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

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

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

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| **CEC Initial Preparation Standard 1**  **Learner Development and Individual Learning Differences** | |
| ***Special education specialists understand educational assessment and evaluation, and possess skills in the implementation of assessment practices that minimize bias and are reliable and valid.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| * 1. Special education specialists apply their knowledge and skills in minimizing bias to all stages and purposes of assessment.   . | |
| * 1. Special education specialists design and implement inquiry to evaluate the effectiveness of practices and programs, and apply their knowledge of assessment to program evaluation. | |

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| **CEC Initial Preparation Standard 2**  **Learning Environments** | |
| ***Special education specialists use their knowledge of general and specialized curricula content to improve supports and services at classroom, school, and system levels.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Special education specialists develop and implement comprehensive, cohesive curricula across instructional settings so that individuals with exceptionalities have access to challenging content and learning activities. | |
| 1. Special education specialists use their understanding of diversity and individual learning differences to inform the development and implementation of comprehensive curricula for individuals with exceptionalities. | |
| 1. Special education specialists coordinate educational standards across curriculum domains to address the needs of individuals with exceptionalities. | |

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| **CEC Initial Preparation Standard 3**  **Curricular Content Knowledge** | |
| ***Special education specialists facilitate the continuous improvement of general and special education supports and services at the classroom, school, and system levels for individuals with exceptionalities.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| * 1. Special education specialists design and implement procedures that minimize bias in evaluating and continuously improving supports and services for individuals with exceptionalities. | |
| * 1. Special education specialists use their understanding of cultural, social, and economic diversity and variations of individual development to inform the development and improvement of supports and services for individuals with exceptionalities. | |
| * 1. Special education specialists apply their knowledge of theories, evidence-based practices, and relevant laws to advocate for appropriate instructional supports and services for individuals with exceptionalities. | |
| * 1. Special education specialists use skills with instructional and assistive technologies to improve supports and services for individuals with exceptionalities. | |
| * 1. Special education specialists apply their knowledge of program evaluation to assess progress toward the system’s vision, mission, and goals of their programs. | |

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| **CEC Initial Preparation Standard 4**  **Assessment** | |
| ***Special education specialists conduct, evaluate, and use inquiry to guide professional practice.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Special education specialists can identify effective practices and evaluate research related to these practices. | |
| 1. Special education specialists use their knowledge of research to improve professional practices with individuals with exceptionalities. | |
| 1. Special education specialists engage in the design and implementation of action research and foster an environment that is supportive of continuous instructional improvement. | |

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| **CEC Initial Preparation Standard 5**  **Instructional Planning and Strategies** | |
| ***Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for*** ***evidence-based policies and practices, and create positive and productive work environments.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Special education specialists use a deep understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform their leadership. | |
| 1. Special education specialists model respect for all individuals and encourage pursuing challenging expectations for individuals with exceptionalities. | |
| 1. Special education specialists use their knowledge of different groups and cultures to support linguistically and culturally responsive practices. | |
| 1. Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. | |
| 1. Special education specialists advocate for policies and practices that improve services and outcomes for individuals with exceptionalities. | |
| 1. Special education specialists promote the provision of appropriate resources so that all personnel have effective preparation to support professional growth. | |

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| **CEC Initial Preparation Standard 6**  **Professional Learning and Ethical Practice** | |
| ***Special education specialists use foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, engage in lifelong learning, advance the profession, and have leadership responsibilities for promoting the success of professional colleagues, individuals with exceptionalities, and their families.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights of individuals with exceptionalities and their families. | |
| 1. Special education specialists model and promote respect for all individuals with exceptionalities? and facilitate ethical professional practice. | |
| 1. Special education specialists continuously broaden and deepen their professional knowledge and expertise by actively participating in professional development and professional communities. | |
| 1. Special education specialists plan, present, and evaluate professional development focusing on effective practice at all organizational levels. | |
| 1. Special education specialists actively facilitate the preparation of prospective special educators with their induction into special education. | |

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| **CEC Initial Preparation Standard 7**  **Collaboration** | |
| ***Special education specialists apply their consultative and collaborative skills among both internal and external stakeholders to improve outcomes and services for individuals with exceptionalities and their families.*** | □ 1 □ 2  □ 3 □ 4  □ 5 □ 6  □ 7 □ 8 |
| **Major Elements** | |
| 1. Special education specialists have a thorough understanding of the importance of collaboration and use this knowledge to improve outcomes and services for individuals with exceptionalities. | |
| 1. Special education specialists use collaboration among professionals to improve services and outcomes services for individuals with exceptionalities. | |
| 1. Special education specialists use their understanding diversity to enhance collaboration. | |