

CEC Specialty Set Validation Resource Manual

Introduction

The purpose of this manual is to guide CEC Division Validation Teams and the CEC Knowledge and Skills Sub-Committee as they develop and/or re-validate CEC Knowledge and Skill Specialty Sets. The CEC Knowledge and Skill Specialty Sets delineate the professionally agreed upon specialized knowledge and skills for beginning practice in either an initial or advanced special education specialized area. The Knowledge and Skill Sets are not in and of themselves considered the CEC Preparation Standards. However, they are used to inform the CEC Preparation Standards. The development and validation of a Specialty Set is a collaborative effort among the CEC Professional Practice and Standards Committee, the CEC Knowledge and Skills Subcommittee, a CEC Division-appointed Validation Team, and the CEC Staff Liaison. Their responsibilities are briefly described below. These roles are further elaborated in the description of each stage of the validation process.

Responsibilities of the CEC Professional Practice and Standards Committee (PSPC) in the Validation Process: The PSPC is responsible for approving the Conceptual Background and Study Plan submitted by a CEC unit and for approving the final Specialty Set.

Responsibilities of the CEC Knowledge and Skills Subcommittee (KSSC) in the Validation Process: The KSSC is responsible for ensuring that all proposed Specialty Sets meet CEC criteria, for monitoring the validation survey process, and, in collaboration with the Validation Team, analyzing the survey results and making decisions about each statement in the Specialty Set. The KSSC forwards the final Specialty Set to the PSPC.

Responsibilities of a CEC Division Validation Team (VT). The VT is responsible for writing the Knowledge and Skill Statements and providing documentation to support each statement. The VT also collaborates with the KSSC in the analysis of the survey data.

Responsibilities of the CEC Staff Liaison in the Validation Process: The CEC Staff Liaison provides support to the PSPC, the KSSC, and the VT throughout the process. The Staff Liaison contacts external partners identified by the VT to seek their involvement in the validation survey.

The Validation Process

The Validation Process can be conceptualized into four stages: preliminary planning, compiling and editing the proposed knowledge and skills, surveying and reviewing the proposed knowledge and skill, and approval of and reporting the Specialty Set. Please note each stage is not discreet, that some activities in different stages can occur at the same time. Each stage is briefly described below, additional materials to help support the work of each stage are provided in the Appendices

Stage 1. Preliminary Planning

Sponsor and Validation Team: The first step in the process is the identification of the need for a validation or re-validation study. The PSPC can identify such a need and establish a small Validation Team (VT) and facilitator to lead the group. A CEC division can also propose to the PSPC a need for a validation study. During early discussions, the PSPC in collaboration with the sponsoring division will identify a VT and a facilitator to conduct the study.

Conceptual Background Paper and Study Plan: The VT's first responsibility is to prepare a relatively brief conceptual background paper that includes the responsibilities of a beginning professional in the specialty, the need for validation or re-validation of a Specialty Set, the names and contact information for all members of the VT, and a timeline for completing the work and develop a draft for the plan. A template for the report is included in Appendix 1. This paper is formally submitted to the PSPC and the PSPC will review the materials to assure they are complete and establish the need for the study. Once the PSPC has approved the plan, the VT can begin Stage 2.

External Partners: In 2003 CEC began inviting external partners to collaborate in validation studies (see Stage 3). External partners are professional associations with a direct connection to the specialty being studied. For example, CEC invited the National Association for the Education of Young Children to participate in the validation study for the K&S Set for early childhood special educators. Likewise, CEC invited the Council on Learning Disabilities to collaborate in the Learning Disabilities Specialist validation study. As part of the preliminary planning process, the VT should inform the CEC liaison if there are appropriate external partners who could be invited to participate in the external validation of the specialty set. The CEC liaison is responsible for making contact with the external partner association to invite the association to collaborate. If an agreement is reached, it is documented in a written agreement between CEC and the external partner.

Intentional Samples: Another task that can be initiated during the planning process is the identification of an appropriate and available intentional sample of individuals to respond to the survey later in the validation study (See Stage 3). CEC selects intentional samples as opposed to random samples, to respond to validation study surveys. The use of an intentional sample allows the direct selection of individuals with appropriate backgrounds, experience, and knowledge of the specialty area. The CEC liaison is responsible for collaborating with the VT to obtain an appropriate sample of individuals to respond to the validation survey.

Stage 2: Compiling and Editing the Proposed Knowledge and Skills

Developing a New Specialty Set

The VT's major responsibility at this stage is the writing of a comprehensive set of Knowledge and Skill Statements that define the essential knowledge and skill base needed for beginning professionals in this field to safely and effectively carry out their identified responsibilities. All statements must be organized under the seven CEC Standard areas (see Appendices 2.1 and 2.2). No Specialty Set statements can duplicate knowledge or skills delineated in the CEC Common Core Set and all statements must comply with the CEC Editing and Style Guidelines (Appendix 3).

The VT will prepare a report for the KSSC that includes a list of the statements organized by CEC Standard (See Appendix 4) and provides for each proposed item, supportive references. References can be research-based, theory-based or practice-based. See Appendix 5 for a template and explanation for submitting this information.

Re-Validating a Specialty Set:

Ideally, every seven years, each Specialty Set should go through a re-validation process to ensure that it is current and reflective of best practice in the field. A VT managing a re-validation process will do many of the same tasks identified above. However, after receiving approval by the PSPC, the VT will carefully analyze the current Specialty Set to determine if there are statements that should be deleted or modified or if there are gaps in the coverage that should be addressed with new statements. The VT will then prepare a complete set, following all CEC criteria (See Appendix 4) and, for each statement, provide the reference documentation to support each statement. See Appendix 5 for a template for submitting this information.

Stage 3: Reviewing and Surveying the Proposed Specialty Set

KSSC Committee Edit Review: After the VT has submitted its report to the KSSC, the KSSC Chair will schedule a review of the statements and documentation. The KSSC Chair will name a subset of the KSSC members to a review panel. The number of members on the panel will be a simple majority of the KSSC. The panel will review the proposed statements and ensure that the CEC criteria have been followed and the proposed items are ready for the survey. The KSSC panel can return items to the Working Group if they do not meet CEC criteria giving time to the Working Group to make appropriate changes. Once all items have been determined to meet CEC criteria, the KSSC will forward the items to the CEC liaison to initiate the survey.

Survey: The CEC staff liaison will create an on-line survey form that includes all the proposed items. Survey respondents will be an intentional sample of appropriate CEC members and individuals selected by the external partner(s). Respondents will be asked to rank each item on a Likert scale from “absolutely essential” to “absolutely not essential” for safe and effective beginning practice in the field. The CEC staff liaison will set a reasonable submission deadline and send at least one reminder to non-responders prior to the deadline.

Analyzing Survey Results: Once the survey deadline has passed, results will be analyzed by the KSSC review panel and the VT who must consider each item in relation to the resulting survey data. There are no hard and fast criteria for inclusion or exclusion of items based on the data, but the KSSC review panel and the VT work collaboratively to finalize the set. The VT will always have the opportunity to explain why a specific item should remain but the KSSC panel makes all final decisions.

Stage 4: Approval of and Reporting the Specialty Set

Submission to PSPC: The KSSC submits the draft final Specialty Set to the PSPC. The PSPC ensures that all procedures were appropriately followed, determines that the resulting Set is ready for dissemination, and approves the final document. Once the PSPC has approved the Specialty Set, it is sent in the next PSPC report to the CEC Board who routinely accepts the Set as an information item.

Appendices

Appendix 1: Template for the Conceptual Background Paper and Study Plan

Appendix 2.1: Proposed Initial Specialty Set

Appendix 2.2: Proposed Advanced Specialty Set

Appendix 3: CEC Editing and Style Guidelines

Appendix 4: Literature Report Template

Appendix 5: Differentiating Between Initial and Advanced Standards

Appendix 6: Coding for Specialty Sets

Appendix 1: Template for the Conceptual Background Paper and Study Plan

The following template is provided as an example that a Validation Team (VT) could use to prepare its Conceptual Background Paper and Study Plan. This report should be brief (from 5 – 10 pages) and address only the items specified in the template. The completed report will be submitted to the Professional Standards and Practice Committee (PSPC). The PSPC will review the report and ask the VT for clarification or changes if needed. Once the PSPC has approved the paper and study plan, the VT can continue with its development of the Specialty Set.

Conceptual Background Paper and Study Plan For [name of Specialty Set]

Introduction

The Validation Team is working through [name of Division] to develop and validate professional standards for a [name of Specialty Set].

[Brief paragraph about what Specialty Set(s) are being proposed, including stating which are initial and which are advanced.]

In this validation study, the VT intends to identify the specialized knowledge and skills essential to safe and effective practice, along with documenting the literature supporting each knowledge and skill for the special education [name of Specialty Set]

1. Sponsor(s)	
2. External Partners(s)	
3. PSPC Approval Date:	

Need for Special Education [insert working title]

[Rationale for need and/or demand for a Specialty Set in this area. Include appropriate research, context, and other information to support the development and/or re-validation of this Specialty Set(s)]

Proposed Position Description: Responsibilities and Roles

[Comprehensive description of the responsibilities and roles of professionals in this specialty areas.]

References

[Insert references using APA style]

Validation Team (provide all requested information, add additional lines as needed)

			CEC Division (or other affiliation if not CEC member)
1	Name		
	Institution Address		
	Office Phone		
	Mobile		
	Home		
	Email		
2	Name		
	Institution Address		
	Office Phone		
	Mobile		
	Home		
	Email		
3	Name		
	Institution Address		
	Office Phone		
	Mobile		
	Home		
	Email		
4	Name		
	Institution Address		
	Office Phone		
	Mobile		
	Home		
	Email		
5	Name		
	Institution Address		
	Office Phone		
	Mobile		
	Home		
	Email		

Proposed Timeline

Action	Responsible	Time Needed	VT Proposed Deadline
1. Complete Conceptual Background Prepare and Study Plan; submit to PSPC	VT	Determined by VT	
2. PSPC review and approval of Study Plan	PSPC	60 days	
3. Conduct external partner negotiations	CEC Liaison	As needed	
4. Develop proposed knowledge and skill statements and document literature ensuring that all statements meet CEC criteria. Submit to KSSC.	VT	As needed	
5. Review proposed set and verify that the statements are prepared appropriately	KSSC review panel	90 days	
6. Identify sample for validation survey	KSSC Chair with VT Chair and CEC Liaison	3 weeks	
7. Prepare survey	CEC Liaison	2 weeks	
8. Conduct web-based survey and collect results; submit results to VT and KSSC Chair	CEC Liaison	4 weeks	
9. Review survey data and identify those statements to be included in validated Specialty Set	KSSC review panel and VT	60 days	

10. Submit the proposed Specialty Set along with the literature base to the PSPC	KSSC Chair	2 weeks prior to next PSPC meeting	
11. Determine the appropriateness of VT and KSSC procedures and documents	PSPC	60 days	
12. Submit Specialty Set as an information item to CEC Board	PSPC	2 weeks prior to next CEC Board meeting	

For questions and comments please contact:

prostandards@cec.sped.org

Appendix 2.1 Proposed Initial K&S Set

Directions: Use the following charts to submit the proposed Knowledge and Skill statements. The CEC Initial Common Specialty Items (ISCI) are included to ensure that the proposed items are not redundant with any ISCI statements. Add rows as needed. Ensure that all statements meet the CEC Editing Guidelines (Appendix 3).

Preparation Standard 1: Learner Development and Individual Learning Differences

Knowledge	
ISCI.1.K1	Typical and atypical human growth and development
ISCI.1.K2	Similarities and differences among individuals with exceptionalities
ISCI.1.K3	Educational implications of characteristics of various exceptionalities
ISCI.1.K4	Family systems and the role of families in supporting development
ISCI.1.K5	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ISCI.1.K6	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling

ISCI.1.K7	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family
ISCI.1.K8	Similarities and differences of individuals with and without exceptionalities
ISCI.1.K9	Effects of various medications on individuals with exceptionalities
ISCI.1.K10	Effects an exceptional condition(s) can have on an individual's life
ISCI.1.K11	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ISCI.1.K12	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences
ISCI.1.K13	Effects of cultural and linguistic differences on growth and development
ISCI.1.K14	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ISCI.1.K15	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
Proposed Standard 1 Knowledge Statements:	
Skills	
	None in ISCI
Proposed Standard 1 Skill Statements:	

Preparation Standard 2: Learning Environments

Knowledge	
ICSI.2.K1	Demands of learning environments
ICSI2.K2	Basic classroom management theories and strategies for individuals with exceptionalities
ISCI.2.K3	Effective management of teaching and learning
ISCI.2.K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISCI.2.K5	Social skills needed for educational and other environments

ISCI.2.K6	Strategies for crisis prevention and intervention
ISCI.2.K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ISCI.2.K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ISCI.2.K9	Ways cultures are negatively stereotyped
ISCI.2.K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Proposed Standard 2 Knowledge Statements:	
Skills	
ISCI.2.S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ISCI.2.S2	Identify realistic expectations for personal and social behavior in various settings
ISCI.2.S3	Identify supports needed for integration into various program placements
ISCI.2.S4	Design learning environments that encourage active participation in individual and group activities
ISCI.2.S5	Modify the learning environment to manage behaviors
ISCI.2.S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ISCI.2.S7	Establish and maintain rapport with individuals with and without exceptionalities
ISCI.2.S8	Teach self-advocacy
ISCI.2.S9	Create an environment that encourages self-advocacy and increased independence
ISCI.2.S10	Use effective and varied behavior management strategies
ISCI.2.S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
ISCI.2.S12	Design and manage daily routines
ISCI.2.S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences
ISCI.2.S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person
ISCI.2.S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ISCI.2.S16	Use universal precautions
Proposed Standard 2 Skill Statements:	

Preparation Standard 3: Curricular Content Knowledge

Knowledge	
ISCI.3.K1	Theories and research that form the basis of curriculum development and instructional practice
ISCI.3.K2	Scope and sequences of general and special curricula
ISCI.3.K3	National, state or provincial, and local curricula standards
ISCI.3.K4	Technology for planning and managing the teaching and learning environment
Proposed Standard 3 Knowledge Statements:	
Skills	
ISCI.3.S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities
ISCI.3.S2	Integrate affective, social, and life skills with academic curricula
Proposed Standard 3 Skill Statements:	

Preparation Standard 4: Assessment

Knowledge	
ISCI.4.K1	Basic terminology used in assessment
ISCI.4.K2	Legal provisions and ethical principles regarding assessment of individuals
ISCI.4.K3	Screening, prereferral, referral, and classification procedures
ISCI.4.K4	Use and limitations of assessment instruments
ISCI.4.K5	National, state or provincial, and local accommodations and modifications
Proposed Standard 4 Knowledge Statements:	

Skills	
ISCI.4.S1	Gather relevant background information
ISCI.4.S2	Administer nonbiased formal and informal assessments
ISCI.4.S3	Use technology to conduct assessments
ISCI.4.S4	Develop or modify individualized assessment strategies
ISCI.4.S5	Interpret information from formal and informal assessments
ISCI.4.S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds
ISCI.4.S7	Report assessment results to all stakeholders using effective communication skills
ISCI.4.S8	Evaluate instruction and monitor progress of individuals with exceptionalities
ISCI.4.S9	Create and maintain records
Proposed Standard 4 Skill Statements:	

Preparation Standard 5: Instructional Planning & Strategies

Knowledge	
ISCI.5.K1	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
ISCI.5.K2	Evidence-based practices validated for specific characteristics of learners and settings
ISCI.5.K3	Augmentative and assistive communication strategies
Proposed Standard 5 Knowledge Statements:	
Skills	
ISCI.5.S1	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ISCI.5.S2	Involve the individual and family in setting instructional goals and monitoring progress
ISCI.5.S3	Use functional assessments to develop intervention plans

ISCI.5.S4	Use task analysis
ISCI.5.S5	Sequence, implement, and evaluate individualized learning objectives
ISCI.5.S6	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ISCI.5.S7	Incorporate and implement instructional and assistive technology into the educational program
ISCI.5.S8	Prepare lesson plans
ISCI.5.S9	Prepare and organize materials to implement daily lesson plans
ISCI.5.S10	Use instructional time effectively
ISCI.5.S11	Make responsive adjustments to instruction based on continual observations
ISCI.5.S12	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions
ISCI.5.S13	Use strategies to facilitate integration into various settings
ISCI.5.S14	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ISCI.5.S15	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities
ISCI.5.S16	Use strategies to facilitate maintenance and generalization of skills across learning environments
ISCI.5.S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ISCI.5.S18	Use strategies that promote successful transitions for individuals with exceptionalities
ISCI.5.S19	Use strategies to support and enhance communication skills of individuals with exceptionalities
ISCI.5.S20	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language
ISCI.5.S21	Modify instructional practices in response to ongoing assessment data
Proposed Standard 5 Skill Statements:	

Preparation Standard 6: Professional Learning & Ethical Practice

Knowledge	
ISCI.6.K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ISCI.6.K2	Laws, policies, and ethical principles regarding behavior management planning and implementation

ISCI.6.K3	Relationship of special education to the organization and function of educational agencies
ISCI.6.K4	Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
ISCI.6.K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ISCI.6.K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ISCI.6.K7	Family systems and the role of families in the educational process
ISCI.6.K8	Historical points of view and contribution of culturally diverse groups
ISCI.6.K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ISCI.6.K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ISCI.6.K11	Personal cultural biases and differences that affect one's teaching
ISCI.6.K12	Importance of the teacher serving as a model for individuals with exceptionalities
ISCI.6.K13	Continuum of lifelong professional development
ISCI.6.K14	Methods to remain current regarding research-validated practice
Proposed Standard 6 Knowledge Statements:	
Skills	
ISCI.6.S1	Practice within the CEC Code of Ethics and other standards of the profession
ISCI.6.S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession
ISCI.6.S3	Act ethically in advocating for appropriate services
ISCI.6.S4	Conduct professional activities in compliance with applicable laws and policies
ISCI.6.S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities
ISCI.6.S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ISCI.6.S7	Practice within one's skill limits and obtain assistance as needed
ISCI.6.S8	Use verbal, nonverbal, and written language effectively
ISCI.6.S9	Conduct self-evaluation of instruction
ISCI.6.S10	Access information on exceptionalities
ISCI.6.S11	Reflect on one's practice to improve instruction and guide professional growth

ISCI.6.S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues
ISCI.6.S13	Demonstrate commitment to engage in evidence-based practices
ISCI.6.S14	Articulate personal philosophy of special education
Proposed Standard 6 Skill Statements:	

Preparation Standard 7: Collaboration

Knowledge	
ISCI.7.K1	Models and strategies of consultation and collaboration
ISCI.7.K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ISCI.7.K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ISCI.7.K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
Proposed Standard 7 Knowledge Statements:	
Skills	
ISCI.7.S1	Maintain confidential communication about individuals with exceptionalities
ISCI.7.S2	Collaborate with families and others in assessment of individuals with exceptionalities
ISCI.7.S3	Foster respectful and beneficial relationships between families and professionals
ISCI.7.S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ISCI.7.S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families
ISCI.7.S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ISCI.7.S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI.7.S8	Model techniques and coach others in the use of instructional methods and accommodations

ISCI.7.S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
ISCI.7.S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds
ISCI.7.S11	Observe, evaluate, and provide feedback to paraeducators
Proposed Standard 7 Skill Statements:	

Appendix 2.2 Proposed Advanced Specialty Set

Directions: Use the following charts to submit the proposed Knowledge and Skill statements. The CEC Advanced Common Specialty Items (ASCI) are included to ensure that the proposed items are not redundant with any ISCI statements. Add rows as needed. Ensure that all statements meet the CEC Editing Guidelines (Appendix 3).

Preparation Standard 1: Assessment

Knowledge	
ASCI.1.K1	Evaluation process and determination of eligibility
ASCI.1.K2	Variety of methods for assessing and evaluating the performance of individuals with exceptionalities
ASCI.1.K3	Strategies for identifying individuals with exceptionalities
ASCI.1.K4	Evaluate an individual's success in the general education curriculum
Proposed Standard 1 Knowledge Items	
Skills	
ASCI.1.S1	Design and use methods for assessing and evaluating programs
ASCI.1.S2	Design and implement research activities to examine the effectiveness of instructional practices
ASCI.1.S3	Advocate for evidence based practices in assessment
ASCI.1.S4	Report the assessment of individuals' performance and evaluation of instructional programs
Proposed Standard 1 Skill Items	

Preparation Standard 2: Curricular Content Knowledge

Knowledge	
	None in ASCI
Standard 2 Knowledge Items	
Skills	
	None in ACSI

Proposed Standard 2 Skill Items	

Preparation Standard 3: Programs, Services, and Outcomes

Knowledge	
ASCI.3.K 1	Effects of the cultural and environmental milieu of the child and the family on behavior and learning
ASCI.3.K 2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum
ASCI.3.K 3	Continuum of program options and services available to individuals with exceptionalities
ASCI.3.K 4	Prereferral intervention processes and strategies
ASCI.3.K 5	Process of developing Individual Educational Programs (IEP)
ASCI.3.K 6	Developmentally appropriate strategies for modifying instructional methods and the learning environment
Proposed Standard 3 Knowledge Items	
Skills	
ASCI.3.S 1	Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences
ASCI.3.S 2	Connect educational standards to specialized instructional services
ASCI.3.S 3	Improve instructional programs using principles of curriculum development and modification, and learning theory
ASCI.3.S 4	Incorporate essential components into individualized education plans
Proposed Standard 3 Skill Items	

Preparation Standard 4: Research & Inquiry

Knowledge	
ASCI.4.K1	Evidence-based practices validated for specific characteristics of learners and settings

Proposed Standard 4 Knowledge Items	
Skills	
ASCI.4.S1	Identify and use the research literature to resolve issues of professional practice
ASCI.4.S2	Evaluate and modify instructional practices in response to ongoing assessment data
ASCI.4.S3	Use educational research to improve instruction intervention strategies, and curricular materials
Proposed Standard 4 Skill Items	

Preparation Standard 5: Leadership and Policy

Knowledge	
ASCI.5.K1	Needs of different groups in a pluralistic society
ASCI.5.K2	Evidence-based theories of organizational and educational leadership
ASCI.5.K3	Emerging issues and trends that potentially affect the school community and the mission of the school
ASCI.5.K4	Federal and State education laws and regulations
ASCI.5.K5	Current legal, regulatory, and ethical issues affecting education
ASCI.5.K6	Responsibilities and functions of school committees and boards
Proposed Standard 5 Knowledge Items	
Skills	
ASCI.5.S1	Promote a free appropriate public education in the least restrictive environment
ASCI.5.S2	Promote high expectations for self, staff, and individuals with exceptionalities
ASCI.5.S3	Advocate for educational policy within the context of evidence-based practices
ASCI.5.S4	Mentor teacher candidates, newly certified teachers and other colleagues
Proposed Standard 5 Skill Knowledge Items	

Preparation Standard 6: Professional and Ethical Practice

Knowledge	
ASCI.6.K1	Legal rights and responsibilities of individuals, staff, and parents/guardians
ASCI.6.K2	Moral and ethical responsibilities of educators
ASCI.6.K3	Human rights of individuals with exceptionalities and their families
Proposed Standard 6 Knowledge Items	
Skills	
ASCI.6.S1	Model ethical behavior and promote professional standards
ASCI.6.S2	Implement practices that promote success for individuals with exceptionalities
ASCI.6.S3	Use ethical and legal discipline strategies
ASCI.6.S4	Disseminate information on effective school and classroom practices
ASCI.6.S5	Create an environment which supports continuous instructional improvement
ASCI.6.S6	Develop and implement a personalized professional development plan
Proposed Standard 6 Skill Items	

Preparation Standard 7: Collaboration

Knowledge	
ASCI.7.K1	Methods for communicating goals and plans to stakeholders
ASCI.7.K2	Roles of educators in integrated settings
Proposed Standard 7 Knowledge Items	
Skills	
ASCI.7.S1	Collaborate to enhance opportunities for learners with exceptionalities
ASCI.7.S2	Apply strategies to resolve conflict and build consensus
Proposed Standard 7 Skill Items	

Appendix 3: CEC Editing and Style Guidelines

Guidelines for Editing Proposed Knowledge and Skill Items¹

1. Use simple active voice.
2. Write statements that describe what the educator does, not what a student learns or does.
3. Keep statements general but convey the knowledge or skill clearly.
4. Do not write statements for specific methods or strategies, e.g., the xyz learning strategy or the xyz reading method.
5. Avoid qualifiers, such as “appropriate.” Selective use of “effective” or “effectively” is permitted.
6. Eliminate statements that are redundant with a statement in the Initial or Advanced Common Specialty Items.
7. Eliminate redundant statements within the proposed set and combine closely related statements.
8. Remove long and partial lists unless there are only a few inclusive items.
9. Remove parenthetical information from the statements themselves.
10. Remove examples when the meaning of the statement is clear without them.
11. Use terminology consistently:
 - Individuals with exceptionalities (rather than student, child..., and so forth)
 - Families (rather than parents, caregivers, and so forth); “child” may be appropriate in statements that focus on the family
 - Strategies (rather than methods, techniques, and so forth)²
 - Individuals from diverse backgrounds (rather than “culturally and/or linguistically diverse” backgrounds)
 - Laws and policies (not regulations, rules, guidelines, and so forth) unless referencing a specific law
 - Stakeholders
 - Paraeducators
 - Nonbiased (rather than unbiased)
12. Delete knowledge items that are prerequisites for skill items.
13. Keep specificity level similar across statements.
14. Do not write statements to influence the content of other disciplines,
15. Do not duplicate CAEP Initial or Advanced standards.

Working Definitions

Working Glossary

¹ The K&S Subcommittee is guided in general by APA writing style. The K&S committee uses the listed guidelines for additional style and editorial guidance.

² In the field of learning disabilities, the term strategy only refers to strategies students use in learning. In the field of Learning Disabilities, the term “method” refers to what the teacher uses.

General Curriculum	General Curricula is the curriculum determined by the state, provincial and local that defines what a student should know and be able to do. Often the general curriculum is specified for grade levels. The general curriculum is based on standards set within a jurisdiction in such areas as English language arts, mathematics, science, health, social studies, fine arts, and physical education.
Supplemental and Specialized Curriculum	Supplemental and specialized curricula is any modified , expanded, or independent curriculum that enables individuals with exceptional learning needs to be able to access the core general education curricula and enables individuals with exceptionalities to function in more independently in society. Specialized curricula may include but are not limited to: <ul style="list-style-type: none"> • Social interaction skills • Life skills • Self-advocacy • Compensatory skills • Learning skills • Study skills • Research skills • Problem solving • Orientation and mobility • Leisure/recreation • Augmentative and alternative communication • Assistive technology • Sexuality
Stakeholders	Stakeholders include individuals and/or agencies having a stake in the outcome of a procedure, program, or setting in which an individual with an exceptional learning need participates. The term may include, but is not limited to, an individual with exceptional learning needs, family, teachers, paraeducators, administrators, community members, and support service providers.
Post-School	Education, training, and service options available after a student terminates his/her school (K-12) career as mandated by state/provincial laws and policies, that may include but are not limited to: vocational/professional schools/programs, community colleges, colleges/universities, vocational/rehabilitation, military, supported employment, and sheltered workshops.
Families	Families include a broad range of relationships across individuals with mutual concerns and intent to care for each other. These relationships include but go beyond biological ties. Family constellations take many forms including but not limited to the nuclear family, blended families, extended families, and a variety of nontraditional and chosen families.
Specialists	Special education specialists denote someone who holds an initial level special education credential and who has completed an advanced level special education program in a recognized domain.
Setting	Setting incorporates the range and type of environments in which learning and assessment take place. These settings exist within traditional institutions, including but not limited to, classrooms, libraries, technology labs, science labs, band rooms, art rooms, lunchrooms, physical education facilities, lecture halls, and playgrounds. Settings also go beyond those provided within our schools. These settings include home and/or community environments

in which individuals live and interact with others. Each setting requires a set of skills to negotiate successfully and therefore offers a unique learning opportunity. Settings that offer individuals an opportunity to acquire and practice skills in an authentic way are optimum for learning. Thus, a variety of settings is needed to assure a comprehensive education that is practical for real life.

Cooperation/Consultation/Collaboration

Cooperation is the first level teamwork takes. In cooperation, teams work knowingly to assure mutual benefit. In consultation, teams share ideas, resources, and provide expertise to each other. Collaboration is the highest form of teamwork. In collaboration, teams set mutual goals, share tasks, and work together to assure outcomes are reached.

CEC Approved Diversity Definitions (Approved April 2008)

Country Of Origin: The country where you were born or which holds the most identity with a person.

Culture: The sum of a group's socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

Cultural Identity: The context of one's life experience as shaped by membership in groups which can be based on ethnicity, race, socioeconomic status, gender, abilities, age, language, religion, sexual orientation, and geographic region.

Diversity: Understanding and valuing the range and variety of characteristics and beliefs of individuals (including those who provide services to exceptional children, youth and adults) who demonstrate a wide range of characteristics. This includes ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.

Ethnicity: Takes into consideration people's national origin, religion, or language. When applied to a group, it refers to a community within a larger society that is set apart by others or who identifies itself primarily on the basis of cultural characteristics such as national origin, religion, beliefs, language or tradition that can be influenced by racial identity.

Ethnic Or Multicultural Group: Any group which, because of racial or ethnic origin, constitutes a distinctive and recognizable entity in our society. Examples of such groups include Blacks or African Americans; American Indians, Alaskan Natives, or First Nations; Hispanics, such as Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans; Asians; and Pacific Islanders. (This term should only be used to delineate the composition of the Board and the Nominations Committee as outlined in CEC's Constitution and Bylaws Article V- Board of Directors and Article IX- Committees).

Geographic Location: A physical place where a person is regarded as established.

Multicultural: An understanding pertaining to, and respect for the range and variety of social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status,

gender, age, abilities, language, religion, sexual orientation, geographic location, or country of origin.

Race: A social construction, traditionally based on biological/physical features, which may also include an individual's cultural identity.

Appendix 4: Literature Report Template

Directions: For each proposed knowledge and skill item, use the three definitions to document the references that are the basis of the body of knowledge. Place each reference in the appropriate section, i.e. **research-based, theory/literature-based, or practice-based**.

For a proposed item, do not list a reference in more than one section. Provide the full APA style reference. The boxes will automatically expand as needed.

For the next proposed item, copy and paste the format changing the standard number as appropriate. Insert appropriate coding consecutively for each proposed item. After the proposed items have been approved, the team will edit the coding and items as appropriate.

Definitions:

Research-based: Research-based knowledge or skills are based on peer-reviewed studies that use appropriate research methodologies to address questions of cause and effect, and that researchers have independently replicated and found to be effective

Literature/theory-based: Literature/theory-based knowledge or skills are based on theories or philosophical reasoning. They include knowledge and skills derived from sources such as position papers, policy analyses, and descriptive reviews of the literature.

Practice-based: Practice-based knowledge or skills are derived from a number of sources. Practices based on a small number of studies or nomination procedures, such as promising practices are usually practice-based. Practice-based knowledge or skills also include those derived primarily from model and lighthouse programs. Practice based knowledge and skills include professional wisdom. These practices have been used so widely with practical evidence of effectiveness that there is an implicit professional assumption that the practice is effective.

Practice-based knowledge and skills also include “emerging practice,” practices that arise from teachers’ classroom experiences validated through some degree of action research.

Date	Set Title

Standard 1

Proposed Code	Proposed Item

Research-based References

Theory-based References

Practice-based References

Standard 1

Proposed Code	Proposed Item

Research-based References

Theory-based References

Practice-based References

Appendix 5: Differentiating Initial and Advanced Programs

Both initial and advanced special education professional standards are the basis for recognizing quality special education preparation programs and for developing special educator licensure frameworks. The initial special education professional standards provide a benchmark that jurisdictions can use to ensure that licensed beginning special educators can practice safely and effectively. The advanced standards provide a benchmark to ensure that experienced special education professionals are able to practice at accomplished levels of skill.

Initial special education professional standards describe the minimal knowledge, skills, and dispositions necessary for individuals to enter initial practice safely and effectively as a special education professional. Programs for the first preparation of special educators can be at the undergraduate, post-baccalaureate, or graduate level.

Advanced special education professional 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.

Appendix 6: Coding for Specialty Sets

Knowledge and skill items are each coded as knowledge or skill and the standard number which is preceded by an acronym for the set. The coding order is acronym, standard number, knowledge or skill designation, and item number. For example **ACC3 S9** indicates the item is the ninth skill item under standard three of the Advanced Common Core.

Knowledge and Skill Acronyms

Acronym	Set
ACSI	Advanced Common Specialty Items
BVI	Blind and Visually Impaired
DB	Deaf Blindness
DDA	Developmental Disabilities and Autism Spectrum Disorder
DHH	Deaf and Hard of Hearing
ECSE	Early Childhood Special Education/Early Intervention
EBD	Emotional and Behavioral Disabilities
ICSI	Initial Common Specialty Items
IGC	Individualized General Curriculum
IIC	Individualized Independence Curriculum
LD	Learning Disabilities
PHMD	Physical, Health, and Multiple Disabilities
PCCG	Paraeducator Common Core Guidelines
PDBI	Special Education Paraeducator Intervener for Individuals with Deafblindness
SEA	Special Education Administration Specialist
SEAIS	Special Education Academic Interventional Specialist
SEBIS	Special Education Behavior Interventional Specialist
SEDAS	Special Education Developmental Disabilities and Autism Spectrum Disorders Specialist
SEDHS	Special Education Deaf and Hard of Hearing Specialist
SEDS	Special Education Diagnostic Specialists
SEECs	Special Education/Early Intervention in Early Childhood Specialist
SEIS	Special Education Inclusion Specialist
SELDS	Special Education Learning Disabilities Specialist
SETES	Special Education Technology Specialists
SETRS	Special Education Transition Specialists

