

CEC STANDARDS COVERSHEET CHECKLIST

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<input type="checkbox"/> Program(s) and level(s) included in the program standards,		1
<input type="checkbox"/> Postal address and web-site for obtaining the full copy of the professional association's program standards,		1
<input type="checkbox"/> Name, postal address, telephone number and net address for contact persons who can answer questions related to the CEC submission, and		1
<input type="checkbox"/> Assistance the CEC makes available to assist faculty in interpreting the standards, together with charges, if any, for the materials or assistance.		1
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CEC Initial and Advanced Role Content Standards for the Preparation of Special Educators: Draft

**Submitted To:
National Council for the Accreditation of Teacher Education
Specialty Area Studies Board**

August 2010

Programs and Levels Included in Submission

CEC Standards for the Preparation of Candidates for Initial Special Education Roles and for the Preparation of Candidates for Advanced Special Education Roles

- CEC Initial Special Education Content Standards (Initial Content Standards)
- CEC Advanced Special Education Content Standards (Advanced Content Standards)

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Technical Assistance Support Available:

For all of CEC Content Standards, CEC provides multiple levels of support materials and technical assistance to states and faculty including web-based materials and resources, topical electronic seminars (webinars), On-demand access of recordings webinars, three national workshops annual, technical support at the NCATE AACTE conferences in the spring and fall, and onsite technical support by a cadre of consultants screened for conflict of interest issues. These are widely publicized including the CEC website, the TED website, and various other dissemination venues. The CEC website at www.cec.spd.org/profstandards describes the multiple levels of support available and the varying expense associated with each level.

B. Introduction to CEC Initial and Advanced Special Education Content Standards

A sine qua non of mature professions is a specialized set of knowledge and skills that professional candidates master and use to the benefit of the individuals who the professionals serve. Through credentialing of candidates and accreditation of professional preparation programs, the public is assured that practicing professionals have mastered the essential knowledge and skills to begin safe and effective practice.

The *SASB Policy on Guidelines for Writing and Approval of SPA Standards* retain three distinguishing characteristics from the SASB policy of 2000.

First, CEC standards describe and make *use of the knowledge base*, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise. Each specialty set have a documented literature report that captures and classifies the knowledge base into three groups: research, theory, and practice. In addition, CEC Standards follow and make appropriate use of developments in P-12 and teacher standards adopted by states, or by other SPAs in fields closely related to their own. Examples of this include the revisions to the initial sets, the added specialist sets for teacher leaders, mentoring and induction roles, retention.

Second, CEC standards *focus on student learning* and creation of environments that will foster student learning.

Third, CEC Content standards are written in rich narrative to describe the *knowledge and skills candidates that all special educators should achieve* as they complete their preparation program. In its approach to specialties in special education, CEC add rigorously validated specialty sets of knowledge and skills in response to the specialties used in the profession.

This report describes the specialized knowledge and skills that professional special educators must master embodied in the CEC Initial and Advanced Content Standards. CEC seeks approval for its use of Initial and Advanced Special Education Content Standards in conducting preparation program reviews as a professional association partner of the National Council for the Accreditation of Teacher Education (NCATE). Since 1984 CEC has maintained standards for preparation programs preparing special educators for initial and advanced level practice. In order to address the states' various approaches to credentials, CEC validates and maintains Initial and Advanced Special Education Content Standards each with an array of specialties. These specialties reflect state credentialing models for which CEC reviews preparation programs. Preparation programs submitting professional recognition reports under these specialty areas align their program assessments to either the CEC Initial Content Standards or the CEC Advanced Content Standards.

Until relatively recently, the organized education of individuals with exceptionalities¹ did not exist. Similarly, the field of Special Education is a young and the evolving profession. However the research base of specialized practice is prolific and the knowledge-base of the special education practice is dynamic. While multi-categorical preparation and initial credentialing is becoming the predominate alternative in special education, preparation and credentialing in numerous special education specialty areas remain. While the preparation programs in these specialties and credentials continue, CEC continues to validate the knowledge and skills for beginning safe and effective practice in each of the specialties.

¹ The term "individuals with exceptionalities: as used herein denotes individuals with either disabilities or exceptional gifts and talents.

Based on these rigorously validated knowledge and skill sets for each of the specialties, CEC developed Initial and Advanced Content Standards. The CEC Initial Content Standards and Advanced Content Standards describe in rich narrative the knowledge and skills that all initial and all advanced special educators hold in common (Appendices A and B)

In collaboration NCATE, CEC moved to performance-based assessments in recognizing preparation programs. During this period, CEC developed and began using the CEC Initial Content Standards for performance based program recognition. The initial role specialties are used by programs designed to prepare special educator candidates for an initial credential and practice of special education (Appendix C).

- Initial Special Education Learning Disabilities
- Initial Special Education Early Childhood Intervention
- Initial Special Education Gifts & Talents
- Initial Special Education Deaf & Hard of Hearing
- Initial Special Education Emotional & Behavior Disorders
- Initial Special Education Physical and Health Disabilities
- Initial Special Education Developmental Disabilities & Autism
- Initial Special Education Deafblindness
- Initial Special Education Individualized General Curriculum
- Initial Special Education Individualized Independence Curriculum

For many years, CEC had maintained validated knowledge and skill sets in four advanced specialties. In 2008 to parallel the development of the CEC Initial Content Standards, CEC developed and NCATE approved the use of the CEC Advanced Content Standards. The original four advanced specialties follow.

- Special Education Transition Specialist
- Special Education Administrator
- Special Education Technology Specialist
- Special Education Diagnostic Specialist

Since then, CEC has validated six additional advanced specialties organized under the CEC Advanced Content Standards.

- Special Education Early Childhood Specialist
- Special Education Deaf/Hard of Hearing Specialist
- Special Education Developmental Disabilities & Autism Specialist
- Special Education Gifted & Talented Specialist
- Special Education Inclusion Specialist
- Special Education Learning Disabilities Specialist
- Special Education Physical & Health Disabilities Specialist

The variety of advanced role specialties are used with preparation programs designed to prepare special education professionals who already hold a professional special education credential for safe and effective practice at advanced levels.

In this submission to the NCATE SASB, CEC proposes to continue to review programs at the Initial and Advanced levels, While CEC will continue to review programs at the Content Standard level, reviewers will continue to expect that preparation programs will use the appropriate CEC Content Standards as they are informed by the validated knowledge and skill sets incorporated into their curriculum and that the program assessments will reflect the settings, issues, content, and contexts of the specialties for which the program is preparing candidates.

C. Implementation of the SASB Policy on Guidelines

The SASB 2009 Policy on Guidelines is a set of four principles that address the major aspects of knowledge and skills that candidates need by the conclusion of their preparation. The principles are intended to serve as a concept-driven structure, or organizing framework.

CEC recognizes and supports the SASB approach to the four principles and in the need for NCATE's professional association partners to use a common structure and increase consistency. As reflected in appendices 1 and 2, CEC has aligned its Initial and Advanced Content Standards to the structure in the SASB task force report. Almost ten years ago CEC explicitly aligned its Initial Content Standards to the 10 principles used by the Interstate Teaching and Assessment Consortium (INTASC). Serendipitously, the structure adopted by the SASB task force also aligns with the INTASC principles. CEC has followed the SASB lead in reorganizing the Initial Content Standards into seven content standards under the four SASB principles with twenty-eight elements as displayed in the following table.

Table 1.1: Proposed CEC Initial Content Standards

SASB Principles	Proposed CEC Initial Content Standards	INTASC principles
CONTENT KNOWLEDGE	1. Foundations & Curricular Content Knowledge	1. Central concepts, tools of inquiry, and structures of the discipline(s)
CONTENT PEDAGOGY	2. Human Development, Characteristics of Learners, and Individual Learning Differences	2. Child learning and development 3. Students differences
LEARNING ENVIRONMENTS	3. Instructional Strategies, Language, and Instructional Planning 4. Learning Environments & Social Interactions 5. Assessment	4. Instructional strategies 5. Learning environment & positive social interaction 6. Verbal, nonverbal, and media communication 7. Instruction planning 8. Formal and informal assessment strategies
PROFESSIONAL K&S	6. Professional & Ethical Practice 7. Collaboration	9. Reflective practitioner evaluates the effects of actions 10. Relationships to support students' learning.

In the effort to clarify and strengthen the focus on curricular content knowledge, CEC is revising its Standard 1, Foundations & Curricular Content Knowledge.

Likewise CEC has reorganized its Advanced Content Standards within the structure provided in the SASB report as displayed in following Table

Table 1.2: CEC Advanced Content Standard Corresponding to the SASB Guiding Principles and NBPTS Core Principles

NCATE/SASB Guiding Principles	CEC Advanced Content Standards	NBPTS Core Propositions

1. Content Knowledge	7. Foundations and Content Knowledge	1: Teachers are Committed to Students and Their Learning 2: Teachers Know the Subjects They Teach...
2. Content Pedagogy	4. Individual and Program Evaluation	2. ...and How to Teach Those Subjects.
3. Learning Environments	2. Program Development & Organization 3. Research and Inquiry	3: Teachers are Responsible for Managing and Monitoring Student Learning. 4: Teachers Think Systematically about Their Practice and Learn from Experience.
4. Professional Knowledge and Skill	1. Leadership and Policy 5. Professional Development and Ethical Practice 6. Collaboration	5: Teachers are Members of Learning Communities.

D. Decisions on Waivers

In response to the multiple transitions and restructuring requirements, in 2009 CEC requested a delay of one year in submitting this program standards proposal.

E. Potential Duplication and Overlap

The CEC Initial and Advanced Content Standards are focused on programs preparing special educators for initial and advanced practice. In two areas CEC maintains agreements with other professional association partners to assist program faculty in developing reports and avoid duplication of effort. At the early childhood level, some preparation programs prepare initial level early childhood special educators in what are referred to as “blended” programs. In response to this CEC has developed and implemented special procedures for these programs in collaboration with NAEYC.

In the area of gifted and talented teacher preparation programs, even prior to NAGC joining NCATE, CEC collaborated with NAGC to develop a single joint set of standards for these programs. When NAGC became a partner with NCATE, these collaboratively developed standards provided the basis upon which joint program review procedures were developed.

While CEC recognizes that all educational disciplines share common professional knowledge, they also have separate complementary specialized knowledge and skills. As NCATE’s professional association partner for special educators, the CEC Initial and Advanced Content Standards are designed for programs preparing special educators to work in collaboration with these professional colleagues.

No other program standards duplicate or overlap with other NCATE professional association partner standards.

F. Training for Faculty and States

CEC provides multiple levels of support materials and technical assistance to states and faculty including web-based materials and resources, topical electronic seminars (webinars), On-demand access of recordings webinars, three national workshops annual, technical support at the NCATE AACTE conferences in the spring and fall, and onsite technical support by a cadre

of consultants screened for conflict of interest issues. These are widely publicized including the CEC website, the TED website, and various other dissemination venues. The CEC website at www.cec.sped.org/prostandards/TA describes the multiple levels of support available and the varying expense associated with each.

- Live and On-demand access to webinars
- National workshops
- Onsite and electronic technical support
- On-request Q&A

G. Analysis of Differences from Current Standards

Until relatively recently, the organized education of individuals with exceptionalities did not exist. Similarly, the field of Special Education is relatively young and the profession is evolving. However the research base of specialized practice is prolific and the knowledge-base of the special education practice is dynamic.

While multi-categorical preparation and initial credentialing is becoming the predominate alternative in special education, preparation and credentialing in numerous special education specialty areas remain. While these specialty area preparation programs and credentials continue, CEC continues to validate the knowledge and skills for beginning safe and effective practice in each of the specialty areas.

To organize the field and support efficient planning and development of special education preparation programs, CEC developed initial and Advanced Content Standards based on the K&S specialty sets. Undergirding each of initial and advanced content standards are rigorously validated knowledge and skill sets. Alternatively, the CEC Initial Content Standards and Advanced Content Standards describe in rich narrative the knowledge and skills that all initial and all advanced special educators hold in common.

As CEC moved to a performance-based approach to recognizing preparation programs with NCATE, CEC developed and began using the Initial Content Standards for performance based program recognition.

In 2006 CEC developed and in 2008 NCATE approved the use of the CEC Advanced Content Standards. At that time only four advanced specialties sets had been validated.

- Special Education Transition Specialist
- Special Education Administrator
- Special Education Technology Specialist
- Special Education Diagnostic Specialist

Since 2006 CEC has validated an additional six advanced specialties.

- Special Education Early Childhood Specialist
- Special Education Deaf/Hard of Hearing Specialist
- Special Education Developmental Disabilities & Autism Specialist
- Special Education Gifted & Talented Specialist
- Special Education Inclusion Specialist
- Special Education Learning Disabilities Specialist
- Special Education Physical & Health Disabilities Specialist

In this submission, CEC proposes to continue to review programs at the Content Standard level, While CEC will continue to review programs at the Content Standard level, **not** at the Knowledge and Skill set level, reviewers will continue to expect that programs will incorporate the knowledge and skills into their curriculum and that the program assessments reflect the

settings, issues, content, and contexts of the area of specialization for which the program is preparing candidates.

These specialty area sets also remain very helpful to preparation programs for development and improvement.

While CEC uses the same differentiation of initial and advanced *programs* (emphasis added), CEC also differentiates initial and advanced *standards* (emphasis added). Programs that prepare candidates for their first special education license use the CEC Initial Content Standards regardless of whether the preparation program is at the graduate or undergraduate level. Programs preparing candidates already credentialed in special educators use the CEC Advanced Content Standards. Appendix B displays a chart to help program faculty which program standards to use with their program(s).

In 2003 CEC began adding a literature report for each of the K&S sets upon which the CEC Content Standards are built. The literature reports document the professional knowledge of each of the knowledge and skills organized into research-based, literature-based, and practice-based knowledge. Each of these reports is available at www.cec.sped.org/profstandards.

In 2003 CEC also began actively seeking external organizations with which to collaborate in its validation studies. This has resulted in numerous K&S specialty sets that are collaboratively shared by CEC and these external partners.

H. Development of CEC Initial and Advanced Content Standards

CEC has a rigorous process for the development and validation of its standards. This process, described below, is disseminated publicly, and published in *What Every Special Educator Must Know: The Standards for the Preparation and Licensure of Special Educators*. CEC carries out the development of professional standards through the oversight of the Professional Standards and Practice Standing Committee (PSPSC), a CEC Board of Directors Committee, and its relevant subcommittees, especially the Knowledge and Skills Subcommittee (KSS).

The KSS is made up of representatives of each of the 17 CEC national divisions as well as representation of the external collaborating partners as discussed above. Each Division representative has been selected by the Division to represent its specialty area content expertise. Each representative maintains communication with the governing board of the Division and usually serves as the Chair of the Professional Standards or Professional Development Committee for that division. Members of the K&S committee represent the cumulative research and knowledge base in their particular area.

The following process is used for validating knowledge and skill sets.

- A. In collaboration with relevant CEC divisions/units, the KSS gathers materials from literature; state, provincial, and local governments; institutions of higher education; and professional literature, etc.
- B. The KSS then identifies and organizes the knowledge and skills statements into major categories.
- C. The proposed knowledge and skills statements are included in a survey that is sent to a stratified random sample of the CEC membership with at least 50% of the sample being CEC members currently working in a position directly relevant to the knowledge and skills being validated.
- D. Next, the KSS reviews the survey data, selects knowledge and skill statements validated by the survey, and submits their recommendations to the PSPSC.
- E. The PSPSC reviews the recommendations from the KSS and makes a determination regarding the Knowledge and Skills.
- F. The PSPSC communicates its decisions to the CEC Assistant Executive Director for

Professional Standards and Practice, to the CEC Executive Director, and to the CEC Board of Directors.

The following validation process is used for revalidating the knowledge and skills sets.

- A. Any member or recognized unit within or outside CEC may recommend amendments to the knowledge and skill bases by submitting the request to the Special Assistant to the Executive for Professional Standards and Practice at CEC headquarters.
- B. The PSPC reviews the amendments and determines whether to consider them for validation or reject them.
- C. If accepted, the proposed amendments are published in a CEC publication, and sent to the KSS for validation.
- D. The KSS prepares a survey containing the proposed amendments and sends the survey to a stratified random sample of the CEC membership with at least 50% of the sample being CEC members currently working in a position directly relevant to the knowledge and skills.
- E. The KSS reviews the survey data, selects the amended knowledge and skill statements validated by the survey, and submits these as recommendations to the PSPC.
- F. The PSPC reviews the results of the process and makes a determination regarding the amendments.
- G. The PSPC communicates its decisions to the CEC Assistant Executive Director for Professional Standards and Practice, to the CEC Executive Director, and to the CEC Board of Directors.

The Initial and Advanced Content Standards each describe in rich narrative the knowledge and skills that all initial and all advanced special educators hold in common. They were each systematically developed by the Knowledge and Skills Subcommittee with the oversight of the PSPC. The content standards were written in complex rich narrative to reflect the knowledge and skills in each of the represented specialty area sets.

Soliciting and responding to comments

During the fall 2010 CEC will post the existing and revised standards to a website and solicit comments about their current specialty program standards from NCATE, other specialized professional associations, institutions, and states. CEC will coordinate with NCATE staff to help them take timely steps to alert both SPAs and SASB that Board comments are required at the beginning of standards development, to bring to the Board's attention any comments NCATE has received from other individuals or organizations, and to provide observations from their own experience that are pertinent to SPA standards revisions.

Drawing on developments in the SPA's field

Section 2 of *What Every Special Educator Must Know*, describes major developments in the preparation of special educators and how CEC has and is responding to these issues and developments.

Using the knowledge base

As noted in section xx each of the CEC rigorously validated specialty sets in accompanied by a literature report that categorizes the knowledge base into empirical, theoretical, and practice based literature. These knowledge bases are explicitly used as an explicit step in the validation of specialty sets and these validation sets in turn explicitly inform the CEC Content Standards. Explicit research references are provided for each of the specialty sets at www.cec.sped.org/prostandards.

Developing consensus

CEC uses a highly collaborative open process to validate the specialty standards and to develop the Initial and Advanced Content Standards. First, CEC has adopted the practice of inviting external professional associations to join actively with CEC in collaboratively validating specialty sets.

In addition, every validation study explicitly incorporates a survey of a broad intentional sample of educators, teacher educators, and administrators as appropriate to the specialty.

Finally, each validation study is overseen by the CEC Board Professional Standards and Practice Committee, and is checked at least two points by the CEC Knowledge and Skills Subcommittee to assure that the sets are not duplicative and that the sets are written in clear and consistent style.

In appendix xx are several examples that include a description of the processes used to gather input from various constituencies; a summary of the constituencies from whom input was solicited; samples of any form(s) used; a summary of respondents and their input; and an overview of how the input was used by the SPA in the final standards development.

I. The CEC Initial and Advanced Content Standards

The CEC Initial and Advanced Content Standards, that are the focus of this report, are located in Appendix A and B respectively. In addition, both the CEC Initial and Advanced Content Standards are on the website at www.cec.sped.org/prostandards and published in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators* (6th edition). The specialty area CEC Knowledge and Skill Sets are also available on the website at www.cec.sped.org/prostandards and published in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators* (6th edition). This publication is available in PDF www.cec.sped.org/prostandards at no cost and can be purchased in print on the website, by phone, 1-800-CEC-SPED, or by mail at CEC 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704. A gratis print copy of this publication has been sent to all state special education directors, state teacher education and certification directors, state part c directors, heads of the state education committee legislators, and state governors.

The Initial Content Standards, located in appendix A, have been reorganized as required under the four principles with seven standards and twenty-eight elements.

The Advanced Content Standards, located in appendix B, have been reorganized as required under the four principles with seven standards and twenty-eight elements.

Each of the content standards has a brief paragraph in rich narrative that contextualizes the elements. Dispositions, although not specifically delineated, permeate the standards and can be seen clearly in the rich narratives. The Initial Content Standards and Advanced Content Standard clearly delineate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn in initial and advanced special education roles.

J. Under the NCATE/State Partnerships, the CEC procedure for:

1. Comparing degree of alignment between state standards and CEC NCATE-approved program standards

On request from NCATE to review a state's standards under the partnership agreement, CEC obtains the evidence provided by the state and the NCATE State Partnership Program Standards Alignment Form at the initial and advanced levels to analyze the degree of alignment between state standards and CEC NCATE-approved program standards systematically. In its communications with states, CEC uses this opportunity to invite communication and collaboration.

2. Nominating a pool of reviewers who are experienced in application of CEC's standards and who have experience and/or training in state practices, policies, procedures, lawmaking and regulation by which standards are prepared and administered

CEC receives between 2 to 5 state partnership reviews per year. Routinely, the review is conducted by Dr. Richard Mainzer, the Special Asst to the CEC Executive for Professional Standards and Practice. If he is not available for a timely review the team of CEC auditors is checked for availability and for conflict of interest. Then an auditor is selected and the material is sent to the respective CEC program auditors for review. All of these individuals possess a deep background in application of CEC's standards and who have substantial experience and/or training in state practices, policies, procedures, lawmaking and regulation by which standards are prepared and administered. In appendix F is the list of CEC Auditors and a brief resume for each.

In developing this draft, CEC just became aware of the NCATE expectation to nominate a pool of reviewers and has taken action to comply by submitting nominations to NCATE.

3. Quality assurance in selection, training, and evaluation of state partnership standards reviewers, and procedures to avoid conflicts of interest or bias

The procedures described above assure that reviewers are carefully selected, thoroughly experienced, and free of conflicts or bias. Moreover, the group of auditors conducts periodic reviews of themselves and preparation program reviewers. Each individual also conducts training, technical assistance, or updates of program, reviewers, and program developers.

4. Responding to state requests in a collaborative and collegial manner especially during development of state standards, and by identifying points of contact and training opportunities

CEC remains continuously available and collegially responsive to requests for technical assistance and support especially during development of state standards, and by identifying points of contact and training opportunities.

Dr. Richard Mainzer, CEC Special Liaison for Professional Standards and Practice personally attends meetings such as the annual meeting of the National Association of State Directors of Teacher Education and Certification, the ETS sponsored Praxis II client conferences, and the NCATE AACTE State Partnership conference.

In addition, CEC sends the State Directors of Teacher Education and Certification a gratis copy of *What Every Special Educator Must Know* with an invitation to seek collaborative support.

CEC maintains a separate email, prostandards@cec.sped.org and invites phone contacts for questions and technical assistance.

K. CEC procedures for selection, training, and evaluation of program reviewers and representation of diversity within the profession

Selection With the variety of state approaches to licensing, endorsement, and certification each semester CEC has a large number of programs to review. Consequently, CEC maintains a large and active group of program reviewers (*What Every Special Educator Must Know*, page XVII). At present the number is just over one hundred twenty. Even with this large demand, CEC requires each review to submit an application (Appendix G) that is individually screened. If the applicant is accepted, the individual is notified of the variety of upcoming training alternatives.

Training For the convenience of potential reviewers, CEC provides different formats for training program reviewers. Twice annually at the TED Convention and at the CEC Convention,

CEC provides at no cost a full day of training in a collegial context. In addition, CEC offers online webinars in conjunction with high quality coaching to prepare reviewers who cannot take advantage of the other training opportunities.

Evaluation In addition to the formative evaluation of reviewer candidates, CEC provides periodic updates to highlight how reviews can be improved. Significantly, each program report is reviewed by CEC auditors, and the reviewers are given individual formative feedback, as appropriate. Finally, CEC reviews its reviewer database periodically and removes individuals who do not agree to review or who for other relevant reasons.

Diversity Representation The commitment of CEC to achieving representative diversity within the reviewer ranks remains a high priority. Every contact with individuals with diverse backgrounds is an opportunity to encourage their application to become a reviewer. The contacts are both systematic as invitations to individuals through the CEC divisions, and personal with individuals. CEC conducts an annual review of its diversity representation on its committees and subcommittees, CEC has added a self-disclosure statement for reviewers to facilitate an annual diversity review of the of the program reviewer pool.

DRAFT

L. Optional supplemental document (Appendices)

APPENDICES
(Optional supplemental documents)

DRAFT

Appendix A: Special Education Initial Content Standards

Introduction

This document outlines the proposed reorganization of the CEC Content Standards for preparation of candidates for initial roles in special education (Initial Content Standards). As required by the NCATE SASB, the Initial Content Standards are reorganized from ten to seven and are coordinated with the four SASB principles. Some years ago, CEC explicitly coordinated its ten Initial Content Standards with the ten INTASC standards. Therefore when the SASB coordinated their four organizing principles to the INTASC this allowed CEC to keep the overall coordination of its ten Initial Content Standards, and reduce the ten to seven Initial Content Standards as required by the SASB. To accomplish the reduction CEC has combined **Development & Characteristics of Learners, & Individual Learning Differences** into Initial Content Standard 2, **Instructional Strategies, Language, & Planning** into Initial Content Standard 3, and **Ethics & Professional Practice** into Initial Content Standard 9. The CEC Initial Content Standards retain intact **Learning Environments, Assessments, and Collaboration**. Finally, proposed CEC Content Standard 1 combines **Foundations** with language from the CEC policy that addresses academic content knowledge. Table 1.1 outlines the proposed reorganization and compares them to the SASB principles, the ten existing CEC Initial Content Standards, and the INTASC principles.

Table 1.1: Proposed CEC Initial Content Standards

SASB Principles	Existing CEC Initial Content Standards	Proposed CEC Initial Content Standards	INTASC principles
<p>1 CONTENT KNOWLEDGE Candidates' knowledge of content they plan to teach or to use as other school professionals and their ability to explain important principles and concepts delineated in professional standards. Also, proficiencies that candidates should acquire in their specialty field about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In-depth knowledge of content that will help all students meet standards for P-12 education; <input type="checkbox"/> The central concepts, tools of inquiry, and structures; and <input type="checkbox"/> National P-12 standards and state student curriculum standards. 	<p>0. General & Special Curricular Content</p> <p>1. Foundations</p>	<p>1. Foundations & Curricula Content Knowledge</p>	<p>1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</p>
<p>2 CONTENT PEDAGOGY Candidates' knowledge and skills in effective teaching strategies that make the discipline comprehensible to P-12 students or effective practices that permit other school professionals to be successful in their chosen field. Also, proficiencies that candidates should acquire in their specialty field about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How students develop and learn; <input type="checkbox"/> Students' diversity and differing approaches to learning; <input type="checkbox"/> Cultural influences on learning; <input type="checkbox"/> Students' preconceptions that must be engaged for effective learning; and <input type="checkbox"/> Standards-based instruction, assessment, and learning as practiced in schools 	<p>2. Development & Characteristics of Learners</p> <p>3. Individual Learning Differences</p>	<p>2. Development & Characteristics of Learners and Individual Learning Differences</p>	<p>2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>

<p>3 LEARNING ENVIRONMENTS Candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair, and effective learning environments for all students. Also, proficiencies that candidates should acquire in their specialty field about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual and group motivation for a disciplined learning environment and engagement in learning; <input type="checkbox"/> Assessment and analysis of student learning, making appropriate adjustments in instruction, and monitoring student progress to assure meaningful learning experiences for all students; and <input type="checkbox"/> Use a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving, and performance skills. 	<p>4. Instructional Strategies 5. Learning Environments & Social Interactions 6. Language 7. Instructional Planning 8. Assessment</p>	<p>3. Instructional Strategies, Language, and Instructional Planning 4. Learning Environments & Social Interactions 5. Assessment</p>	<p>4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>
<p>4 PROFESSIONAL K&S Candidates' knowledge of professional practices in their field and readiness to apply them. Also, proficiencies that candidates should acquire in their specialty field about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engagement in professional experiences, and reflection on them to enhance each candidate's professional growth; <input type="checkbox"/> Understanding and ability to demonstrate a commitment to equitable and ethical treatment of all students and colleagues; <input type="checkbox"/> Knowledge of the collaborative roles of other school professionals and readiness to work with colleagues, families, and community agencies; and <input type="checkbox"/> Ability to identify opportunities for collaborative and leadership roles as members of teams. 	<p>9. Professional & Ethical Practice 10. Collaboration</p>	<p>6. Professional & Ethical Practice 7. Collaboration</p>	<p>9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>

Next, the proposed reorganized and embedded Initial Content Standards are described in rich narrative and the twenty-seven essential conceptual elements are listed in tabular format directly below each Content Standard

Proposed CEC Initial Level Field-based Practicum Standard

Faculty from the education school and the P-12 school are mutually involved in designing, implementing, and evaluating each other's programs; participating in each other's professional development activities; and adapting instructional programs for candidates and for pupils. The partners share expertise and integrate resources to support learning of teacher candidates. School-based faculty members are selected for their expertise, experience with the individuals and services for which the candidate is preparing. School-based faculty members are trained mentors skilled in supporting the learning of candidates. Ideally, they work with each candidate for the duration of a candidate's clinical experience. Like their School-based faculty partners, university-based faculty members are specifically selected for their expertise and experience with the individuals and services for which the candidate is preparing. They work collaboratively

with school-based faculty members in designing, implementing, assessing, and revising candidates' clinical preparation. These university-based faculty members, like school-based faculty members, effectively communicate with and support candidates in the practicum.

Excellent "placement schools" are selected as intellectually rich sites for observation and learning. Sites are mutually developed and enhanced over time through the building of strong relationships between the teacher development faculties of the school and the university. Sites are screened for their potential to demonstrate specific practices expertly with the individuals and services for which the candidate is preparing. The partners ideally determine the specific placement of teacher candidates jointly, to provide appropriate learning experiences and share expertise to support candidate learning. Placements are well-supervised and mentored by skilled school-based faculty members and offer opportunities for a variety of well-structured experiences on the part of the candidate.

A jointly designed practicum curriculum links theory to practice and provides carefully scaffolded, graduated responsibilities for prospective teachers. Candidates are guided through in-school assignments that develop candidates' knowledge and skills. The practicum includes ongoing evaluation and assessment of candidates' performance as they interact with, instruct, guide, correct, and support students in real time. Candidates participate in school-embedded clinical work throughout their program. The practicum is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

Ideally, the program is designed around a full-year practicum experience. At a minimum, the program requires candidates to complete a full semester practicum for each area for which the program is preparing the candidate.

SASB Principle 1 Content Knowledge

Proposed CEC Initial Standard 1 Foundations & Curricula Content Knowledge²

Special educators understand the field as an evolving and changing discipline based on philosophies, **evidence-based principles and theories, relevant laws and policies, diverse and historical points of view**, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.**

² Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

The program assesses beginning Special Educators:
1. Knowledge of relevant philosophies, theories, laws, policies, and the issues of human diversity
2. Knowledge of principles of evidence-based practice
3. Knowledge of the issues in the organization of special education services and their relationship to the organization schools
4. Use this knowledge to construct their own understandings and philosophies of special

All special educators have a **solid grounding in the liberal arts curriculum ensuring proficiency in reading, written and oral communications, calculating, problem solving, and thinking.**

Special educators work within the limits of their professional knowledge and skill. They know when to request the consultation and support of their general colleagues who have additional expertise in a specific content area. Special educators **demonstrate in their planning and teaching, a solid base of understanding of the general content area curricula³ sufficient to collaborate with general educators** in:

- Teaching or co-teaching academic subject matter content of the general curriculum to Individuals with exceptionalities across a wide range of performance levels.
- Designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

Because of the significant role that content specific subject matter knowledge plays at the secondary level, special education teachers routinely teach secondary level academic subject matter content classes in consultation or collaboration with one or more general education teachers appropriately licensed in the respective content area. When special education teachers assume sole responsibility for teaching a general curriculum academic subject matter class at the secondary level, the special educators possess a solid subject matter content knowledge base sufficient to assure the students can meet state curriculum standards.

³ As used the phrase, “academic subject matter content of the general curriculum”, means the content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts. It does not per se include the additional specialized knowledge and skill that special educators must possess in areas such as reading, writing, and math.

education practice
5. Use of solid grounding in the liberal arts curriculum to demonstrate proficiency in reading, written and oral communications, calculating, problem solving, and thinking
6. Use of knowledge of the general curricula to provide individualized instructional content to individuals with exceptionalities
7. Use of supplementary curricular content to individualize meaningful and challenging learning to individuals with exceptionalities

Special educators know and **use the supplementary curricula, e.g. academic, strategic, social, emotional, and independence curricula, to individualize meaningful and challenging learning to individuals with exceptionalities.**

SASB Principle 2 Content Pedagogy

Proposed CEC Initial Standard 2 Development, Characteristics, & Individual Learning Differences of Learners⁴

Special educators know and **demonstrate respect for their students first as unique human beings.** Special educators **understand the similarities and differences in human development** and the characteristics between and among individuals with and without exceptionalities. Moreover, special educators understand **how exceptional conditions can interact with the domains of human development and impact their families, and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptionalities.** Special educators understand how the experiences of individuals with exceptionalities can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special educators **understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.** Special educators understand that the **beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.** Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the **foundation upon which special educators individualize instruction to provide meaningful and challenging learning** for individuals with exceptionalities.

The program assesses beginning Special Educators:
8. Knowledge the 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

⁴ Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

community.
9. Use this knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities

SASB Principle 3 Learning Environments

Proposed CEC Initial Standard 3 Instructional Strategies, Language, & Individualized Instructional Planning⁵

Special educators possess a **repertoire of evidence-based instructional strategies to individualize instruction** for individuals with exceptionalities. Special educators select, adapt, and use these instructional strategies to **promote positive learning results in general and special curricula and to modify learning environments** for individuals with exceptionalities appropriately. They **enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem**. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span.

Individualized decision-making and instruction is at the center of special education practice. Special educators **develop long-range individualized instructional plans** anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected **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. Individualized instructional plans **emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization**. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as **transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts**. Special educators are comfortable **using appropriate technologies to support instructional planning and individualized instruction**.

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with exceptionalities. Special educators are **familiar with augmentative and alternative communication systems, and assistive technologies to support and enhance communication** of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency

⁵ Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as ^{well} as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

The program assesses beginning Special Educators:
10. Knowledge of augmentative and alternative communication systems, and other assistive technologies to support and enhance communication and learning of individuals with exceptional needs
11. 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
12. 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
13. Modify individualized instructional plans based on ongoing analysis of the individual's learning progress.
14. 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

and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not English.

15. Use technologies to support assessment, instructional planning, and individualized instruction

Proposed CEC Initial Standard 4 Learning Environments⁶

Special educators **actively create learning environments** for individuals with exceptionalities that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptionalities. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to **encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities. Special educators help their general education colleagues integrate individuals with exceptionalities in general education environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions with individuals with exceptionalities to help them to respond effectively to current expectations**. When necessary, special educators can **safely intervene with individuals with exceptionalities in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators** and others, such as classroom volunteers and tutors.

The program assesses beginning Special Educators:

16. 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.

17. Intervene safely with individuals with exceptionalities in crisis

18. Provide guidance and direction to paraeducators and others

Proposed CEC Initial Standard 5 Assessment⁷

Assessment is integral to the decision-making and teaching of special educators and special educators **use multiple types of assessment information for a variety of educational decisions**. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators **understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, individualized instruction, learning, and placement** for individuals with exceptionalities, including those from culturally and linguistically diverse

⁶ Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

⁷ Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

backgrounds. Special educators **understand measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators **collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making**. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities. Special educators use assessment information to **identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs**. Special educators **regularly monitor the progress** of individuals with exceptionalities in general and special curricula. Special educators **use appropriate technologies to support their assessments**.

The program assesses how well beginning Special Educators:
19. 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
20. Participate on multidisciplinary child-study teams and practice in ways to assure non-biased assessments and decision-making
21. 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
22. Regularly monitor the progress of individuals with exceptionalities in general and special curricula, and adjust instruction

SASB Principle 4 Professional Knowledge and Skill

Proposed CEC Initial Standard 6 Ethics & Professional Practice⁸

Special educators are **guided by the profession’s ethical principles and professional practice standards**. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Special Educators **demonstrate in their professional practice mastery of the CEC Initial Common Core Knowledge and Skills and the CEC Initial Specialty Area(s) Knowledge and Skills appropriate to their area(s) of professional practice**. Their practice requires ongoing **attention to legal matters along with serious professional and ethical considerations**. Special educators **engage in professional activities and participate actively in professional learning communities** that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth. **Special educators view themselves as lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that

⁸ Beginning special educators demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with exceptionalities and their families. Special educators actively plan and engage in activities that foster their professional growth and **keep them current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

The program assesses beginning Special Educators:
23. 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.
24. 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,
25. Engage in professional activities and participate in professional communities that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth.
26. Demonstrate mastery of the CEC Knowledge and Skills sets appropriate to the area(s) of professional practice.

Proposed CEC Initial Standard 7 Collaboration⁹

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways** to help assure that the needs of individuals with exceptionalities are addressed throughout schooling. Additionally, special educators use collaboration to **facilitate successful transitions of individuals with exceptionalities across settings and services**. Moreover, special educators embrace their special role as advocate for individuals with exceptionalities. Special educators **promote and advocate the learning and well-being of individuals with exceptionalities across a wide range of settings and different learning experiences**. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptionalities. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptionalities.

The program assesses beginning Special Educators:
27. Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
28. 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

⁹ Beginning special educators demonstrate mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets

Table 2.1: Program Reviewer Rubric

CEC Standard	Rating	Rating Criteria
Not Met	Not addressed	<ul style="list-style-type: none"> <input type="checkbox"/> The program identified assessment(s) does not address the CEC standard at all OR <input type="checkbox"/> The program identified assessment(s) lacks all of the following: adequate description, scoring rubric, and aggregate candidate scores.
Met with Condition(s)	Inadequately addressed	<ul style="list-style-type: none"> <input type="checkbox"/> The program identified assessment(s) lacks adequate description, scoring rubric, OR <input type="checkbox"/> The program identified assessment(s) lacks adequate aggregate candidate scores OR <input type="checkbox"/> The program identified assessment(s) does not address the CEC standard with sufficient breadth and depth.
Met with Condition(s)	Appropriately addressed, without successful outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> The description, scoring rubric, and aggregate candidate scores for the program identified assessment(s) are present; <input type="checkbox"/> AND the program identified assessment(s) addresses the CEC standard with sufficient breadth and depth <input type="checkbox"/> BUT the aggregated scores of the candidates on the program identified assessment(s) do not demonstrate that candidates master the CEC standard.
Met	Appropriately addressed, with successful outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> The program identified assessment(s) and the scoring rubric provide candidates the opportunity to demonstrate mastery the CEC standard; <input type="checkbox"/> AND the program identified assessment(s) addresses the CEC standard with sufficient breadth and depth <input type="checkbox"/> AND the aggregated scores demonstrate candidates' mastery the CEC standard.
	Addressed to an exemplary level, with successful outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> The program identified assessment(s) and the scoring rubric provide candidates the opportunity to demonstrate their mastery the CEC standard; <input type="checkbox"/> AND the aggregated scores of the candidates demonstrate that candidates' mastery the CEC standard; <input type="checkbox"/> AND candidates receive formative feedback, and reflect on the CEC standard to support mastery of the CEC standard.

Table 2.2: Clinical Preparation Rubric¹⁰

Components	NOT MET	MET	IDEAL (MET)
School-university partnerships	<p>Faculties from the education school and the P-12 schools are:</p> <p>NOT mutually involved in designing, implementing, and evaluating each other's programs;</p>	<p>Faculties from the education school and the P-12 schools are:</p> <p>mutually involved in designing, implementing, and evaluating each other's programs;</p> <p>OR</p> <p>mutually participate in each other's professional development activities;</p> <p>OR</p> <p>mutually adapt instructional programs for candidates and for pupils;</p> <p>OR ,</p> <p>Partners share expertise and integrate resources to support the learning of teacher candidates.</p>	<p>Faculties from the education school and the P-12 schools are:</p> <p>mutually involved in designing, implementing, and evaluating each other's programs;</p> <p>AND</p> <p>mutually participate in each other's professional development activities;</p> <p>AND</p> <p>mutually adapt instructional programs for candidates and for pupils;</p> <p>AND ,</p> <p>Partners share expertise and integrate resources to support the learning of teacher candidates.</p>
Clinical teachers	<p>School-based clinical teachers are NOT selected for their expertise, experience with the individuals and services for which the candidate is preparing.</p> <p>OR</p> <p>Clinical teachers are trained mentors skilled in supporting the learning of candidates.</p>	<p>School-based clinical teachers are selected for their expertise, experience with the individuals and services for which the candidate is preparing.</p> <p>AND</p> <p>Clinical teachers are trained mentors skilled in supporting the learning of candidates.</p>	<p>School-based clinical teachers are selected for their expertise, experience with the individuals and services for which the candidate is preparing.</p> <p>AND</p> <p>Clinical teachers are trained mentors skilled in supporting the learning of candidates</p> <p>AND</p> <p>Ideally, they BOTH work with each candidate for the full duration of the</p>

¹⁰ Based on The Clinical Preparation of Teachers: A Policy Brief. AACTE 2010

			clinical experience.
Coordinating faculty partners	<p>Like their clinical teacher partners, coordinating faculty partners are NOT specifically selected for their expertise and experience with the individuals and services for which the candidate is preparing.</p> <p>.</p>	<p>Like their clinical teacher partners, coordinating faculty partners are specifically selected for their expertise and experience with the individuals and services for which the candidate is preparing.</p> <p>AND</p> <p>These faculty partners, like clinical teachers, effectively communicate with and support candidates in the clinical preparation.</p>	<p>Like their clinical teacher partners, coordinating faculty partners are specifically selected for their expertise and experience with the individuals and services for which the candidate is preparing.</p> <p>AND</p> <p>They work collaboratively with clinical teachers in designing, implementing, assessing, and revising candidates' clinical preparation.</p> <p>AND</p> <p>These faculty partners, like clinical teachers, effectively communicate with and support candidates in the clinical preparation.</p>
Clinical schools	<p>Sites are NOT mutually developed and enhanced over time through the building of strong relationships between the teacher development faculties of the school and the university.</p> <p>AND</p> <p>Sites are NOT screened for their potential to demonstrate specific practices expertly with the individuals and services for which the candidate is preparing.</p>	<p>Sites are mutually developed and enhanced over time through the building of strong relationships between the teacher development faculties of the school and the university.</p> <p>AND</p> <p>Sites are screened for their potential to demonstrate specific practices expertly with the individuals and services for which the candidate is preparing.</p>	<p>Only excellent "placement schools" are selected as intellectually rich sites for observation and learning.</p> <p>AND</p> <p>Sites are mutually developed and enhanced over time through the building of strong relationships between the teacher development faculties of the school and the university.</p> <p>AND</p> <p>Sites are screened for their potential to</p>

			demonstrate specific practices expertly with the individuals and services for which the candidate is preparing.
Clinical placements	<p>The partners ideally determine the specific placement of teacher candidates jointly, to provide appropriate learning experiences and share expertise to support candidate learning.</p> <p>AND</p> <p>Placements are well-supervised and mentored by skilled clinical teachers and offer opportunities for a variety of well-structured experiences on the part of the candidate.</p>	<p>The partners ideally determine the specific placement of teacher candidates jointly, to provide appropriate learning experiences and share expertise to support candidate learning.</p> <p>AND</p> <p>Placements are well-supervised and mentored by skilled clinical teachers and offer opportunities for a variety of well-structured experiences on the part of the candidate.</p>	<p>The partners ideally determine the specific placement of teacher candidates jointly, to provide appropriate learning experiences and share expertise to support candidate learning.</p> <p>AND</p> <p>Placements are well-supervised and mentored by skilled clinical teachers and offer opportunities for a variety of well-structured experiences on the part of the candidate.</p>
School-based clinical curriculum	<p>A jointly designed clinical curriculum links theory to practice and provides carefully scaffolded, graduated responsibilities for prospective teachers.</p> <p>AND</p> <p>Candidates are guided through in-school assignments that develop candidates' initial knowledge and skills.</p>	<p>A jointly designed clinical curriculum links theory to practice and provides carefully scaffolded, graduated responsibilities for prospective teachers.</p> <p>AND</p> <p>Candidates are guided through in-school assignments that develop candidates' initial knowledge and skills.</p>	<p>A jointly designed clinical curriculum links theory to practice and provides carefully scaffolded, graduated responsibilities for prospective teachers.</p> <p>AND</p> <p>Candidates are guided through in-school assignments that develop candidates' initial knowledge and skills.</p>
Performance assessment	<p>Clinical practice includes ongoing evaluation and assessment of candidates' performance as they interact with, instruct, guide, correct, and support students in</p>	<p>Clinical practice includes ongoing evaluation and assessment of candidates' performance as they interact with, instruct, guide, correct, and support students in real</p>	<p>Clinical practice includes ongoing evaluation and assessment of candidates' performance as they interact with, instruct, guide, correct, and support students in real</p>

	real time.	time.	time.
Length of clinical preparation		<p>Candidates participate in school-embedded clinical work throughout their entire program. AND</p> <p>Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. AND</p> <p>At a minimum, one full semester, or 450 hours is required for each licensing area for which the program is preparing the candidate.</p>	<p>Candidates participate in school-embedded clinical work throughout their entire program. AND</p> <p>Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. AND</p> <p>Ideally, the program requires a full-year experience. At a minimum, one full semester, or 450 hours is required for each licensing area for which the program is preparing the candidate.</p>

DRAFT

Appendix B: Special Education Advanced Content Standards

Introduction

This document outlines the proposed reorganization of the CEC Advanced Content Standards for preparation of special education specialist candidates for advanced roles in special education. As required by the NCATE SASB, the Advanced Content Standards are reorganized from ten to not more than seven and are coordinated with the four SASB principles. The six CEC Advanced Content Standards are organized under SASB Principles as follows.

SASB Principle	Corresponding CEC Advanced Content Standard
5. Content Knowledge	7. Foundations and Content Knowledge
6. Content Pedagogy	4. Individual and Program Evaluation
7. Learning Environments	2: Program Development & Organization 3. Research and Inquiry
8. Professional Knowledge and Skill	1. Leadership and Policy 5. Professional Development and Ethical Practice 6. Collaboration

SASB Principle 1 Content Knowledge

Proposed CEC Advanced Standard 7 Foundations & Content Knowledge¹¹

Special education specialists practicing at advanced levels have a comprehensive knowledge of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

Special education specialists have thorough knowledge of the relationships of organizations of special education service delivery to the organizations and functions of schools, school systems, and other agencies.

Special education specialists have thorough knowledge of how complex issues of human diversity can impact families, cultures, and schools, can interact with issues in the delivery of education services.

Special education specialists use this broad foundation to construct their own professional understanding of special education professional practice, and to help others understand how these factors influence special education professional practice and the education and treatment of individuals with exceptional needs both in school and society.

¹¹ Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

Special education specialists work within the limits of their professional knowledge and skill, and they collaborate and consult with their general and special education colleagues in using the special content knowledge of supplementary curricula, e.g. academic, strategic, social, emotional, transitional, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Special education specialists combine an extensive knowledge of special education content with their knowledge of the general curriculum content collaborating with general and special education colleagues in:

- Teaching or co-teaching academic subject matter content of the general curriculum to Individuals with exceptionalities across a wide range of performance levels.
- Designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

The program assesses how well special education specialists:
1. Demonstrate comprehensive knowledge of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
2. Demonstrate thorough knowledge of the relationships of organizations of special education service delivery to the organization and administration of schools, school systems, and other agencies; and, how complex issues of human diversity can impact families, cultures, and schools, can interact with issues in the delivery of education services.
3. Use this broad knowledge foundation to construct their own professional understanding of special education professional practice, and to help others understand how these factors influence special education professional practice and the education and treatment of individuals with exceptional needs both in school and society.
4. Work within the limits of their professional knowledge and skill, and collaborate and consult with their general and special education colleagues in using the special content knowledge of supplementary curricula, e.g. academic, strategic, social, emotional, transitional, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities, as appropriate.
5. Combine an extensive knowledge of special education content with solid knowledge of the general curriculum content collaborating with general and special education colleagues in: <ul style="list-style-type: none"> <input type="checkbox"/> Teaching or co-teaching academic subject matter content of the general curriculum to Individuals with exceptionalities across a wide range of performance levels. <input type="checkbox"/> Designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

SASB Principle 2 Content Pedagogy

Proposed CEC Advanced Standard 4: Individual and Program Evaluation¹²

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence based practices in assessment**. Special education specialists **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used in the **selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special education specialists prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

The program assesses how well special education specialists:
6. Know of systems and theories of educational assessment and evaluation, and apply their knowledge to all stages and purposes of evaluation including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress.
7. Design and implement research activities, and assess progress toward the organizational vision, mission, and goals
8. Assure that nonbiased assessment procedures used in the selection of assessment instruments, methods, and procedures for both programs and individuals are nonbiased.

SASB Principle 3 Learning Environments

Proposed CEC Advanced Standard 2: Program Development & Organization

Special education specialists apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptionalities. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptionalities. . Special education specialists **continuously broaden and deepen their professional knowledge**, and **expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate**

¹² Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

educational standards to the needs of individuals with exceptionalities to help all individuals with exceptionalities to access challenging curriculum standards.

The program assesses how well special education specialists:
9. Apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs.
10. Advocate for a continuum of options and services to ensure appropriate instructional supports for individuals with exceptionalities.
11. Help design and deliver, appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices
12. Use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services
13. Continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies
14. Coordinate educational standards to the needs of individuals with exceptionalities

Proposed CEC Advanced Standard 3: Research & Inquiry¹³

Research and inquiry inform the decisions of special education specialists who have completed advanced programs in guiding professional practice. Special education specialists **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special education specialists evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special education specialists are able to use the **literature to inform issues of professional practice, and help others to understand various evidence-based practices**.

The program assesses how well special education specialists:
15. Evaluate the appropriateness of research methodologies in relation to practices in the literature
16. Use educational research to improve instructional techniques, intervention strategies, and curricular materials, and engage in the design and implementation of action research
17. Use the professional literature to inform issues of professional practice, and help others to understand various evidence-based practices

¹³ Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

SASB Principle 4 Professional Knowledge and Skill

Proposed CEC Advanced Role Standard 1: Leadership and Policy¹⁴

Special education specialists in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special education specialists **promote high professional self-expectations and help others understand the needs of individuals with exceptionalities**. They **advocate for educational policy based on solid scientific evidence** to support high quality education for individuals with exceptionalities. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special education specialists use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptionalities. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptionalities.

The program assesses how well special education specialists:
18. Promote high professional self-expectations and help others understand the needs of individuals with exceptionalities.
19. Advocate for educational policy based on solid scientific evidence
20. Advocate for appropriate resources to ensure that all personnel involved have effective preparation and professional development
21. Create positive and productive work environments, and model respect for all individuals and ethical practice.

Proposed CEC Advanced Standard 5: Professional Development and Ethical Practice¹⁵

Special education specialists are guided by the professional ethics principles and practice standards. Special education specialists have responsibility for promoting the success of individuals with exceptionalities, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special education specialists plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special education specialists model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

¹⁴ Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

¹⁵ Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

<i>The program assesses how well special education specialists:</i>
22. Are guided by the professional ethics and practice standards, and model and promote ethical professional practice
23. Create supportive environments that safeguard the legal rights of students and their families
24. Plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice
25. Model their own commitment to continuously improving their own professional practice by participating in professional development themselves

Proposed CEC Advanced Standard 6: Collaboration¹⁶

Special education specialists prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understanding to **integrate services for individuals with exceptionalities**. They also understand the significance of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptionalities and their families.

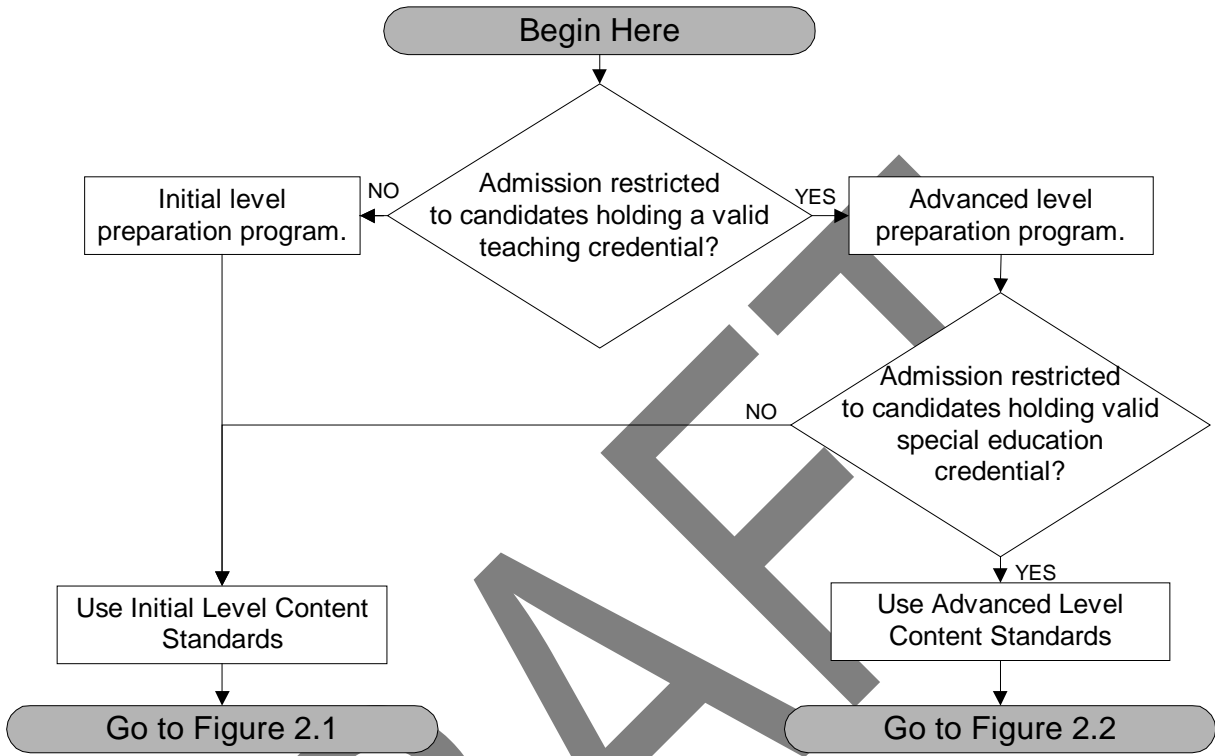
They possess current **knowledge of research on stages and models in both collaboration and consultation** and **ethical and legal issues related to consultation and collaboration**. Moreover, special education specialists prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptionalities**.

<i>The program assesses how well special education specialists:</i>
26. Demonstrate their extensive knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration.
27. Use their extensive knowledge of the centrality and importance of consultation and collaboration to the roles within special education to integrate services for individuals with exceptionalities.
28. Use their extensive knowledge of the significance of the role of collaboration for both internal and external stakeholders, to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders.

¹⁶ Special education specialists demonstrate their mastery of the advanced content standards through the mastery of the CEC Advanced Common Core Knowledge and Skills, as well as through the appropriate CEC Specialist Knowledge and Skills sets for which the program is preparing candidates. Performance assessments in preparation program recognition reports are reviewed at the advanced content standard level with the assessments informed in context and content by the appropriate knowledge and skills sets.

Appendix C Content Standards Figures 1.1, 1.2, 1.3

Figure 1.1: Classification of Initial or Advanced Programs



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Figure 2.1: CEC Initial Special Education Preparation Standards

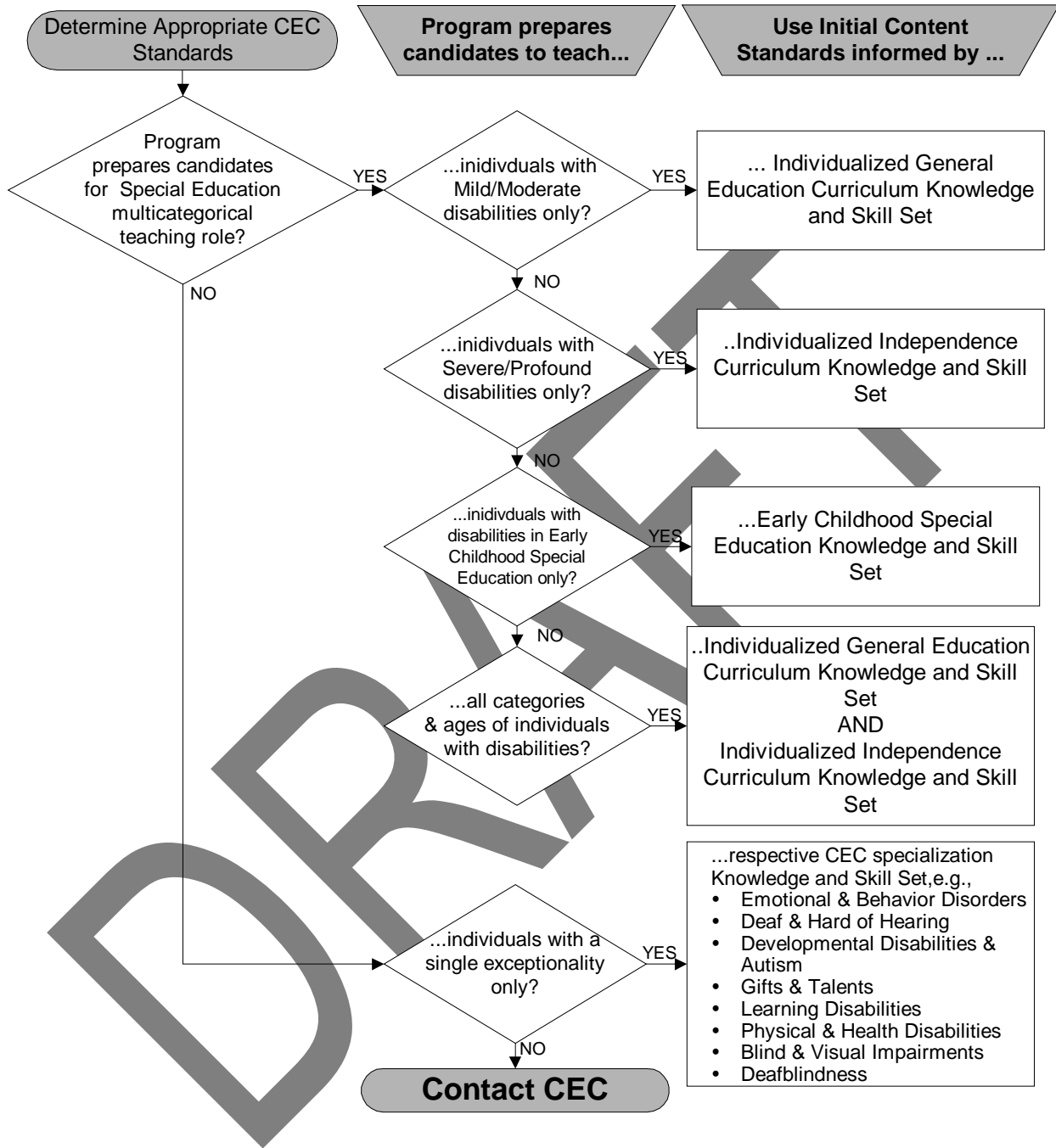
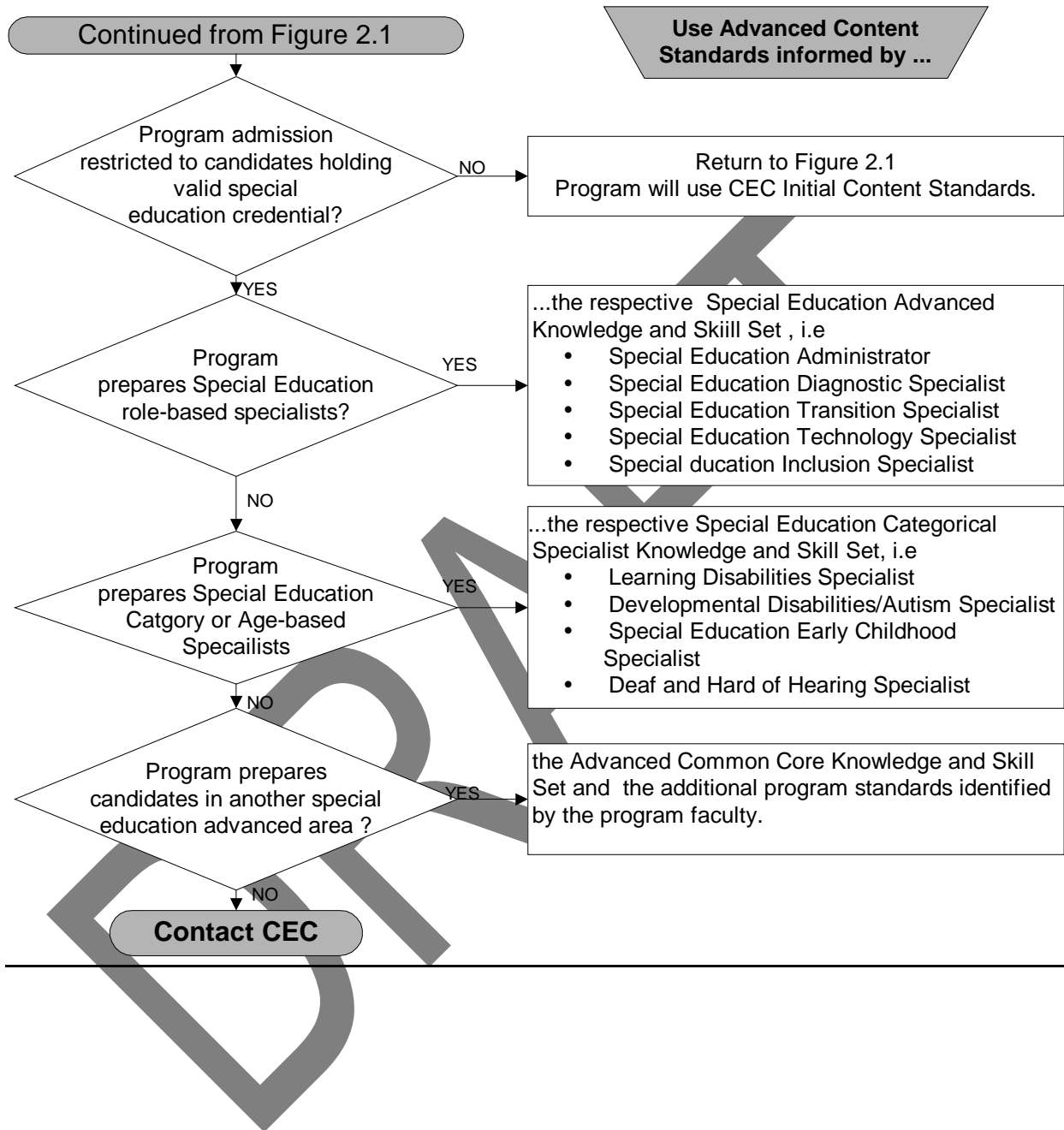


Figure 2.2: CEC Advanced Special Education Preparation Standards



**Appendix D: NCATE State Partnership Program Standards Alignment Form
Preparation of Initial Level Special Educators**

Council for Exceptional Children (CEC)

This form is used by states that select the state-based program review option. If the state has adopted NCATE program standards, it is not necessary to complete this form.

For each NCATE/CEC initial level standard on the chart below, identify the code, regulation or policy reference which demonstrates how the standard is being addressed by the state. The response in the second column may be either the actual text of the state standard, or a reference to appended documentation. In the next column, describe the evidence institutions must provide (e.g. curriculum, assessments, performance data, etc.).

Initial special education professional content standards describe the minimal knowledge, skills, and dispositions necessary for individuals to enter initial practice safely and effectively as a special education professional.

CEC Standards	State Standards	Necessary Evidence
FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD		
Special education candidates progress through a series of developmentally sequenced field 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. These field and clinical experiences are supervised by qualified professionals.		
INITIAL LEVEL CONTENT STANDARDS¹⁷		
1. Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies,		

¹⁷ The ten Initial level Content Standards are identical across all special education preparation domains. However, Special education specialists demonstrate their mastery of the content standards through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. For programs preparing special educators in advanced roles, use the form for Preparation of Advanced Level Special Educators with the six advanced Content Standards.

<p>diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>		
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CEC Standards	State Standards	Necessary Evidence
<p>2. Development and Characteristics of Learners Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning</p>		

CEC Standards	State Standards	Necessary Evidence
<p>needs (exceptional learning needs). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>3. Individual Learning Differences Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their</p>		

CEC Standards	State Standards	Necessary Evidence
<p>possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>4. Instructional Strategies Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>5. Learning Environments and Social Interactions Special educators actively create learning environments for individuals</p>		

CEC Standards	State Standards	Necessary Evidence
<p>with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p>		

CEC Standards	State Standards	Necessary Evidence
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CEC Standards	State Standards	Necessary Evidence
<p>6. Language Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>7. Instructional Planning Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-</p>		

CEC Standards	State Standards	Necessary Evidence
<p>range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>		

CEC Standards	State Standards	Necessary Evidence
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CEC Standards	State Standards	Necessary Evidence
<p>8. Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that</p>		

CEC Standards	State Standards	Necessary Evidence
<p>support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>9. Professional and Ethical Practice Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how</p>		

CEC Standards	State Standards	Necessary Evidence
<p>their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>		

CEC Standards	State Standards	Necessary Evidence
<p>10. Collaboration Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their</p>		

CEC Standards	State Standards	Necessary Evidence
collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.		

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**Appendix E: NCATE State Partnership Program Standards Alignment Form
Preparation of Advanced Level Special Educators**

Council for Exceptional Children (CEC)

This form is used by states that select the state-based program review option. If the state has adopted NCATE program standards, it is not necessary to complete this form.

For each NCATE/CEC ADVANCED level standard on the chart below, identify the code, regulation or policy reference which demonstrates how the standard is being addressed by the state. The response in the second column may be either the actual text of the state standard, or a reference to appended documentation. In the next column, describe the evidence institutions must provide (e.g. curriculum, assessments, performance data, etc.).

Advanced special education professional content standards describe the knowledge, skills, and dispositions necessary for individuals to practice at accomplished levels of special education and in advanced special education roles. After previously mastering initial special education professional standards, special educators work toward mastery of advanced professional standards at the post baccalaureate levels, including masters, specialists, and doctoral degree programs, as well as non-degree advanced certificate programs.

CEC Standards	State Standards	Necessary Evidence
FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD		
Special education candidates progress through a series of developmentally sequenced field 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. These field and clinical experiences are supervised by qualified professionals.		

ADVANCED LEVEL CONTENT STANDARDS¹⁸

¹⁸ The six advanced level Content Standards are identical across all special education preparation domains. However, special educator specialists demonstrate their mastery of the content standards through the mastery of the Advanced CEC Common Core Knowledge and Skills, as informed by CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

<p>1. Leadership and Policy¹⁹ Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.</p>		
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¹⁹ The bolded phrases are important elements of the standards identified to provide guidance to performance-based program developers.

<p>2. Program Development & Organization</p> <p>Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.</p>		
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<p>3. Research & Inquiry</p> <p>Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.</p>		
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<p>4. Student and Program Evaluation</p> <p>Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.</p> <p>With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.</p>		
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<p>5. Professional Development and Ethical Practice</p> <p>Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.</p>		
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<p>6. Collaboration</p> <p>Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.</p> <p>They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.</p>		
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Appendix F CEC Program Auditors and Brief Resumes

CEC Auditor and Affiliation	
<i>Richard W Mainzer</i>	<i>Kathlene Shank</i>
<i>Rachelle Bruno</i>	<i>Joni Baldwin</i>
<i>Christie Hoosier</i>	

[Resumes to be added]

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Appendix G Program Reviewer Application form
CEC PROGRAM REVIEWER APPLICATION¹

Date:
Name
Address:

Telephone: Home:
Office:
Fax:
Email:
Skype:

EDUCATION

Degree	College/University	Area(s) of Emphasis

CONFLICTS OF INTEREST

In order for CEC to document possible conflicts of interest, please provide the following information from the past 10 years.

Employment

FROM	TO	EMPLOYER	ADDRESS

Colleges/Universities with which you have had a close association, e.g. consulting, visiting professor, contracts

NAME	ADDRESS

EXPERIENCE

Check the areas and years of your experience for as many as are appropriate.

	Teacher/Service Provider		Years	Administrato r/ Supervisor		Years	Teacher Educator		Years
Early Child. Special Ed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Mild Disabilities	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Moderate Disabilities	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Severe Disabilities	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

¹ Complete application online then save as "your name REVIEWER APPLICATION". Email the completed application and a copy of your resume to prostandards@cec.sped.org . Use the tab and shift tab to move forward and backwards throughout the application.

Other (specify)							
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Related Services	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		

CEC STANDARDS

Briefly describe your experience with or knowledge of CEC/NCATE standards:

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Specialty organizations:

The CEC Advanced Content Standard describe the essential knowledge and skills necessary for advanced special education practice as informed by each of the knowledge and skill sets in the respective specialty areas. This parallels the structure CEC uses for initial level standards.

Student Effects:

For teachers, standards specify positive effects on P-12 student learning; for the advanced special education specialists, they describe responsibility for creating positive environments for student learning, and providing services supportive of student learning.

Professional Distinctions:

CEC is submitting standards for preparation of special educators for advanced roles. Programs that prepare candidates for one of the advanced roles must be at the graduate level since each requires initial training in special education.

The six Special Education Advanced Content Standards look similar to the Initial Content Standards Content Standards in format. Undergirding each of narrative content standards are validated knowledge and skill sets for the Common Core and each of the Areas of Specialization. While CEC will continue to review programs at the Content Standard level, **not** at the Knowledge and Skill level, reviewers will continue to expect that programs will incorporate the knowledge and skills into their curriculum and assessments and that the program assessments will reflect the content and contexts of the area of specialization.

For CEC any program that prepares candidates for their first special education license will use initial level standards regardless of whether the preparation program is at the graduate or undergraduate level. Programs preparing already licensed special educators will use the advanced standards

Program Rubrics:

Appendices C and D contain rubrics that delineate not met, met, and target levels.

Diversity and technology:

Similar to CEC Initial Content Standards, issues of diversity and technology are embedded throughout the standards. This focus is a clear reflection of the knowledge and skill items in the Advanced Common Core and the Areas of Specialization.

Technology is also an integral component in the special educator's practice. This is especially evident in CEC Advanced Content Standards.