**SECTION III PROGRAM ASSESSMENT TO CEC PREPARATION STANDARDS ALIGNMENT**

For each CEC Preparation Standard below, identify the program assessment(s) in identified Section II that align to the Standard. One program assessment may be cited for multiple CEC standards.

| **CEC STANDARD** | **APPLICABLE ASSESSMENTS** |
| --- | --- |

|  |  |
| --- | --- |
| **CLINICAL PRACTICE STANDARD** | |
| ***Special education candidates progress through a series of developmentally sequenced clinical experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. Clinical experiences are supervised by qualified professionals.*** | Information in Section I |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 1**  **Learner Development and Individual Learning Differences** | |
| ***Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals understand how language, culture, and family background affect the learning of individuals with exceptionalities. | |
| 1. Beginning special education professionals use their understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities. | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 2**  **Learning Environments** | |
| ***Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals use motivational and instructional interventions to support individuals with exceptionalities in responding to different environments. | |
| 1. Beginning special education professionals support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning activities and social interactions. | |
| 1. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 3**  **Curricular Content Knowledge** | |
| ***Beginning special education professionals use their knowledge of the general and specialized curricula[[1]](#footnote-1)to personalize learning for individuals with exceptionalities.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals understand and use content knowledge for teaching across curricular content areas to personalize learning for individuals with exceptionalities. | |
| 1. Beginning special education professionals have deep knowledge of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. | |
| 1. Beginning special education professionals have the knowledge and skills to make general and specialized curricula accessible to individuals with exceptionalities. | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 4**  **Assessment** | |
| ***Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals use their knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptional learning needs. | |
| 1. Beginning special education professionals use multiple types of assessment information in making decisions regarding early intervention, referral, eligibility, program planning, instruction, and placement of individuals with exceptional learning needs in collaboration with colleagues and families. | |
| 1. Beginning special education professionals conduct formal and informal assessments that minimize sources of bias. | |
| 1. Beginning special education professionals engage individuals with exceptionalities in recognizing quality performance and provide feedback to guide them toward that performance | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 5**  **Instructional Planning and Strategies** | |
| ***Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in guiding the selection, or creation, and adaptation of learning experiences for individual with exceptionalities. | |
| 1. Beginning special education professionals teach mastery and generalization of curricula to individuals with exceptionalities. | |
| 1. Beginning special education professionals teach cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to individuals with exceptionalities. | |
| 1. Beginning special education professionals use strategies to enhance language development and teach communication skills to individuals with exceptionalities. | |
| 1. Beginning special education professionals know augmentative and alternative communication systems, and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. | |
| 1. Beginning special education professionals use technologies to support assessment, instructional planning, and delivery for individuals with exceptionalities. | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 6**  **Professional Learning and Ethical Practice** | |
| ***Beginning special education professionals use foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals are guided by the profession’s ethical principles and professional practice standards. | |
| 1. Beginning special education professionals know relevant philosophies, theories, laws, policies, history, ethics, trends, and issues in special education and related fields. | |
| 1. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice, including assessment, instructional planning, implementation, program evaluation, and the relationship of special education to the organization of schools and other agencies. | |
| 1. Beginning special education professionals understand how human diversity can impact families, cultures, and schools, and how these complex human issues can interact with the delivery of special education services | |
| 1. Beginning special education professionals understand the significance of and engage in lifelong learning by participating in professional development and professional communities. | |
| 1. Beginning special education professionals engage in activities to advance the profession. | |
| 1. Beginning special education professionals provide guidance and direction to paraeducators | |

|  |  |
| --- | --- |
| **CEC Initial Preparation Standard 7**  **Collaboration** | |
| ***Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range oflearning experiences.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Beginning special education professionals share resources with their colleagues in understanding the laws, policies, and practices relevant to individuals with exceptionalities. | |
| 1. Beginning special education professionals collaborate with individuals and teams to facilitate a variety of plans for individuals with exceptionalities across a wide range of settings and a range of different learning experiences. | |
| 1. Beginning special education professionals promote and advocate for the well-being of individuals with exceptional learning needs across as wide range of settings. | |

1. As used, “specialized curricula” means the content of specialized sets of interventions including, but not limited to academic, strategic, social, emotional, and independence curricula. [↑](#footnote-ref-1)