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Initial K-12 Standard/Component	Most Comparable 2012 Standard/Component
<p>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</p> <p>Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.</p>	<p>Standard 6: Professional Learning and Ethical Practice</p> <p>Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>
<p>1.1 Candidates practice within ethical guidelines and legal policies and procedures.</p>	<p>6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>
<p>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</p>	<p>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.</p> <p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p>
<p>1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning;</p>	<p>6.4 Beginning special education professionals understand the significance of lifelong learning</p>

<p>self-reflection; and professional standards, research, and contemporary practices.</p>	<p>and participate in professional activities and learning communities.</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, the 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 1: Learner Development and Individual Learning Differences</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Standard 2: Learning Environments</p> <p>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.</p>
<p>2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p>	<p>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>
<p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p>	<p>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>
<p>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</p>	<p>Standard 3: Curricular Content 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>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>
<p>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p>	<p>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.</p> <p>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.</p>
<p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p>	<p>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.</p> <p>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.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them</p>

	accessible to individuals with exceptionalities.
<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 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>
<p>4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p>	<p>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.</p> <p>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.</p>
<p>4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.</p>	<p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>
<p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-</p>	<p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and</p>

<p>term planning, and make ongoing adjustments to instruction.</p>	<p>guide educational decisions for individuals with exceptionalities.</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 and 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>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p> <p>Standard 5: Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>
<p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p>	<p>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.</p> <p>5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p>
<p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p>	<p>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.</p> <p>5.2 Beginning special education professionals use technologies to</p>

	<p>support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>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.</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</p>
<p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p>	<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>
<p>5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p>	
<p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p>	
<p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p>	<p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize</p>

	<p>learning for individuals with exceptionalities.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</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 well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</p>	<p>Standard 2: Learning Environments</p> <p>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.</p>
<p>6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</p>	<p>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.</p>
<p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p>	<p>2.3 Beginning special education professionals know how to intervene safely and appropriately with</p>

	individuals with exceptionalities in crisis.
6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.	2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
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.	Standard 7: Collaboration 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 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs.	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.
7.2 Candidates communicate, coordinate, and collaborate with families and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.	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. 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.
7.3 Candidates communicate, coordinate, and collaborate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	<p>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.</p> <p>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.</p>
7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.