Initial Level CEC Content Standards & Assessments Alignment Example

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| Initial Level CEC Content Standards and Major Elements[[1]](#footnote-1) | Program Report Assessments | | | | | | | |
| 1 State Test. | 2 Content | 3 Instruction Planning | 4 Instruction Strategies | 5 Student Learning | 6 Required | 7 Optional | 8 Optional |
| 1. Development & Characteristics of Learners & Individual Learning Differences | | | | | | | | |
| 1. Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community. |  |  |  |  |  |  |  |  |
| 1. Use this knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities |  |  |  |  |  |  |  |  |
| 2. Learning Environments & Social Interactions | | | | | | | | |
| 1. Actively create learning environments for individuals with exceptionalities that foster safety and emotional well-being, positive social interactions and cultural understanding, and active engagement and independence. |  |  |  |  |  |  |  |  |
| 1. Intervene safely with individuals with exceptionalities in crisis |  |  |  |  |  |  |  |  |
| 1. Provide guidance and direction to paraeducators and others |  |  |  |  |  |  |  |  |
| 3. Foundations & Curricula Content Knowledge | | | | | | | | |
| 1. Know relevant philosophies, theories, laws, policies, and the issues of human diversity |  |  |  |  |  |  |  |  |
| 1. Know principles of evidence-based practice |  |  |  |  |  |  |  |  |
| 1. Know the issues in the organization of special education services and their relationship to the organization schools |  |  |  |  |  |  |  |  |
| 1. Use this knowledge to construct their own understandings and philosophies of special education practice |  |  |  |  |  |  |  |  |
| 1. Use a solid grounding in the liberal arts curriculum to demonstrate proficiency in reading, written and oral communications, calculating, problem solving, and thinking |  |  |  |  |  |  |  |  |
| 1. Use knowledge of the general curricula to provide individualized instructional content to individuals with exceptionalities |  |  |  |  |  |  |  |  |
| 1. Use supplementary curricular content to individualize meaningful and challenging learning to individuals with exceptionalities |  |  |  |  |  |  |  |  |
| 4. Instructional Strategies & Individualized Instructional Planning | | | | | | | | |
| 1. Know augmentative and alternative communication systems, and other assistive technologies to support and enhance communication and learning of individuals with exceptional needs |  |  |  |  |  |  |  |  |
| 1. Select, adapt, and create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, and to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the life span |  |  |  |  |  |  |  |  |
| 1. Teach literacy and numeracy to individuals with exceptionalities |  |  |  |  |  |  |  |  |
| 1. Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors |  |  |  |  |  |  |  |  |
| 1. Modify individualized instructional plans based on ongoing analysis of the individual’s learning progress. |  |  |  |  |  |  |  |  |
| 1. Develop & implement individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts |  |  |  |  |  |  |  |  |
| 1. Use technologies to support assessment, instructional planning, and individualized instruction |  |  |  |  |  |  |  |  |
| 5. Assessment | | | | | | | | |
| 1. Know measurement theory and use multiple types of assessment information for a variety of educational decisions including: referral, eligibility, program planning, instruction, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds |  |  |  |  |  |  |  |  |
| 1. Participate on multidisciplinary child-study teams and practice in ways to assure non-biased assessments and decision-making |  |  |  |  |  |  |  |  |
| 1. Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences, and identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs |  |  |  |  |  |  |  |  |
| 1. Regularly monitor the progress of individuals with exceptionalities in general and special curricula, and adjust instruction |  |  |  |  |  |  |  |  |
| 6. Ethics and Professional Practice | | | | | | | | |
| 1. Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families. |  |  |  |  |  |  |  |  |
| 1. Use the profession’s ethical principles and professional practice standards to reflect on and adjust their practice, and know how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice, |  |  |  |  |  |  |  |  |
| 1. Engage in professional activities and participate in professional communities that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth. |  |  |  |  |  |  |  |  |
| 7. Collaboration | | | | | | | | |
| 1. Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. |  |  |  |  |  |  |  |  |
| 1. Promote and advocate the learning and well-being of individuals with exceptionalities across a wide range of settings and a range of different learning experiences |  |  |  |  |  |  |  |  |

1. Each of the program assessment elements should be informed by the appropriate specialty set(s) [↑](#footnote-ref-1)