduct consistent with those who work with and are role models for young people
- Student teachers must exercise good judgement and maintain professional ethical standards to manage classroom responsibilities promptly and safely
 - Student teachers must acknowledge and respect individual values and opinions and relate to others, including students, colleagues, parents, and supervisors with courtesy, integrity, and maturity
 - Student teachers must display flexibility and be able to adapt to changing environments and situations
 - Student teachers must be able function under stress and manage uncertainties and frequent interruptions inherent in the educational setting
 - Student teachers must be able to function effectively both independently and when working collaboratively
 - Student teachers must be able to self-reflect and modify their behavior in response to constructive feedback
 - Student teachers must maintain professional demeanor (e.g. modulate self-expression, control emotions, be punctual)

SKILL	EXAMPLES
Behavioral and Social – abilities sufficient for making critical judgements	Able to accurately assess students; correctly interpret findings and data to accurately create lesson plans; able to adapt to situations inside and outside the classroom; organize time and materials to meet deadlines
Communication – abilities sufficient for effective interaction in verbal, written, and nonverbal forms	Able to follow written and verbal instructions; able to read nonverbal cues in social and professional settings; able to provide effective teaching; able to consult with instructors, colleagues, supervisors, parents, administrators, and students in a professional manner
Sensory and Motor – physical abilities sufficient to effectively deliver classroom instruction and maintain student safety	Able to maneuver in a variety of school settings including, but not limited to, the classroom, cafeteria, media center, and recreational areas
Sensory and Motor -- gross and fine motor abilities sufficient to monitor and assess students	Able to utilize a variety of equipment necessary for teaching in general, and for teaching in the specific program and/or content area
Sensory and Motor – sufficient visual ability for observation and assessment necessary in the provision of instruction and maintenance of student safety	Able to assess student work and other materials; able to observe non-verbal communication; able to recognize when to make appropriate referrals
Sensory and Motor – sufficient auditory ability to monitor and assess classroom needs and to maintain student safety	Able to effectively respond to requests/instructions from students, colleagues, instructors, and supervisors; able to interpret language used to communicate instructions and alarms/emergency signals; able to employ active listening skills when needed
Communication —Effective interaction skills with supervisors, colleagues, and students, including cultural competence	Able to effectively communicate with instructors, colleagues, supervisors, and students; able to acknowledge and respect individual values and opinions, and able to modulate self-expression in order to foster working relationships
Behavioral and Social – emotional health sufficient for effective functioning during stressful situations; ability to adhere to professional boundaries and ethical conduct	Demonstrate honesty, integrity, accountability, flexibility, and the ability to adjust to changing situations and frequent interruptions in educational settings; respect student rights; control emotions in order to function effectively under stress and adapt in a changing environment; accept feedback and implement suggestions