CEC Advanced Preparation Standards[[1]](#footnote-1) Review Rubric

This rubric is intended to provide guidance to CEC program reviewers as used in conjunction with the Program Report Decision Guide.

CEC Advanced Preparation Standard 1: Assessment

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| ***1.0 Special education specialists use valid and reliable assessment practices to minimize bias.*** |
| **Key Elements** |
| 1.1 Special education specialists minimize bias in assessment. |
| 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[2]](#footnote-2)** | The components of the program assessment(s) cited for the CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | Program assessment does not align with and measure candidates’ skill in designing and implementing assessments to evaluate the effectiveness of individualized practices in ways to maximize validity and minimize bias in assessment as informed by the appropriate specialty set | Program assessment inconsistently[[3]](#footnote-3) aligns with and measures candidates’ skill in designing and implementing assessments to evaluate the effectiveness of individualized practices in ways to maximize validity and minimize bias in assessment as informed by the appropriate specialty set | Program assessment clearly and consistently aligns with and measures candidates’ skill in designing and implementing assessments to evaluate the effectiveness of individualized practices and programs to maximize validity and minimize bias in assessment as informed by the appropriate specialty set |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard.  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly.  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within the CEC Preparation Standard.  AND |
| The rubric(s) or scoring guide(s) does not align with the elements within the cited CEC Preparation Standard as informed by the specialty set | The rubric(s) or scoring guide(s) inconsistently or incompletely aligns with the elements within the cited CEC Preparation Standard as informed by the specialty set | The rubric(s) or scoring guide(s) consistently and consistently aligns with the elements within the cited CEC Preparation Standard as informed by the specialty set |
| **Candidate Performance**  **Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data is not disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not disaggregated in ways that are meaningful and useful for program improvement  OR | The data are not sufficiently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not sufficiently disaggregated in ways that are meaningful and useful for program improvement  OR | The data are clearly and consistently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is disaggregated in ways that are meaningful and useful for program improvement.  AND |
| Program assessment(s) performance data do not demonstrate that candidates master the skill in designing and implementing assessments to evaluate the effectiveness of individualized practices and programs to maximize validity and minimize bias in assessment as informed by the appropriate specialty set | Program assessment(s) performance data is not sufficient to demonstrate candidates master the skill in designing and implementing assessments to evaluate the effectiveness of individualized practices and programs to maximize validity and minimize bias in assessment as informed by the appropriate specialty set | Program assessment(s) performance data clearly and consistently demonstrate candidates master the skill in designing and implementing assessments to evaluate the effectiveness of individualized practices and programs to maximize validity and minimize bias in assessment as informed by the appropriate specialty set |

CEC Advanced Preparation Standard 2 Curricular Content

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| ***2.0 Special education specialists use their knowledge of general[[4]](#footnote-4)  and specialized[[5]](#footnote-5) curricula to improve programs, supports, and services at classroom, school, community, and system levels.*** |
| **Key Elements** |
| 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities. |
| 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. |
| 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[6]](#footnote-6)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or does not appropriately measure the elements of candidates’ ***use of their knowledge of generaland specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures candidates’ ***use of their knowledge of generaland specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and measures of candidates’ ***use of their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within CEC Preparation Standard, allowing objective and unbiased judgments.  AND |
| The rubric(s) or scoring guide(s) does not align with the elements within cited CEC Preparation Standard as informed by the specialty set. | The rubric(s) or scoring guide(s) inconsistently or incompletely aligns with the elements within the cited CEC Preparation Standard as informed by the specialty set. | The rubric(s) or scoring guide(s) consistently and consistently aligns with the elements within the cited CEC Preparation Standard as informed by the specialty set. |
| **Candidate Performance**  **Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data is not disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not disaggregated in ways that are meaningful and useful for program improvement  OR | The data are not sufficiently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not sufficiently disaggregated in ways that are meaningful and useful for program improvement  OR | The data are clearly and consistently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is disaggregated in ways that are meaningful and useful for program improvement.  AND |
| Program assessment(s) performance data do not demonstrate that candidates master the ***knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data is not sufficient to demonstrate candidates master the ***knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data clearly and consistently demonstrate candidates master the ***knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels*** as informed by the specialty set for the area(s) of preparation. |

CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

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| ***3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.*** |
| **Key Elements** |
| 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. |
| 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. |
| 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. |
| 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. |
| 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[7]](#footnote-7)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or does not appropriately measure ***candidates’ facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with*** as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures ***candidates’ facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) content consistently aligns with and measures ***candidates’ facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard.  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within the CEC Preparation Standard, allowing objective and unbiased judgments.  AND |
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| **Candidate Performance**  **Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data is not disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not disaggregated in ways that are meaningful and useful for program improvement  OR | The data are not sufficiently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not sufficiently disaggregated in ways that are meaningful and useful for program improvement  OR | The data are clearly and consistently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is disaggregated in ways that are meaningful and useful for program improvement.  AND |
| Program assessment(s) performance data do not demonstrate that candidates master  ***the skills in facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data is not sufficient to demonstrate candidates master  ***the skills in facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data clearly and consistently demonstrate candidates master  ***the skills in facilitation of the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities*** as informed by the specialty set. |

CEC Advanced Preparation Standard 4 Research and Inquiry

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| ***4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.*** |
| **Key Elements** |
| 4.1 Special education specialists evaluate research and inquiry to identify effective practices. |
| 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families |
| 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[8]](#footnote-8)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or does not appropriately measure ***candidates’ skill in conducting, evaluating, and using inquiry to guide professional practice*** of the elements within the CEC Preparation Standard as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures of ***candidates’ skill in conducting, evaluating, and using inquiry to guide professional practice*** as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and measures of ***candidates’ skill in conducting, evaluating, and using inquiry to guide professional practice*** as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within the CEC Preparation Standard, allowing objective and unbiased judgments.  AND |
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| **Candidate Performance Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
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| Program assessment(s) performance data do not demonstrate that candidates master ***the skills in conducting, evaluating, and using inquiry to guide professional practice*** as informed by the specialty set for the area(s) of preparation | Program assessment(s) performance data is not sufficient to demonstrate candidates master ***the skills in conducting, evaluating, and using inquiry to guide professional practice*** as informed by the specialty set for the area(s) of preparation | Program assessment(s) performance data clearly and consistently demonstrate candidates master the ***skills in conducting, evaluating, and using inquiry to guide professional practice*** as informed by the specialty set for the area(s) of preparation. |

CEC Advanced Preparation Standard 5 Leadership and Policy

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| ***5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies***  ***and evidence-based practices, and create positive and productive work environments.*** |
| **Key Elements** |
| 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. |
| 5.2 Special education specialists support and use linguistically and culturally responsive practices. |
| 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. |
| 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. |
| 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[9]](#footnote-9)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or does not appropriately measures ***candidates’ skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments*** as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures candidates’ ***skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments*** as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and measures of ***candidates’ skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments***  as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within the CEC Preparation Standard, allowing objective and unbiased judgments.  AND |
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| **Candidate Performance Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
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| Program assessment(s) performance data do not demonstrate that candidates master the ***skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments***  as informed by the specialty set | Program assessment(s) performance data is not sufficient to demonstrate candidates master the ***skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments***  as informed by the specialty set | Program assessment(s) performance data clearly and consistently demonstrate candidates master the ***skill in providing leadership to formulate goals, setting and meeting high professional expectations, advocating for effective policies***  ***and evidence-based practices, and creating positive and productive work environments***  as informed by the specialty set |

CEC Advanced Preparation Standard 6 Professional Learning and Ethical Practice

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| ***6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.*** |
| **Key Elements** |
| 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. |
| 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. |
| 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. |
| 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. |
| 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. |
| 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. |
| 6.7 Special education specialists actively promote the advancement of the profession. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[10]](#footnote-10)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or does not appropriately measures candidates’ ***use of foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures candidates’ ***use of foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and measures candidates’ ***use of foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric or guide does not clearly describe performance expectations for each level in relation to the elements within the cited CEC Preparation Standard  OR | The rubric(s) or scoring guide(s) describes the performance expectations for each level in relation to the elements within the CEC Preparation Standard too broadly or shallowly  OR | The rubric(s) or scoring guide(s) clearly and consistently describes performance expectations for each level in relation to the elements within the CEC Preparation Standard, allowing objective and unbiased judgments.  AND |
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| **Candidate Performance Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
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| Program assessment(s) performance data do not demonstrate that candidates master the ***foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data is not sufficient to demonstrate candidates master the ***foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data clearly and consistently demonstrate candidates master the ***foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. |

CEC Advanced Preparation Standard 7 Collaboration

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| ***7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.*** |
| **Key Elements** |
| 7.1 Special education specialists use culturally responsive practices to enhance collaboration. |
| 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities |
| 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. |

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4**  **Program**  **Assessment Components[[11]](#footnote-11)** | The components of the program assessment(s) cited for this CEC Preparation Standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with each other. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Program**  **Assessment**  **Content** | The program assessment(s) content does not align with or it does not appropriately measures ***candidates’ skill in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. | The program assessment(s) content aligns inconsistently or incompletely with or it inconsistently measures candidates’ ***skill in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and measures ***candidates’ skill in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. |
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| **Candidate Performance Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are missing OR only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data is not disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not disaggregated in ways that are meaningful and useful for program improvement  OR | The data are not sufficiently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is not sufficiently disaggregated in ways that are meaningful and useful for program improvement  OR | The data are clearly and consistently disaggregated to align in apparent ways to the elements in the CEC Preparation Standard as informed by the specialty set  AND  The data is disaggregated in ways that are meaningful and useful for program improvement.  AND |
| Program assessment(s) performance data do not demonstrate that candidates master ***the skills in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data is not sufficient to demonstrate candidates ***the skills in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data clearly and consistently demonstrate candidates master ***the skills in collaborating with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families*** as informed by the specialty set for the area(s) of preparation. |

1. “Standard” herein refers to the seven initial and advanced CEC Preparation Standards respectively with their twenty-eight elements as informed by the appropriate specialty set(s). [↑](#footnote-ref-1)
2. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-2)
3. The term “consistently” is used throughout to indicate that all critical elements are addressed, and the term “inconsistently” is used throughout to indicate that most but not all critical elements are addressed. [↑](#footnote-ref-3)
4. As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts. [↑](#footnote-ref-4)
5. As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula. [↑](#footnote-ref-5)
6. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-6)
7. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-7)
8. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-8)
9. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-9)
10. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-10)
11. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-11)