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

CEC Initial Preparation Standard 1 Learner Development and Individual Learning Differences

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| ***1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*** |

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| 1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities. |
| 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[2]](#footnote-2)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) does NOT align with and measure candidates’ understanding of how exceptionalities can interact with development and learning as informed by the appropriate specialty set[[3]](#footnote-3)  AND  The content of the program assessment(s) does NOT measure candidates’ mastery of the skills in using this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | The content of the program assessment(s)[[4]](#footnote-4) does not sufficiently measure the candidates’ understanding of how exceptionalities can interact with development and learning as informed by the appropriate specialty set.  OR  The content of the program assessment(s) does not sufficiently measure candidates’ mastery of the skills in using his knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | The content of the program assessment(s) clearly and consistently measures a the candidates’ understanding of how exceptionalities can interact with development and learning as informed by the appropriate specialty set.  AND  The content of the program assessment(s) clearly and consistently measures a preponderance of candidates’ mastery of the skills in using this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. |
| **Program Assessment(s)**  **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard.  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively.  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the essential elements within the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
| Scoring guide(s) or rubric(s) does not align with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns inconsistently or incompletely with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns with the essential elements within the CEC Preparation Standard as informed by the specialty set |
| **Candidates’ 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 within 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 within 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 within 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’ ***understand how exceptionalities can interact with development and learning and*** candidates’ mastery of the skills in using ***this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data is not sufficient to demonstrate candidates’ ***understand how exceptionalities can interact with development and learning and*** candidates’ mastery of the skills in using ***this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ ***understand how exceptionalities can interact with development and learning and*** candidates’ mastery of the skills in using ***this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities*** as informed by the specialty set. |

CEC Initial Preparation Standard 2 Learning Environments

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| ***2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*** |
| 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. |
| 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |
| 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[5]](#footnote-5)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) does not align with or does not appropriately measure the candidates’ skills to create a safe and culturally responsive learning environment as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure candidates’ skills to create a safe and culturally responsive learning environment as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measures the candidates’ skills to create a safe and culturally responsive learning environment as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
| Scoring guide(s) or rubric(s) does not align with the essential elements within the CEC Preparation Standard as informed by the specialty set. | Scoring guide(s) or rubric(s) aligns inconsistently or incompletely with the essential elements within the CEC Preparation Standard as informed by the specialty set. | Scoring guide(s) or rubric(s) aligns with the CEC Preparation Standard as informed by the specialty set. |
| **Candidates’ 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 clearly and 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 within 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 within 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 within 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 to create a safe and culturally responsive learning environment 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 to create a safe and culturally responsive learning environment 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 to create a safe and culturally responsive learning environment; as informed by the specialty set for the area(s) of preparation. |

CEC Initial Preparation Standard 3 Curricular Content Knowledge

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| ***3.0 Beginning special education professionals use knowledge of general***[[6]](#footnote-6) ***and specialized curricula***[[7]](#footnote-7) ***to individualize learning for individuals with exceptionalities.*** |
| 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities |
| 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities |
| 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[8]](#footnote-8)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) content does not align with or does not appropriately measure a the knowledge of general and specialized curricula to individualize learning and teach across curricular content areas; skills in developing meaningful learning progressions for learners; and skills to modify general and specialized curricula as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure knowledge of general and specialized curricula to individualize learning and teach across curricular content areas; skills in developing meaningful learning progressions for learners; and skills to modify general and specialized curricula as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measures the knowledge of general and specialized curricula and skills in developing learning progressions s, and individualizing general and specialized curricula as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard.  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
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| **Candidates’ 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 clearly and 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 within 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 within 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 within 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 a the knowledge of general and specialized curricula to individualize learning and teach across curricular content areas; skills in developing meaningful learning progressions for learners; and skills to modify general and specialized curricula as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data is not sufficient to demonstrate candidates’ master a the knowledge of general and specialized curricula to individualize learning and teach across curricular content areas; skills in developing meaningful learning progressions for learners; and skills to modify general and specialized curricula as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ master a the knowledge of general and specialized curricula to individualize learning and teach across curricular content areas; skills in developing meaningful learning progressions for learners; and skills to modify general and specialized curricula as informed by the specialty set for the area(s) of preparation. |

CEC Initial Preparation Standard 4 Assessment(s)

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| ***4.0 Beginning special education professionals use multiple methods of assessment(s) and data-sources in making educational decisions.*** |
| 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. |
| 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |
| 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[9]](#footnote-9)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) content does not align with or does not appropriately measure a the skills that *candidates use in multiple methods of assessment(s) and data-sources in making educational decisions* as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure a the skills that *candidates use in multiple methods of assessment(s) and data-sources in making educational decisions* as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measure a the skills that *candidates use in multiple methods of assessment(s) and data-sources in making educational decisions*as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
| Scoring guide(s) or rubric(s) does not align with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns inconsistently or incompletely with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns with the CEC Preparation Standard as informed by the specialty set |
| **Candidates’ 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 clearly and 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 within 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 within 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 within 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 ***multiple methods of assessment(s) and data-sources in making educational decisions*** as informed by the specialty set. | Program assessment(s) performance data is not sufficient to demonstrate candidates’ master the ***multiple methods of assessment(s) and data-sources in making educational decisions*** as informed by the specialty set. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ master the ***multiple methods of assessment(s) and data-sources in making educational decisions*** as informed by the specialty set. |

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

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| ***5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies[[10]](#footnote-10) to advance learning of individuals with exceptionalities.*** |
| 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. |
| 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |
| 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |
| 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities |
| 5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |
| 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. |
| 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[11]](#footnote-11)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) content does not align with or does not appropriately measure a the ***candidates’ selection, adaptation, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure ***candidates’ selection, adaptation, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with*** exceptionalities as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measures a the ***candidates’ selection, adaptation, and use of a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities*** as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard.  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively.  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
| Scoring guide(s) or rubric(s) does not align with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns inconsistently or incompletely with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns with the CEC Preparation Standard as informed by the specialty set |
| **Candidates’ 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 clearly and 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 within 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 within 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 within 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 selecting, adapting, and using a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data is not sufficient to demonstrate candidates’ master the skills ***in selecting, adapting, and using a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities*** as informed by the specialty set. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ master a the skills ***in selecting, adapting, and using a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities*** Preparation Standard as informed by the specialty set. |

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

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| ***6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*** |
| 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. |
| 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. |
| 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. |
| 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring |
| 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[12]](#footnote-12)** | The components of the program assessment(s) 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(s) Content** | Program assessment(s) does not align with or does not appropriately measures *foundational knowledge of the field of special education and the their professional Ethical Principles and Practice Standards that candidates use to inform their special education practice, to engage in lifelong learning, and to advance the profession* as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure *foundational knowledge of the field of special education and the their professional Ethical Principles and Practice Standards that candidates use to inform their special education practice, to engage in lifelong learning, and to advance the profession* as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measures candidates’ *foundational knowledge of the field of special education and their use of professional Ethical Principles and Practice Standards* as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | Scoring guide(s) or rubric(s) or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard.  OR | Scoring guide(s) or rubric(s) describes the performance expectations for each distinct level of candidate mastery in relation to the essential elements within the CEC Preparation Standard too broadly or subjectively  OR | Scoring guide(s) or rubric(s) clearly and consistently describes performance expectations of candidate mastery in relation to the CEC Preparation Standard, allowing objective and unbiased judgments  AND |
| Scoring guide(s) or rubric(s) does not align with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns inconsistently or incompletely with the essential elements within the CEC Preparation Standard as informed by the specialty set | Scoring guide(s) or rubric(s) aligns with the CEC Preparation Standard as informed by the specialty set |
| **Candidates’ 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 clearly and 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 within 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 within 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 within 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 a *foundational knowledge of the field of special education and the their professional Ethical Principles and Practice Standards that candidates use to inform their special education 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 a the *foundational knowledge of the field of special education and the their professional Ethical Principles and Practice Standards that candidates use to inform their special education practice* as informed by the specialty set for the area(s) of preparation.. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ master a the *foundational knowledge of the field of special education and the their professional Ethical Principles and Practice Standards that candidates use to inform their special education practice* as informed by the specialty set for the area(s) of preparation. |

CEC Initial Preparation Standard 7 Collaboration

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| ***7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*** |
| 7.1 Beginning special education professionals use the theory and elements of effective collaboration. |
| 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. |
| 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |

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| **Program Assessment(s)** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Program Assessment(s) Components[[13]](#footnote-13)** | The components of the program assessment(s) 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(s) Content** | The content of the program assessment(s) content does not align with or does not appropriately measure how well candidates ***collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) does not sufficiently measure how well candidates ***collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) clearly and consistently measures a how well candidates ***collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. |
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| **Candidates’ 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 clearly and consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data is not disaggregated to align in apparent ways to the the elements within 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 the elements within 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 the elements within 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 a the essential elements for the skills to collaborate ***with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data is not sufficient to demonstrate candidates’ master a the skills to collaborate ***with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. | Program assessment(s) performance data clearly and consistently demonstrate candidates’ master a the skills to collaborate ***with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences*** as informed by the specialty set for the area(s) of preparation. |

1. “Standard” herein mean the seven initial or advanced CEC Preparation Standards with their twenty-eight essential 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. CEC uses the specialized content, issues, vocabulary, interventions, settings, etc. of specialty sets to inform the CEC Preparation Standards. All special education preparation programs will use either the initial or advanced CEC Preparation Standards as informed by the appropriate specialty set. [↑](#footnote-ref-3)
4. The term “consistently” is used throughout to indicate that all critical essential elements are addressed, and the term “inconsistently” is used throughout to indicate that most but not all critical essential elements are addressed. [↑](#footnote-ref-4)
5. 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-5)
6. As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts. [↑](#footnote-ref-6)
7. 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-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. Instructional strategies, as used throughout this document include interventions used in academic and specialized curricula. [↑](#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)
12. 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-12)
13. 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-13)