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2020 Initial Practice-Based Professional Preparation Standards For Special Educators Alignment with InTASC Standards

The Model Core Teaching Standards published by the Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), are widely used to guide licensure and program approval efforts by state education agencies, as well as program design and improvement efforts by education preparation programs. Additionally, evidence of alignment with InTASC standards is required for CAEP Accreditation. Originally developed in 1992 and most recently updated in 2021, these InTASC standards “outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world” (CCSSO, 2013, p. 3). Throughout its work, the CEC Standards Development Workgroup was attentive to InTASC standards, and the following crosswalk illustrates the alignment of these two sets of standards.

| Table 2: CEC K-12 Initial Preparation Standards’ Alignment with InTASC Categories | |
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| InTASC Model Core Teaching Standards | 2020 Initial Practice-Based Professional Preparation Standards for Special Educators |
| <p>The Learner and Learning</p> <p>#1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>#3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> | <p>Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs</p> <p>Candidates use their understanding of human growth and development; multiple influences on development; individual differences; diversity, including exceptionalities; and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual’s strengths and needs.</p> <p>Standard 6: Supporting Social, Emotional, and Behavioral Growth</p> <p>Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational wellbeing. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</p> |
| Table 2: CEC K-12 Initial Preparation Standards’ Alignment with InTASC Categories...(continued) | |
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| <p>Content</p> <p>#4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> | <p>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</p> <p>Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.</p> |
| <p>Instructional Practice</p> <p>#6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>#7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>#8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> | <p>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making</p> <p>Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</p> <p>Standard 5: Using Effective Instruction to Support Learning</p> <p>Candidates use knowledge of individuals' development, learning needs and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies; employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.</p> |
| <p>Table 2: CEC K-12 Initial Preparation Standards' Alignment with InTASC Categories...(continued)</p> | |
| <p>InTASC Model Core Teaching Standards</p> | <p>2020 Initial Practice-Based Professional Preparation Standards for Special Educators</p> |

Professional Responsibility

#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; engage in ongoing self-reflections to design and implement professional learning activities; and advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity.

Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to lead meetings, plan programs, and access services for individuals with exceptionalities and their families.