

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums (most closely aligns with a Mild/Moderate licensure framework)

Standard #1: Foundations

ICC1K1	Models, theories, philosophies, and research methods that provide the basis for special education practice.
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
ICC1K3	Relationship of special education to the organization and function of educational agencies.
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
ICC1K7	Family systems and the role of families in the educational process.
ICC1K8	Historical points of view and contribution of culturally diverse groups.
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
ICC1S1	Articulate personal philosophy of special education.
GC1K1	Definitions and issues related to the identification of individuals with disabilities1/.
GC1K2	Models and theories of deviance and behavior problems.
GC1K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
GC1K4	The legal, judicial, and educational systems to assist individuals with disabilities1/.
GC1K5	Continuum of placement and services available for individuals with disabilities1/.
GC1K6	Laws and policies related to provision of specialized health care in educational settings.
GC1K7	Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities1/.
GC1K8	Principles of normalization and concept of least restrictive environment.
GC1K9	Theory of reinforcement techniques in serving individuals with disabilities1/.
Skills:	None in addition to Common Core

Standard #2: Development and Characteristics of Learners

ICC2K1	Typical and atypical human growth and development.
ICC2K2	Educational implications of characteristics of various exceptionalities.
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
ICC2K4	Family systems and the role of families in supporting development.
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs.
ICC2K6	Similarities and differences among individuals with exceptional learning needs.
ICC2K7	Effects of various medications on individuals with exceptional learning needs.
GC2K1	Etiology and diagnosis related to various theoretical approaches.
GC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.
GC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities1/.
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities1/.
GC2K5	Common etiologies and the impact of sensory disabilities on learning and experience.
GC2K6	Types and transmission routes of infectious disease.
Skills:	None in addition to Common Core

Standard #3: Individual Learning Differences

ICC3K1	Effects an exceptional condition(s) can have on an individual's life.
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
ICC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
GC3K1	Impact of disabilities on auditory and information processing skills.
GC3S1	Relate levels of support to the needs of the individual.

Standard #4: Instructional Strategies

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S1	Use strategies to facilitate integration into various settings.
ICC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.
GC4K1	Sources of specialized materials, curricula, and resources for individuals with disabilities1/.
GC4K2	Strategies to prepare for and take tests.
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities1/.
GC4K4	Prevention and intervention strategies for individuals at-risk for a disability.
GC4K5	Strategies for integrating student initiated learning experiences into ongoing instruction.
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.
GC4K7	Methods for guiding individuals in identifying and organizing critical content.
GC4S1	Use research-supported methods for academic and non-academic instruction of individuals with disabilities1/.
GC4S2	Use strategies from multiple theoretical approaches for individuals with disabilities1/.
GC4S3	Teach learning strategies and study skills to acquire academic content.
GC4S4	Use reading methods appropriate to individuals with disabilities1/.
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities1/.
GC4S6	Modify pace of instruction and provide organizational cures.
GC4S7	Use appropriate adaptations and technology for all individuals with

	disabilities1/.
GC4S8	Resources, and techniques used to transition individuals with disabilities1/ into and out of school and post-school environments.
GC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities1/.
GC4S10	Identify and teach basic structures and relationships within and across curricula.
GC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S15	Teach strategies for organizing and composing written products.
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

Standard #5: Learning Environments and Social Interactions

ICC5K1	Demands of learning environments.
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
ICC5K3	Effective management of teaching and learning.
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
ICC5K5	Social skills needed for educational and other environments.
ICC5K6	Strategies for crisis prevention and intervention.
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
ICC5K9	Ways specific cultures are negatively stereotyped.
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
ICC5S2	Identify realistic expectations for personal and social behavior in various settings.
ICC5S3	Identify supports needed for integration into various program placements.
ICC5S4	Design learning environments that encourage active participation in individual and group activities.
ICC5S5	Modify the learning environment to manage behaviors.
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
ICC5S7	Establish and maintain rapport with individuals with and without

	exceptional learning needs.
ICC5S8	Teach self-advocacy.
ICC5S9	Create an environment that encourages self-advocacy and increased independence.
ICC5S10	Use effective and varied behavior management strategies.
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
ICC5S12	Design and manage daily routines.
ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
ICC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
ICC5S16	Use universal precautions.
GC5K1	Barriers to accessibility and acceptance of individuals with disabilities1/.
GC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities1/.
GC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
Skills:	
GC5S1	Provide instruction in community-based settings.
GC5S2	Use and maintain assistive technologies.
GC5S3	Plan instruction in a variety of educational settings.
GC5S4	Teach individuals with disabilities1/ to give and receive meaningful feedback from peers and adults.
GC5S5	Use skills in problem solving and conflict resolution.
GC5S6	Establish a consistent classroom routine for individuals with disabilities1/.

Standard #6: Communication

ICC6K1	Effects of cultural and linguistic differences on growth and development.
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
ICC6K4	Augmentative and assistive communication strategies.
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

GC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities ^{1/} .
GC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.
GC6K3	Typical language development and how that may differ for individuals with learning disabilities ^{1/} .
GC6S1	Enhance vocabulary development.
GC6S2	Teach strategies for spelling accuracy and generalization.
GC6S3	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.
GC6S4	Teach methods and strategies for producing legible documents.
GC6S5	Plan instruction on the use of alternative and augmentative communication systems.

Standard #7: Instructional Planning

ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7K2	Scope and sequences of general and special curricula.
ICC7K3	National, state or provincial, and local curricula standards.
ICC7K4	Technology for planning and managing the teaching and learning environment.
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
ICC7S4	Use functional assessments to develop intervention plans.
ICC7S5	Use task analysis.
ICC7S6	Sequence, implement, and evaluate individualized learning objectives.
ICC7S7	Integrate affective, social, and life skills with academic curricula.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program.
ICC7S10	Prepare lesson plans.
ICC7S11	Prepare and organize materials to implement daily lesson plans.
ICC7S12	Use instructional time effectively.
ICC7S13	Make responsive adjustments to instruction based on continual observations.
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data.
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7K2	Model career, vocational, and transition programs for individuals with disabilities ^{1/} .
GC7K3	Interventions and services for children who may be at risk for learning disabilities.
GC7K4	Relationships among disabilities and reading instruction.
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3	Plan and implement age and ability appropriate instruction for individuals with disabilities ^{1/} .
GC7S4	Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

GC7S6	Design and implement instructional programs that address independent living and career education for individuals.
GC7S7	Design and implement curriculum and instructional strategies for medical self-management procedures.
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard #8: Assessment

ICC8K1	Basic terminology used in assessment.
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals.
ICC8K3	Screening, pre-referral, referral, and classification procedures.
ICC8K4	Use and limitations of assessment instruments.
ICC8K5	National, state or provincial, and local accommodations and modifications.
ICC8S1	Gather relevant background information.
ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S3	Use technology to conduct assessments.
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
ICC8S9	Develop or modify individualized assessment strategies.
ICC8S10	Create and maintain records.
GC8K1	Specialized terminology used in the assessment of individuals with disabilities1/.
GC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities1/.
GC8K3	Types and importance of information concerning individuals with disabilities available from families and public agencies.
GC8K4	Procedures for early identification of young children who may be at risk for disabilities.
GC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities1/.
GC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities1/.
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities1/.
GC8S4	Assess reliable methods(s) of response of individuals who lack typical communication and performance abilities.
GC8S5	Monitor intragroup behavior changes across subjects and activities.

Standard #9: Professional and Ethical Practice

ICC9K1	Personal cultural biases and differences that affect one's teaching.
ICC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
ICC9K3	Continuum of lifelong professional development.
ICC9K4	Methods to remain current regarding research-validated practice.
ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
ICC9S3	Act ethically in advocating for appropriate services.
ICC9S4	Conduct professional activities in compliance with applicable laws and policies.
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
ICC9S7	Practice within one's skill limit and obtain assistance as needed.
ICC9S8	Use verbal, nonverbal, and written language effectively.
ICC9S9	Conduct self-evaluation of instruction.
ICC9S10	Access information on exceptionalities.
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth.
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
ICC9S13	Demonstrate commitment to engage in evidence-based practice.
GC9K1	Sources of unique services, networks, and organizations for individuals with disabilities1/.
GC9K2	Organizations and publications relevant to individuals with disabilities1/.
GC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities1/.
GC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities1/.

Standard #10: Collaboration

ICC10K1	Models and strategies of consultation and collaboration.
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs.
ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
ICC10S3	Foster respectful and beneficial relationships between families and

	professionals.
ICC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
ICC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
ICC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
ICC10S11	Observe, evaluate and provide feedback to paraeducators.
GC10K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities ^{1/} .
GC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities ^{1/} .
GC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities ^{1/} .
GC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
GC10S1	Use local community, and state and provincial resources to assist in programming with individuals with disabilities ^{1/} .
GC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities ^{1/} .
GC10S3	Teach parents to use appropriate behavior management and counseling techniques.
GC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation

^{1/} Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.