



# COMPETENCY BASED FRAMEWORK FOR SPECIAL EDUCATION TEACHERS



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## **FOREWORD**

It is my pleasure to present the Competency Based Framework (CBF) for Special Education Teachers. I take this opportunity to congratulate all the officials who are involved in drafting and reviewing the Framework under the stewardship of Royal Civil Service Commission.

The Competency Based Framework aims to build a fraternity of special education teachers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

The framework at large covers three Key Roles, eight Competency Areas, thirteen Key Competencies and thirty Behavioral Indicators under four Proficiency Levels. The performance gaps were identified through the field consultations and immediate possible interventions are proposed to bridge the gaps.

It is my sincere hope that the implementation of this framework will provide greater role clarity of special education teachers, establish benchmark for the recruitment and ensure succession planning, enhance competency and professionalism of special education teachers to maximize the performance.

Tashi Delek

(Karma Tshering)  
**Secretary**

## **ACKNOWLEDGEMENT**

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The Department is grateful to team members who developed the initial draft of framework and all the special education teachers who provided tremendous support and valuable inputs while developing and reviewing the document.

The Department would like to thank Human Resource Committee Members for the directives and lastly, the Department is thankful to each and everyone who has contributed in bringing this document to the current shape.

## ABBREVIATIONS AND GLOSSARY

BCSEA:	Bhutan Council for School Examinations and Assessment
BPST:	Bhutan Professional Standards for Teachers
CBF:	Competency Based Framework
CP:	Cerebral Palsy
ECCD&SEND:	Early Childhood Care & Development and Special Education Division
GNH:	Gross National Happiness
ICT:	Information Communication and Technology
IEP:	Individual Education Plan
LTT:	Long-term Training
MoE:	Ministry of Education
PD:	Professional Development
RCSC:	Royal Civil Service Commission
REC:	Royal Education Council
RNDA:	Rapid Neurodevelopmental Assessment
SEN:	Special Education Needs
ToT:	Training of Trainers

***Dzongkhag:*** *District*

***Thromde:*** *Municipal*

# 1. Background

The Ministry of Education is the apex institution responsible for formulating sound educational policies tailored towards a knowledge-based GNH society. The Ministry has four departments: Department of Adult and Higher Education, Department of School Education, Department of Youth & Sports and Directorate of Services. Cascading the functions of the departments, the inclusive schools and special institutes provide educational services to children with disabilities at the grass root level.

## 1.1 Vision

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of the dam-tsig ley gju-drey.

As per the Ten Year Roadmap for Inclusive and Special Education in Bhutan (2019), the shared vision for inclusive education states, “*An inclusive education system that enables full participation and supports every child to meet their potential*”.

## 1.2 Mission

The following are the mission of the Ministry of Education:

1. Develop sound educational policies that enable the creation of a knowledge-based GNH society.
2. Provide equitable, inclusive and quality education and lifelong learning opportunities to all children and harness their full potential to become productive citizens.
3. Equip all children with appropriate knowledge, skills and values to cope with the challenges of the 21<sup>st</sup> century.

The missions of the inclusive and special education programme are:

1. To enhance inclusive and special education services to ensure that every child attains her/his potential.
2. To build competency of special education teachers to attend to the needs of children with disabilities.

## 1.3 Objectives

The following are the over objectives of the Ministry:

1. To improve relevance and quality of education.
2. To improve access to and sustainability of education.
3. To strengthen youth development programmes and services.
4. To enhance adult literacy and lifelong learning.
5. To ensure full utilization of budget.
6. To enable effective and efficient ICT service delivery.

The core objectives of the inclusive and special education programme are:

1. To ensure that every child with special educational needs has equitable access to quality education that is more appropriate, enabling and responsive.
2. To empower children with special educational needs to become independent, responsible and productive citizens.

# Competency Based Framework for Special Education Teachers

## 2.1 Introduction

Competency Based Framework (CBF) is an integration of effective human resource planning and capacity building. It enables an organization to assess its workforce capacity based on competencies (RCSC, 2019).

The CBF for special education teachers is expected to assist the Ministry of Education and Royal Civil Service Commission in identifying definite and relevant skills required for special education teachers to enhance the professional competencies of the teachers. There are only a handful of teachers who are trained in inclusive and special education. Providing quality services to children with disabilities is one of the prominent challenges in the schools.

This framework will help identify the skills, professionalize special education teachers and align budget mobilization for human resource development at RCSC, Ministry, Dzongkhag/school levels. It will also guide special education teachers to enhance their professional and academic growth.

The framework broadly describes three key roles, eight competency areas, thirteen key competencies and twenty seven behavioral indicators. This framework is the result of initial works done by taskforce, consultative workshops and field validation meetings held from October 2020 to April 2021. The expected behaviors and performance indicators have been developed in line with the proficiency levels stated in the Bhutan Professional Standards for Teachers (BPST) – *Beginning, Proficient, Accomplished and Distinguished*.

In order to meet the changing needs, the CBF for special education teachers can be periodically reviewed to assess the performance and requirements.

## 2.2 Aim and Objectives

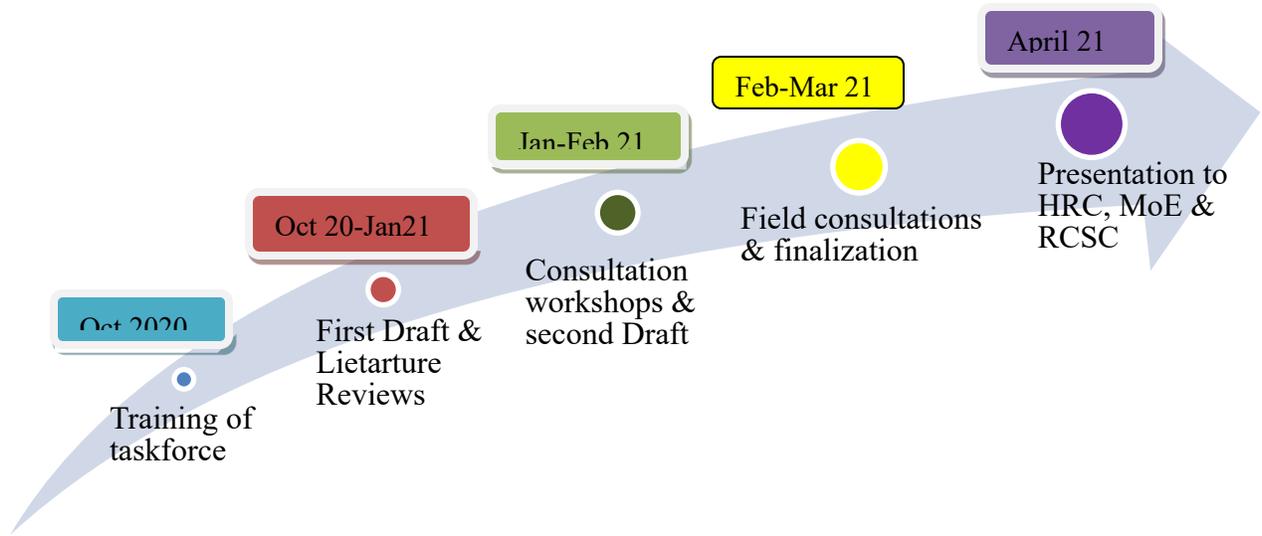
The Competency Based Framework (CBF) aims to build a fraternity of special education teachers who are highly knowledgeable, skillful and competent in delivering efficient and effective services to children with disabilities through following objectives:

- *To identify specific key roles, competency areas, key competencies and behavioral indicators of special education teachers.*
- *To streamline HR interventions (selection, recruitment, training and promotion) for special education teachers*
- *To build and enhance professional competencies of special education teachers*
- *To guide schools, institutes and MoE to support inclusive and special education needs programmes.*

### 2.3 Framework Development Processes

The Competency Based Framework for special education teachers was recommended by the Royal Civil Service Commission (RCSC) in 2020. A taskforce comprising school principal, programme officers from ECCD & SEN Division and human resource officer from the Ministry developed the CBF for special education teachers. The taskforce members were trained on development of CBF.

As shown in the flow chart, the CBF was developed through the progressive consultative process:



Sl#	Structure	First Draft	Teachers involved	Reviewed Draft
1	Key Roles & Role Profile	-Discussed and identified 3 key roles,	Taskforce members	Reviewed the initial draft from Nov-January.
2	Competency Areas & Key Competencies	6 competency areas, 15 key competencies, 28 Behavioral Indicators and 4 proficiency Levels by the taskforce members.	Sr. Programme Officer, ECCD&SEN, DSE and Counselor from Changangkha MSS.	Finalized the first draft at Kuendhen Boutique from 8-10 <sup>th</sup> Feb, 2021
3	Behavioral Indicators & Proficiency Levels	-Training gap analysis was carried out and proposed the training in each proficiency levels.	Special Education teachers from 6 schools were involved to finalize the draft to be taken for field validation.	Consulted the draft with identified schools before field validations at Punakha from 15-19 <sup>th</sup> February 2021.
4	Training Needs Analysis		The field consultations/validation was carried out in 10 identified Special Institutes & schools with SEN programme.	The filed consultations were carried out in 10 schools from 8-25 <sup>th</sup> March 2021.

## 2.4 Structure

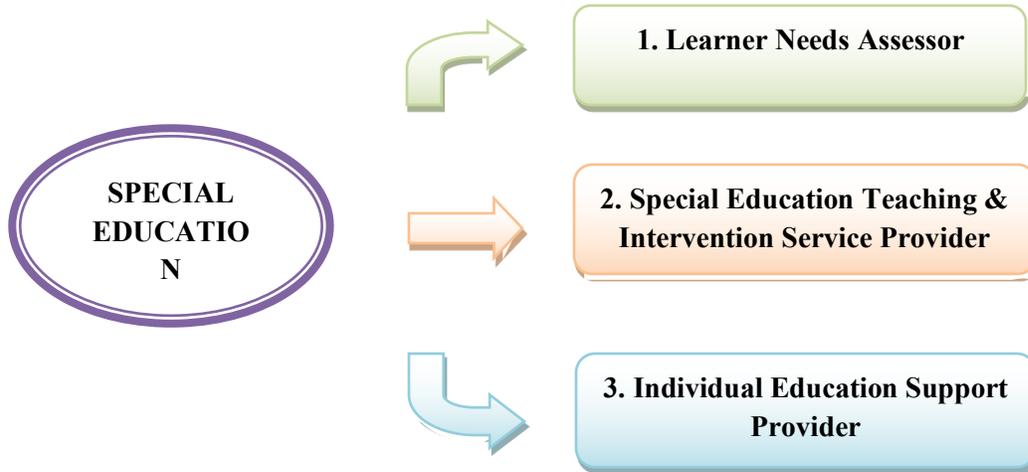
The framework has identified clear key roles, competency areas, key competencies and behavioral indicators of special education teachers in each proficiency level to achieve quality service delivery and professional excellence. The framework comprises of **three Key Roles** which has **eight Competency Areas**. It is further elaborated and explained in **thirteen Key Competencies** which are illustrated in **thirty Behavioral Indicators**. The Behavioral Indicators are also defined at **four Proficiency levels** which gives 120 behavioral indicators in total.

The figure below shows an overview of CBF for Special Education teachers:



### 2.4.1 Role Profile

The key role is an organized set of behaviors that are crucial to achieve the current and future goals as special education teachers. The framework has identified three key roles, i) Learner Needs Assessor, ii) Special Education Teaching & Intervention Service Provider, and iii) Individual Education Support Provider.



### 2.4.2 Role Profile of Special Education Teachers

The role profile is the description of roles that special education teachers are expected to demonstrate in providing the effective and efficient services to the children with disabilities.

SI #	Key Role	Role Description
1	Learner Needs Assessor	<ol style="list-style-type: none"> <li>1. Identify different needs of learners with disabilities using various screening and assessment tools.</li> <li>2. Conduct analysis and reporting on students difficulties.</li> </ol>
2	Special Education Teaching and Intervention Service Provider	<ol style="list-style-type: none"> <li>1. Lead training and development of appropriate teaching strategies and intervention services for children with special educational needs.</li> <li>2. Provide strategic directions to colleagues in the use of inclusive ICT, assistive products and services.</li> <li>3. Provide appropriate services through analysis of assessment data of learners with disabilities.</li> </ol>
3	Individual Education Support Provider	<ol style="list-style-type: none"> <li>1. Lead research, training and development of individual education support plans/programmes.</li> <li>2. Create appropriate intervention services based on individual needs.</li> <li>3. Lead collaboration with stakeholders in development, assessment, review and report of individual education support plans/programmes.</li> <li>4. Apply effective communication and collaboration skills and empathetic approaches.</li> </ol>

### 2.4.3 Competency Areas

The competency area is the clustering of competencies by related behavior and functions of each role. It comprises a set of knowledge, skills and abilities (KSA) that result in essential behaviors expected from special education teachers. The framework has identified eight competency areas as follows:

SI#	Key Role	Competency Area
1	Learner Needs Assessor	1.1 Domain Expertise
		1.2 Empathetic Approach
2	Special Education Teaching and Intervention Provider	2.1 Content and Pedagogy
		2.2 Intervention Services
		2.3 Inclusive Education and Technology
3	Individual Education Support Provider	3.1 Individual Education Plan Development
		3.2 Individual Education Plan Implementation
		3.3 Stakeholder Engagement

### 2.4.4 Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. The framework has identified 13 key competencies as shown below:

SI#	Key Role	Competency Areas	Key Competencies
1	Learner Needs Assessor	1.1 Domain Expertise	1.1.1 Knowledge on Disabilities and concepts of inclusion
			1.1.2 Assessment knowledge and skills
			1.1.3 Analysis and Reporting
		1.2 Empathetic Approach	1.2.1 Knowledge on inclusive language and growth mindset
2	Special Education Teaching and Intervention Provider	2.1 Content and Pedagogy	2.1.1 Curricular knowledge
			2.1.2 Pedagogical knowledge and skills
			2.1.3 Assessment and Reporting
		2.2 Intervention Services	2.2.1 Knowledge and skills on interventions and pathways
		2.3 Inclusive	2.3.1 Inclusive ICT knowledge and skills

		Education and Technology	
3	Individual Education Support Provider	3.1 Individual Education Plan Development	3.1.1 Content knowledge on Individual Education Plan/Programme
		3.2 Individual Education Plan Implementation	3.2.1 Assessment and Reporting
		3.3 Stakeholder Engagement	3.3.1 Communication skills
			3.3.2 Collaboration skills

### 2.4.4 Behavioral Indicators

The Behavioral Indicator is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned tasks. The framework has identified thirty behavioral indicators as shown below:

Competency Area	Key Competency	Behavior Indicators
<b>Key Role 1: Learner Needs Assessor</b>		
1.1 Domain Expertise	1.1.1 Knowledge on Disabilities and concepts of inclusion	1.1.1.1 Display understanding on types of disabilities
		1.1.1.2 Display sound understanding on inclusive and special education
	1.1.2 Assessment knowledge and skills	1.1.2.1 Exhibit knowledge on screening and assessment tools
		1.1.2.2 Conduct screening and assessment to identify difficulties using various tools
	1.1.3 Analysis and Reporting	1.1.3.1 Analyze the difficulty assessment findings
		1.1.3.2 Report the assessment findings
1.1.3.3 Refer for the appropriate interventions and supports		
1.2 Empathetic Approach	1.2.1 Knowledge on inclusive language and growth mindset	1.2.1.1 Exhibit knowledge on inclusive language and growth mindset.
		1.2.1.2 Apply inclusive language and empathetic approaches.
<b>Key Role 2: Special Education Teaching and Intervention Provider</b>		
2.1 Content &	2.1.1 Curricular knowledge	2.1.1.1 Demonstrate knowledge on curricula for students with special educational needs.

Pedagogy		2.1.1.2 Apply appropriate curricula for students with special educational needs.
	2.1.2 Pedagogical knowledge & skills	2.1.2.1 Demonstrate skills in designing appropriate teaching strategies (modification and adaptation).
		2.1.2.2 Apply appropriate teaching strategies
	2.1.3 Assessment and reporting	2.1.3.1 Demonstrate knowledge on assessment and reporting.
		2.1.3.2 Analyze assessment of students' learning and report the findings.
2.2 Intervention Services	2.2.1 Knowledge and skills on interventions and pathways	2.2.1.1 Demonstrate knowledge on types of interventions and educational pathways
		2.2.1.2 Conduct assessment for child's difficulties and support needs.
		2.2.1.3 Provide appropriate intervention services as per individual needs.
		2.2.1.4 Assess and report on intervention services provided.
2.3 Inclusive Education and Technology	2.3.1 Inclusive ICT knowledge and skills	2.3.1.1 Exhibit knowledge on inclusive ICT, assistive products and services.
		2.3.1.2 Demonstrate skill on the use of inclusive ICT, assistive products and services.
<b>Key Role 3: Individual Education Support Provider</b>		
3.1 Individual Education Plan Development	3.1.1 Content knowledge on Individual Education Plan/Programme	3.1.1.1 Demonstrate knowledge on individual education plans/programmes
3.2 Individual Education Plan Implementation	3.2.1 Assessment and Reporting	3.2.1.1 Demonstrate skills on assessment of difficulties for IEP
		3.2.1.2 Design and implement Individual Education Plan/Programme.
		3.2.1.3 Assess IEP of students with special educational needs
		3.2.1.4 Report and enhance teaching and intervention services for student's learning.
3.3 Stakeholder Engagement	3.3.1 Communication skills	3.3.1.1 Exhibit knowledge on appropriate and relevant medium of communication.
		3.3.1.2 Communicate using appropriate and relevant medium.

	3.3.2 Collaboration skills	3.3.2.1 Promote cooperation and participatory decision making.
		3.3.2.2 Engage stakeholders in inclusive and special education programmes.

## 2.4.5 Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of special education teacher is categorized into four levels as i) Beginning, ii) Proficient, iii) Accomplished and iv) Distinguished.

The proficiency will enable each teacher to distinguish the type of competencies expected in the level which will give them an opportunity to enhance the competencies required. The framework has identified 120 behavioral indicators across four levels of proficiency.

### Key Role 1: Learner Needs Assessor

#### Competency Area: 1.1 Domain Expertise

#### Key Competency: 1.1.1 Knowledge on Disabilities and concepts of inclusion

##### Behavior Indicator: 1.1.1.1 Display understanding on types of disabilities

Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on the types of disabilities.	Describe causes and characteristics of different types of disabilities.	Differentiate severity of difficulties in children.	Facilitate training on inclusive concepts, types and characteristics of disabilities.

##### Behavior Indicator: 1.1.1.2 Display sound understanding on inclusive and special education

Beginning	Proficient	Accomplished	Distinguished
Demonstrate basic knowledge and understanding on the concepts of inclusion and special education.	Demonstrate advanced knowledge and understanding on the concepts of inclusion and special education.	Apply concepts of inclusion in everyday teaching-learning process.	Conduct researches in the field of inclusive and special education.

#### Key Competency: 1.1.2 Assessment Knowledge and Skills

##### Behavior Indicator: 1.1.2.1 Exhibit knowledge on screening and assessment tools

Beginning	Proficient	Accomplished	Distinguished
Exhibit basic knowledge regarding screening and assessment tools	Exhibit advance knowledge on screening and assessment tools	Display sound understanding on procedures for screening and assessment.	Select appropriate screening and assessment tools

##### Behavior Indicator: 1.1.2.2 Conduct screening and assessment to identify difficulties using various tools

Beginning	Proficient	Accomplished	Distinguished
Demonstrate basic skills in using screening and	Conduct screening and assessment using	Facilitate training/workshop on	Conduct research on screening and

assessment tools	relevant tools	screening and assessment tools.	assessment tools.
<b>Key Competency: 1.1.3 Analysis and Reporting</b>			
<b>Behavior Indicator: 1.1.3.1 Analyze the difficulty assessment findings</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on assessment and analysis of findings.	Display knowledge and skill in identification of difficulties.	Analyze the difficulty assessment findings	Facilitate training based on the analysis findings;
<b>Behavior Indicator: 1.1.3.2 Report the assessment findings</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on different reporting forms	Compile reports of screening and assessment.	Work with colleagues to report and prepare for interventions.	Facilitate training on various reporting forms.
<b>Behavior Indicator: 1.1.3.3 Refer for the appropriate interventions and supports</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on referral protocols	Use assessment information and data for referral	Conduct referral for appropriate services	Mentor colleagues on referral protocols

<b>Key Role 1: Learner Needs Assessor</b>			
<b>Competency Area: 1.2 Empathetic Approach</b>			
<b>Key Competency: 1.2.1 Knowledge on inclusive language and growth mindset</b>			
<b>Behavior Indicator: 1.2.1.1 Exhibit knowledge on inclusive language and growth mindset</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate basic knowledge and understanding on inclusive language	Exhibit sound knowledge on inclusive language and growth mindset.	Demonstrate change in attitude or mindset to minimize sympathy	Lead colleagues and stakeholders to use inclusive language and promote growth mindset.
<b>Behavior Indicator: 1.2.1.2 Apply inclusive language and empathetic approaches</b>			
Beginning	Proficient	Accomplished	Distinguished
Use inclusive language while communicating.	Use inclusive language and empathetic approaches.	Use inclusive language and strategies that are appropriate for learner’s language, cultural, religious and socio-economic background.	Study on inclusive language and empathetic approaches.

<b>Key Role 2: Special Education Teaching and Intervention Provider</b>			
<b>Competency Area: 2.1 Content &amp; Pedagogy</b>			
<b>Key Competency: 2.1.1 Curricular knowledge</b>			
<b>Behavior Indicator: 2.1.1.1 Demonstrate knowledge on curricula for students with special educational needs</b>			
Beginning	Proficient	Accomplished	Distinguished

Demonstrate basic knowledge on curricula for the learners with special educational needs.	Demonstrate sound knowledge on curricula for the learners with educational needs.	Lead and mentor teachers to use appropriate curricula for learners with special educational needs.	Conduct research on appropriate curricula for learners with special educational needs
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**Behavior Indicator: 2.1.1.2 Apply appropriate curricula for students with special educational needs**

Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on teaching strategies for diverse learners	Exhibit knowledge and understanding on adapted and modified teaching strategies	Guide teachers to apply appropriate accommodations as per the need of the child	Facilitate teachers on the effective teaching strategies for children with disabilities.

**Key Competency: 2.1.2 Pedagogical knowledge and Skills**

**Behavior Indicator: 2.1.2.1 Demonstrate skills in designing appropriate teaching strategies(modification and adaptation)**

Beginning	Proficient	Accomplished	Distinguished
Demonstrate fundamental skills in designing appropriate teaching strategies.	Demonstrate skills in modification and adaptation of content and assessment as per the specific need of the child.	Design effective teaching strategies to meet curricular goals under appropriate educational pathways/programmes.	Study and train on appropriate teaching strategies in modification and adaptation.

**Behavior Indicator: 2.1.2.2 Apply appropriate teaching strategies**

Beginning	Proficient	Accomplished	Distinguished
Demonstrate skills in modifying and adapting content and assessment.	Plan, manage and implement various teaching strategies to meet curricular requirement as per the needs of diverse learners	Apply effective and appropriate teaching strategies in delivering content and assessment.	Train and develop effective teaching strategies to meet students learning needs under various educational pathways/programmes.

**Key Competency: 2.1.3 Assessment and Reporting**

**Behavior Indicator: 2.1.3.1 Demonstrate knowledge on assessment and reporting**

Beginning	Proficient	Accomplished	Distinguished
Exhibit basic knowledge on assessment and reporting.	Demonstrate sound knowledge on analysis and reporting of students' learning.	Mentor colleagues on effective analysis and reporting.	Facilitate development of quality analysis and reporting on learning outcomes of students with disabilities.

**Behavior Indicator: 2.1.3.2 Analyze assessment of students' learning and report the findings**

Beginning	Proficient	Accomplished	Distinguished
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Demonstrate basic skills on analysis and reporting of students' learning outcome.	Analyze students' assessment data for appropriate planning and reporting.	Analyze, report and mentor colleagues in planning and interpreting achievement data of children with special educational needs	Train teachers on the analysis and use of students' achievement data for effective assessment.
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### Competency Area: 2.2 Intervention Services

#### Key Competency: 2.2.1 Knowledge and skills on interventions and pathways

##### Behavior Indicator: 2.2.1.1 Demonstrate knowledge on types of interventions and educational pathways

Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on educational pathways for learners with special educational needs.	Demonstrate knowledge on interventions towards educational pathways.	Guide colleagues on using alternative educational pathways for students with special educational needs.	Study on impact of alternative educational pathways and programmes.

##### Behavior Indicator: 2.2.1.2 Conduct assessment for child's difficulties and support needs

Beginning	Proficient	Accomplished	Distinguished
Identify various needs, strengths and weaknesses of learners.	Apply appropriate intervention programmes for learners with special educational needs.	Lead and mentor teachers to use appropriate intervention programmes for learners with special educational needs.	Conduct research on appropriate intervention programmes for learners with special educational needs.

##### Behavior Indicator: 2.2.1.3 Provide appropriate intervention service as per individual needs

Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on various intervention programmes for students with special educational needs.	Plan, manage and implement various intervention programmes as per the needs of diverse learners.	Provide effective intervention programmes under appropriate educational pathways/programmes	Train and develop effective intervention programmes to meet students learning needs under various educational pathways/programmes.

##### Behavior Indicator: 2.2.1.4 Assess and report on intervention services provided

Beginning	Proficient	Accomplished	Distinguished
Demonstrate knowledge on assessment of intervention services provided.	Analyze data and report on intervention services provided to students with disabilities.	Analyze report and mentor colleagues on variety of intervention services rendered.	Train teachers on assessment and reporting of intervention services provided.

### Competency Area: 2.3 Inclusive Education and Technology

#### Key Competency: 2.3.1 Inclusive ICT knowledge and skills

Behavior Indicator: 2.2.2.1 Exhibit knowledge on inclusive ICT, assistive products and services.			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate basic knowledge on the use of ICT	Demonstrate knowledge on the use of inclusive ICT, assistive products and services.	Explore on effective ICT and assistive products for children with disabilities.	Conduct PD programmes on inclusive ICT, assistive products and services.

Behavior Indicator: 2.2.2.2 Demonstrate skills on the use of inclusive ICT, assistive products & services			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate basic skills on the use of inclusive ICT, assistive products and services	Use appropriate ICT skills and assistive products to enhance provision of special education services	Assist and mentor colleagues in the use of inclusive ICT and assistive products to enhance provision of special education services	Study and leverage on inclusive ICT skills and assistive products for enhancing quality learning of learners with special educational needs.

### Key Role 3: Individual Education Support Provider

#### Competency Area: 3.1 Individual Education Plan Development

##### Key Competency: 3.1.1 Content knowledge on Individual Education Plan/Programme

##### Behavior Indicator: 3.1.1.1 Demonstrate knowledge on designing individual education plans/programmes

Beginning	Proficient	Accomplished	Distinguished
Exhibit knowledge and understanding on development of individual education plan.	Demonstrate sound knowledge and understanding about alternative educational pathways and assessment strategies as outlined in "Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities (2018)	Collaborate with relevant stakeholders in IEP development, assessment, certification and transition as per the needs of the child.	Lead research and development in areas of individual education support plans, assessment, and transition for students with disabilities.

#### Competency Area: 3.2 Individual Education Plan Implementation

##### Key Competency: 3.2.1 Assessment and Reporting

##### Behavior Indicator: 3.2.1.1 Demonstrate skills on assessment of difficulties for IEP

Beginning	Proficient	Accomplished	Distinguished
Demonstrate skills on assessment of difficulties for development of Individual Education Plan.	Assess difficulties among children with disabilities and identify areas for intervention.	Assist and monitor teachers in implementation of IEP for progressive learning throughout the academic year.	Research, review and train teachers on the individual education support plans and their assessment.

##### Behavior Indicator: 3.2.1.2 Design and implement Individual Education Plan/Programme

Beginning	Proficient	Accomplished	Distinguished
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Exhibit skills in designing IEP	Develop and implement IEP to achieve the learning goals.	Assess and review IEP as per the child's learning needs.	Lead in development and implementation of IEP.
<b>Behavior Indicator: 3.2.1.3 Assess IEP of students with special educational needs</b>			
Beginning	Proficient	Accomplished	Distinguished
Identify different components of IEP and objectives.	Demonstrate skill in assessment of student's learning goals.	Guide colleagues on assessment of IEP.	Facilitate transition of students as per the IEP results.
<b>Behavior Indicator: 3.2.1.4 Report and enhance teaching and intervention services for student's learning</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate understanding of assessment and reporting under various educational pathways/programmes	Collect periodical assessment data and report on student progress for analysis.	Evaluate learners progress and achievement using the data collected	Report the findings of assessment to relevant stakeholders for necessary policy review and interventions
<b>Competency Area: 3.3 Stakeholder Engagement</b>			
<b>Key Competency: 3.3.1 Communication Skills</b>			
<b>Behavior Indicator: 3.3.1.1 Exhibit knowledge on appropriate medium of communication</b>			
Beginning	Proficient	Accomplished	Distinguished
Demonstrate understanding of verbal and non-verbal communication that support diverse learners	Demonstrate knowledge on types of verbal and non-verbal communication strategies.	Identify appropriate verbal or non-verbal communication strategies for specific learners.	Train colleagues in the use of effective verbal and non-verbal communication strategies to support diverse learners
<b>Behavior Indicator: 3.3.1.2 Communicate using appropriate and relevant medium</b>			
Beginning	Proficient	Accomplished	Distinguished
Identify appropriate medium of communication for learners.	Use effective verbal and non-verbal communication strategies to support diverse learners.	Explore and use wide range of effective verbal and non-verbal communication strategies to support diverse learners	Research for effective communication strategies to support children with disabilities
<b>Key Competency 3.3.2: Collaboration Skills</b>			
<b>Behavior Indicator: 3.3.2.1 Promote cooperation and participatory decision making.</b>			
Beginning	Proficient	Accomplished	Distinguished

Explore opportunities to participate in professional networks.	Participate in professional networks to share knowledge and practices.	Coordinate networking amongst stakeholders for provision of quality services.	Lead stakeholders in planning and implementation of inclusive education programmes through participatory decision making.
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**Behavior Indicator: 3.3.2.2 Engage stakeholders in educational programmes**

Beginning	Proficient	Accomplished	Distinguished
Demonstrate the understanding of the importance of engaging stakeholders in the educational process.	Involve parents, guardian and community in the education for children with disabilities.	Strengthen networks through consistent engagement of stakeholders in the education for children with disabilities	Lead and support relevant stakeholders' engagement in professional networks at national and international levels to enhance knowledge and skills in inclusive education.

## 2.5 Training Needs analysis

The Training Needs Analysis is the process of recognizing the gap between the special education teachers and needs of training. It ensures that training is targeting the correct competencies, correct teachers and the needs of the Ministry. It can reduce the gap by equipping the special education teachers with knowledge and skills required to teach children with disabilities. It should be shared responsibilities of special education teachers and the Ministry of Education to build and enhance their capacity and competency.

### 2.5.1 Assessment of Performance Gap

The Ministry has conducted field consultation to assess the performance gaps. For the assessment of current performance, the participant teachers were grouped as per their position levels (P5A to P1A) with the proficiency levels. The sample comprised of the following:

Sl#	Proficiency Level	No. of teachers	Remarks
1	Beginning	22	*Position Level P5A
2	Proficient	19	*Position Level P4A
3	Accomplished	28	*Position Level P3-P2A
4	Distinguished	10	*Position Level P1A
	<b>Total</b>	<b>79</b>	

The assessment is based on the thirty Behavioral Indicators of different proficiency levels whether they have “Adequate (A)” or Not adequate (NA)” knowledge and skills while delivering the services to the children with disabilities and suggest interventions to address the current gap.

### 2.5.2 Outcome of the Assessment study

The likely reasons for the performance gap were listed below based on the findings:

- No training needs assessment carried out
- Shortage of human resources
- Lack of standard induction/orientation programmes
- Limited capacity building opportunities
- Inadequate knowledge and skills in Inclusive and Special Education

### 2.5.3 Methods of Interventions

The appropriate methods of intervention to address the current performance gaps are identified and proposed as given below:

Competency Development Interventions at **BEGINNING** level:

KR (3)	CA (8)	Key Competencies (13)	Behavior Indicator (30)	CP (A/NA)	Competency Development Interventions	
Learner Needs Assessor	Domain Expertise	Knowledge on Disability & concept of inclusion	Display understanding on types of disabilities	NA	1. Orientation to Standards for Inclusive Education. 2. Awareness programme on types of disabilities as defined in various literatures (eg: CP, Autism, Downsyndrome etc)	
			Display sound understanding on inclusive and special education.			
		Assessment Knowledge and Skills	Exhibit knowledge on screening and assessment tools	NA		1. Awareness and orientation on screening and assessment tools 2. Self learning on screening and assessment tools.
			Conduct screening and assessment to identify difficulties using various tools			
		Analysis & Reporting	Analyze the difficulty assessment findings			1. Basic training on analysis and reporting of difficulty assessments. 2. Orientation on the protocols of referrals
			Report the assessment findings			
	Refer for appropriate interventions and supports					
	Empathetic Approach	Knowledge on inclusive language and growth mindset	Exhibit knowledge on inclusive language and growth mindset	NA	1. Orientation on use of inclusive language and empathetic approaches. 2. Self-learning programmes to enhance knowledge on inclusive language, empathetic approaches (growth mindset) and diverse learners.	
			Use inclusive language and empathetic approaches			

<b>Special Education Teaching &amp; Intervention Service Provider</b>	Content and Pedagogy	Curricular knowledge	Demonstrate knowledge on curricula	NA	<ol style="list-style-type: none"> <li>1. Training on the curricula for students with disabilities and educational pathways.</li> <li>2. Formal Training on modification, adaptation and accommodations of content and assessment strategies to achieve students learning outcomes</li> <li>3. Self-learning on the concepts of modification, adaptation and accommodation of content</li> <li>4. Training on designing and implementation of appropriate pedagogies as per the child's needs.</li> <li>5. Training on assessment and reporting on the academic learning for children with disabilities.</li> </ol>
			Apply appropriate curricula for students with special educational needs.		
		Pedagogical knowledge & Skills	Demonstrate skills in designing appropriate teaching strategies (modification and adaptation).		
			Apply appropriate teaching strategies		
		Assessment and Reporting	Demonstrate knowledge on assessment and reporting.		
			Analyze assessment of students' learning and report the findings.		
	Intervention Services	Knowledge and skills on interventions and pathways	Conduct assessment for child's difficulties and support needs	NA	<ol style="list-style-type: none"> <li>1. Orientation on types of intervention services and educational pathways.</li> <li>2. PD on assessment and reporting under various educational pathways/programmes.</li> <li>3. Formal training on assessment and reporting on the intervention services</li> </ol>
			Demonstrate knowledge on types of interventions and educational pathways		
			Provide appropriate intervention services as per individual needs		
			Assess and report on intervention services provided		
Inclusive Education & Technology	Inclusive ICT knowledge and skills	Exhibit knowledge on inclusive ICT , assistive products and services.	NA	<ol style="list-style-type: none"> <li>1. Formal training on basic ICT skills, assistive products and services</li> <li>2. Self learning on ICT skills, assistive products and services</li> </ol>	
		Demonstrate skills on the use of inclusive ICT, assistive products and services.			
<b>Individual Education Support Provider</b>	Individual Education Plan Development	Content knowledge on Individual Education Plan/Programme	Demonstrate knowledge on designing individual education plans/ programmes	NA	<ol style="list-style-type: none"> <li>1. Orientation on Individual Education Plan.</li> <li>2. Training on designing IEP</li> <li>3. Self learning on Individual Education Plans</li> </ol>
	Individual Education Plan Implementation	Assessment and Reporting	Demonstrate skills on assessment of difficulties for IEP	NA	<ol style="list-style-type: none"> <li>1. Training on Individual Education Plan</li> <li>2. Professional Development Programs on enhancing knowledge and understanding individual education support plans.</li> </ol>
		Design and implement Individual Education Plan/Programme.			

			Assess IEP of students with special educational needs		3. Training on IEP assessment and reporting. 4. Basic training on development of IEP for students	
			Report and enhance teaching and intervention services for student's learning			
	Stakeholder Engagement	Communication skills	Exhibit knowledge on appropriate and relevant medium of communication.	NA		1. Awareness/Orientation on different communication channels for students with disabilities. 2. Self learning on the stakeholder engagements in process of education for students with special educational needs. 3. Self learning on BSL and other communication media.
			Communicate using appropriate and relevant medium.			
	Collaboration skills	Promote cooperation and participatory decision making.				
		Engage stakeholders in inclusive and special education programmes				

Competency Development Intervention at **PROFICIENT** level:

KR (3)	CA (8)	Key Competencies (13)	Behavior Indicator (30)	CP (A/NA)	Competency Development Intervention		
Learner Needs Assessor	Domain Expertise	<i>Knowledge on Disability &amp; concept of inclusion</i>	<i>Display understanding on types of disabilities</i>	NA	1. Formal Training on inclusion, causes and characteristics of disabilities. 2. Self-learning on the concepts of inclusion, causes and characteristics of disabilities. 3. Training on stress management		
			<i>Display sound understanding on inclusive and special education</i>				
		Assessment Knowledge and Skills	<i>Exhibit knowledge on screening and assessment tools</i>	NA		1. Awareness and orientation on screening and assessment tools 2. Self learning on screening and assessment tools. 3. Training on screening and assessment tools	
			<i>Conduct screening and assessment to identify difficulties using various tools.</i>				
		Analysis & Reporting	<i>Analyze the difficulty assessment findings</i>	NA			1. Formal training on how to analyze assessment reports, collaborate with colleagues and draw recommendations. 2. Training on referral procedures and protocols and providing supports.
			<i>Report the assessment findings</i>				
	<i>Refer for appropriate interventions and supports</i>						
	Empathetic Approach	Knowledge on inclusive language and growth mindset	<i>Exhibit knowledge on inclusive language and growth mindset</i>	NA	1. Orientation on use of inclusive language and empathetic approaches. 2. Self-learning programmes to enhance knowledge on inclusive		

			<i>Use inclusive language and empathetic approaches</i>		language, empathetic approaches (growth mindset) and diverse learners. 3. Train on the use of inclusive language and render supervision and monitoring support
<b>Special Education Teaching &amp; Intervention Service Provider</b>	<b>Content and Pedagogy</b>	Curricular knowledge	<i>Demonstrate knowledge on curricula</i>	NA	1. Training on the curricula for students with disabilities and educational pathways. 2. Formal Training on modification, adaptation and accommodation of content and assessment strategies to achieve students learning outcomes 3. Self-learning on the concepts of modification, adaptation and accommodation of content 4. Training on designing and implementation of appropriate pedagogies as per the child's needs. 5. Training on assessment and reporting on the academic learning for children with disabilities.
			<i>Apply appropriate curricula for students with special educational needs.</i>		
		Pedagogical knowledge & Skills	<i>Demonstrate skills in designing appropriate teaching strategies (modification and adaptation).</i>		
			<i>Apply appropriate teaching strategies</i>		
		Assessment and Reporting	<i>Demonstrate knowledge on assessment and reporting.</i>		
			<i>Analyze assessment of students' learning and report the findings.</i>		
	<b>Intervention Services</b>	Knowledge and skills on interventions and pathways	<i>Conduct assessment for child's difficulties and support needs</i>	NA	1. Formal Training on educational pathways and assessment strategies using "Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities (2018) 2. Self-learning on educational pathways and assessment strategies using "Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities (2018)
			<i>Demonstrate knowledge on types of interventions and educational pathways</i>		
			<i>Provide appropriate intervention services as per individual needs</i>		
			<i>Assess and report on intervention services provided</i>		
<b>Inclusive Education &amp; Technology</b>	Inclusive ICT knowledge and skills	<i>Exhibit knowledge on inclusive ICT, assistive products and services.</i>	NA	1. Formal training and ToT on application of ICT skills, assistive products and services 2. Self learning on ICT skills, assistive products and services	
		<i>Demonstrate skills on the use of inclusive ICT, assistive products and services.</i>			
<b>Individual Education Support</b>	<b>Individual Education Plan Development</b>	Content knowledge on Individual Education Plan/Programme	<i>Demonstrate knowledge on designing individual education plans/ programmes</i>	NA	1. Training on designing IEP 2. Self learning on Individual Education Plans 3. Formal Training on assessment of difficulties and how to develop IEP for individual child to achieve

					learning goals.
Individual Education Plan Implementation	Assessment and Reporting	<i>Demonstrate skills on assessment of difficulties for IEP</i>	NA	1. Training on Individual Education Plan 2. Professional Development Programs on enhancing knowledge and understanding individual education support plans. 3. Training on IEP assessment and reporting. 4. Basic training on development of IEP for students	
		<i>Design and implement Individual Education Plan/Programme.</i>			
		<i>Assess IEP of students with special educational needs</i>			
		<i>Report and enhance teaching and intervention services for student's learning</i>			
Stakeholder Engagement	Communication skills	<i>Exhibit knowledge on appropriate and relevant medium of communication.</i>	NA	1. Training on use of effective verbal and non-verbal communication strategies to support diverse learners. 2. Train on effective networking and collaboration for enhancing quality inclusive and special education programs at national and international levels. 3. Exchange programmes with other schools (in-country/ex-country).	
		<i>Communicate using appropriate and relevant medium.</i>			
	Collaboration skills	<i>Promote cooperation and participatory decision making.</i>			
		<i>Engage stakeholders in inclusive and special education programmes</i>			

Competency Development Intervention at **ACCOMPLISHED** level:

KR (3)	CA (8)	Key Competencies(13)	Behavior Indicator(30)	CP (A/NA)	Competency Development Intervention
<b>Learner Needs Assessor</b>	Domain Expertise	<i>Knowledge on Disability &amp; concept of inclusion</i>	<i>Display understanding on types of disabilities</i>	NA	1. Formal Training on identification of difficulties and severity by specific domain using PP Readiness, RNDA and Brigance (eg: mild cognitive difficulty, severe physical difficulty) 2. Formal Training on special education services. 3. Capacity building on result/assessment analysis. 4. Refresher training on analysis and reporting of difficulty assessments. 5. Refresher on referrals protocols and standards. 6. Formal training on how to analyze assessment reports, collaborate with colleagues and draw recommendations
			<i>Display sound understanding on inclusive and special education</i>		
		Assessment Knowledge and Skills	<i>Exhibit knowledge on screening and assessment tools</i>		
			<i>Conduct screening and assessment to identify difficulties using various tools</i>		
Analysis & Reporting	<i>Analyze the difficulty assessment findings</i>				

			<i>Report the assessment findings</i>		
			<i>Refer for appropriate interventions and supports</i>		
	Empathetic Approach	Knowledge on inclusive language and growth mindset	<i>Exhibit knowledge on inclusive language and growth mindset</i>	NA	1. Train on the use of inclusive language and render supervision and monitoring support towards use of inclusive language. 2. Self learning on the empathetic approaches
			<i>Use inclusive language and empathetic approaches</i>		
Special Education Teaching & Intervention Service Provider	Content and Pedagogy	Curricular knowledge	<i>Demonstrate knowledge on curricula</i>	NA	1. Refresher Training on the curricula for students with disabilities and educational pathways. 2. Refresher Training on modification, adaptation and accommodation of content and assessment strategies to achieve students learning outcomes 3. Self-learning on the concepts of modification, adaptation and accommodation of content 4. Training on designing and implementation of appropriate pedagogies as per the child's needs. 5. Training on how to analyze the student's achievement data for enhancing modification and adaptation strategies.
			<i>Apply appropriate curricula for students with special educational needs.</i>		
		Pedagogical knowledge & Skills	<i>Demonstrate skills in designing appropriate teaching strategies (modification and adaptation).</i>		
			<i>Apply appropriate teaching strategies</i>		
		Assessment and Reporting	<i>Demonstrate knowledge on assessment and reporting.</i>		
			<i>Analyze assessment of students' learning and report the findings.</i>		
	Intervention Services	Knowledge and skills on interventions and pathways	<i>Conduct assessment for child's difficulties and support needs</i>	NA	1. Orientation on types of intervention services and educational pathways. 2. PD on assessment and reporting under various educational pathways/programmes. 3. Formal training on assessment and reporting on the intervention services
			<i>Demonstrate knowledge on types of interventions and educational pathways</i>		
			<i>Provide appropriate intervention services as per individual needs</i>		
			<i>Assess and report on intervention services provided</i>		
	Inclusive Education & Technology	Inclusive ICT knowledge and skills	<i>Exhibit knowledge on inclusive ICT, assistive products and services.</i>	NA	1. Formal training and ToT on application of ICT skills, assistive products and services 2. Self learning on ICT skills, assistive products and services
			<i>Demonstrate skills on the use of inclusive ICT, assistive products and services.</i>		

<b>Individual Education Support Provider</b>	Individual Education Plan	Content knowledge on Individual Education Plan/Programme	<i>Demonstrate knowledge on designing individual education plans/ programmes</i>	NA	1. Orientation on Individual Education Plan. 2. Training on designing IEP 3. Self learning on Individual Education Plans
	Individual Education Plan Implementation	Assessment and Reporting	<i>Demonstrate skills on assessment of difficulties for IEP</i>	NA	1. Refresher Training on IEP assessment and reporting. 2. Training on development of IEP for students 3. Training on IEP evaluation, review and transition plans for learners with disabilities. 4. Training on assessment data collection, analysis and reporting process.
			<i>Design and implement Individual Education Plan/Programme.</i>		
			<i>Assess IEP of students with special educational needs</i>		
			<i>Report and enhance teaching and intervention services for student's learning</i>		
	Stakeholder Engagement	Communication skills	<i>Exhibit knowledge on appropriate and relevant medium of communication.</i>	NA	Training on use of effective verbal and non-verbal communication strategies to support diverse learners
			<i>Communicate using appropriate and relevant medium.</i>		
		Collaboration skills	<i>Promote cooperation and participatory decision making.</i>		
			<i>Engage stakeholders in inclusive and special education programmes</i>		

Competency Development Interventions at **DISTINGUISHED** level:

KR (3)	CA (8)	Key Competencies(13)	Behavior Indicator(30)	CP (A/NA)	Competency Development Intervention
<b>Learner Needs Assessor</b>	Domain Expertise	Knowledge on Disability & concept of inclusion	<i>Display understanding on types of disabilities</i>	NA	1. Formal Training including ToT on inclusive and special education (disability studies- Occupational Therapy, Speech Therapy, Physiotherapy, Interpreter and others.) 2. Self-learning on inclusive and special education (disability studies and SEN services) 3. Training and exposure on research presentations and methodologies
			<i>Display sound understanding on inclusive and special education</i>		
		Assessment Knowledge and Skills	<i>Exhibit knowledge on screening and assessment tools</i>		
			<i>Conduct screening and assessment to identify difficulties using various tools</i>		
		Analysis & Reporting	<i>Analyze the difficulty assessment findings</i>		
			<i>Report the assessment findings</i>		

<b>Special Education Teaching &amp; Intervention Service Provider</b>	Empathetic Approach		<i>Refer for appropriate interventions and supports</i>		
		Knowledge on inclusive language and growth mindset	<i>Exhibit knowledge on inclusive language and growth mindset</i> <i>Use inclusive language and empathetic approaches</i>	NA	Training on use of inclusive language in the teaching process with evidence-based strategies.
	Content and Pedagogy	Curricular knowledge	<i>Demonstrate knowledge on curricula</i>	NA	<ol style="list-style-type: none"> <li>1. Training on Research methodologies on use of effective teaching strategies and interventions in inclusive settings.</li> <li>2. Training on effective pedagogies and strategies to provide quality intervention services for learner with disabilities.</li> <li>3. Support research initiatives in the areas of modification, adaptation and assessment strategies.</li> </ol>
			<i>Apply appropriate curricula for students with special educational needs.</i>		
		Pedagogical knowledge & Skills	<i>Demonstrate skills in designing appropriate teaching strategies (modification and adaptation).</i>		
			<i>Apply appropriate teaching strategies</i>		
	Assessment and Reporting	<i>Demonstrate knowledge on assessment and reporting.</i>			
		<i>Analyze assessment of students' learning and report the findings.</i>			
	Intervention Services	Knowledge and skills on interventions and pathways	<i>Conduct assessment for child's difficulties and support needs</i>	NA	<ol style="list-style-type: none"> <li>1. Capacity building on referrals and specific interventions</li> <li>2. Specialized course on specific interventions and support services.</li> <li>3. Self learning in the field of intervention services.</li> </ol>
			<i>Demonstrate knowledge on types of interventions and educational pathways</i>		
<i>Provide appropriate intervention services as per individual needs</i>					
<i>Assess and report on intervention services provided</i>					
Inclusive Education & Technology	Inclusive ICT knowledge and skills	<i>Exhibit knowledge on inclusive ICT, assistive products and services.</i>	NA	<ol style="list-style-type: none"> <li>1. Formal training on advanced ICT skills, assistive products and services.</li> <li>2. Self learning on advanced ICT skills and assistive products and services</li> </ol>	
		<i>Demonstrate skills on the use of inclusive ICT, assistive products and services.</i>			

<b>Individual Education Support Provider</b>	Individual Education Plan Development	Content knowledge on Individual Education Plan/Programme	<i>Demonstrate knowledge on designing individual education plans/programmes</i>	NA	1. Support research and development in areas of individual education support plans, assessment, and transition for students with disabilities. 2. Formal Training on IEP development.
	Individual Education Plan Implementation	Assessment and Reporting	<i>Demonstrate skills on assessment of difficulties for IEP</i>	NA	1. Provide opportunities to present the research findings in relevant and higher platforms (national/international level). 2. Support participation in the assessment data analysis and reporting forums.
			<i>Design and implement Individual Education Plan/Programme.</i>		
			<i>Assess IEP of students with special educational needs</i>		
			<i>Report and enhance teaching and intervention services for student's learning</i>		
	Stakeholder Engagement	Communication skills	<i>Exhibit knowledge on appropriate and relevant medium of communication.</i>	NA	1. Specialized Training on use of effective verbal and non-verbal communication strategies to support specific needs of the learners. 2. Train on effective networking and collaboration for enhancing quality inclusive and special education programs at national and international levels. 3. Exchange programme.
			<i>Communicate using appropriate and relevant medium.</i>		
		Collaboration skills	<i>Promote cooperation and participatory decision making.</i>		
			<i>Engage stakeholders in inclusive and special education programmes</i>		

## 2.6 Recommendations

The following recommendations are proposed:

- 1) Disseminate the Competency Based Framework to all Special Education Teachers and implement.
- 2) Seek technical and financial support from RCSC/Ministry to implement the training programmes for special education teachers.
- 3) Prioritize training plans and align the trainings in Annual Prioritization Plans and programmes.
- 4) Increase the slots for Inclusive and Special Education by the RCSC for Long-term trainings.
- 5) Explore other financial resources and implement the training programmes for special education teachers.

The Ministry would like to propose for capacity development programmes in the following broad areas:

- a. Orientation/Induction programmes
- b. Research Studies on:  
Assessment/Screening tools

Effective Teaching Strategies and Intervention services

- c. Customizing Individual Education Plans for children with disabilities
- d. Assistive Technology and Services
- e. LTT (specialization in SEN areas)

## **2.7 Conclusion**

The Competency Based Framework aims to build a fraternity of special education teachers who are highly knowledgeable, skillful and competent in delivering efficient and effective services to the children with disabilities. The framework has identified three Key Roles, eight Competency Areas, thirteen Key Competencies and thirty Behavioral Indicators under four Proficiency levels.

The framework has identified specific roles for special education teachers and will help to achieve standards mentioned in Bhutan Professional Standards for Teachers. The framework has assessed the current performance gaps and recommended the appropriate trainings for special education teachers.

## 2.8 References

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## 2.9 CBF team and consultations

### Reviewed by:

1. Human Resource Committee, Ministry of Education.
2. Mr. Dhendup Tshering, Chief Human Resource Officer, Human Resource Division, Directorate of Services, Ministry of Education, Thimphu.
3. Mr. Sherab Phuntshok, Chief Programme Officer, ECCD & SEN Division, Department of School of Education, Ministry of Education, Thimphu.

### Task Force Members:

1. Mr. Nyendo, Principal/Specialist, Changangkha Middle Secondary School, Thimphu.
2. Mr. Pema Chhogyel, Dy. Chief Programme Officer, ECCD & SEN Division, Department of School Education, Ministry of Education, Thimphu.
3. Mr. Karma Norbu, Sr. Programme Officer, ECCD & SEN Division, Department of School Education, Ministry of Education, Thimphu.
4. Mr. Karma Tenzin, Human Resource Officer, Human Resource Division, Directorate of Services, Ministry of Education, Thimphu.

### CBF Consultation and Workshops:

1. Mrs. Pema Choden, Sr. Programme Officer, ECCD & SEN Division, Department of School Education, Ministry of Education, Thimphu.
2. Mrs. Deki Choden, Counselor, Changangkha Middle Secondary School, Thimphu.
3. Mr. Kinley Tshering, Teacher (SE), Drukgyel Lower Secondary School, Paro.
4. Mrs. Chimi Lhamo, Sr. Teacher (SE), Changangkha Middle Secondary School, Thimphu.
5. Mr. Kharka Bdr. Mongar, Sr. Teacher (SE), Wangsel Institute, Paro.
6. Mr. Tshering Wangdi, Teacher (SE), Damphu Middle Secondary School, Tsirang.
7. Mrs. Sumchu, Teacher (SE), Samtengang Central School, Wangdue.
8. Mrs. Pema Yangki, Teacher (SE), Tshangkha Central School, Trongsa.

### Field Consultation/Validation:

1. Principal and SEN team of Muenselling Institute, Khaling, Trashigang.
2. Principal and SEN team of Wangsel Institute, Paro.
3. Principal and SEN team of Khaling LSS, Trashigang.
4. Principal and SEN team of Drukgyel LSS, Paro.
5. Principal and SEN team of Mongar MSS, Mongar.
6. Principal and SEN team of Tshangkha Central School, Trongsa.

7. Principal and SEN team of Gesarling Central School, Dagana.
8. Principal and SEN team of Yangchengatshel MSS, Thimphu.
9. Principal and SEN team of Samtengang Central School, Wangdue.
10. Offtg. Principal and SEN team of Autsho Central School, Lhuentse.