




KAI - 6 Student Teaching Observation Tool

| | 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
|--|---|--|---|---|---|---|---|---|
| <p>1.0  Supports student learning through developmentally appropriate instruction</p> <p><i>No Description</i></p> | <p>4.0 Distinguished implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas</p> | <p>3.5 Approaching Distinguished <i>No Description</i></p> | <p>3.0 Proficient implements developmentally appropriate instruction that accounts for learners' strengths, interests, and needs.</p> | <p>2.5 Approaching Proficient <i>No Description</i></p> | <p>2.0 Emerging implements grade-level appropriate instruction but does not account for individual learners' differences.</p> | <p>1.5 Approaching Emerging <i>No Description</i></p> | <p>1.0 Underdeveloped implements instruction that exceeds or does not match a developmentally appropriate level for the students.</p> | <p>n/a Not Observed <i>No Description</i></p> |
| <p>1.0  Accounts for differences in students' prior knowledge</p> <p><i>No Description</i></p> | <p>4.0 Distinguished accesses student readiness for learning and expands on individual students' prior knowledge</p> | <p>3.5 Approaching Distinguished <i>No Description</i></p> | <p>3.0 Proficient accounts for individual differences in students' prior knowledge and readiness for learning</p> | <p>2.5 Approaching Proficient <i>No Description</i></p> | <p>2.0 Emerging addresses students' prior knowledge as a class, but individual differences are not considered</p> | <p>1.5 Approaching Emerging <i>No Description</i></p> | <p>1.0 Underdeveloped does not account for differences in students' prior knowledge</p> | <p>n/a Not Observed <i>No Description</i></p> |

1.0  Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
No Description

| 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
|--|---------------------------|---|------------------------|---|-----------------------|---|-----------------------|
| Distinguished | Approaching Distinguished | Proficient | Approaching Proficient | Emerging | Approaching Emerging | Underdeveloped | Not Observed |
| anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds | <i>No Description</i> | demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance | <i>No Description</i> | demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs | <i>No Description</i> | demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs | <i>No Description</i> |

1.0



Exhibits fairness and

belief that all students can learn

No Description

4.0

Distinguished

exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners

3.5

Approaching Distinguished

No Description

3.0

Proficient

exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners

2.5

Approaching Proficient

No Description

2.0

Emerging

communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

n/a

Not Observed

No Description

1.0



Creates a safe and respectful environment for learners

No Description

4.0

Distinguished

collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community

3.5

Approaching Distinguished

No Description

3.0

Proficient

consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language

2.5

Approaching Proficient

No Description

2.0

Emerging

models safety and respect to encourage a positive classroom learning community

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community

n/a

Not Observed

No Description

1.0 Structures a classroom environment that promotes student engagement
No Description

1.0 Clearly communicates expectations for appropriate student behavior
No Description

| 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
|---|---|--|--|--|--|---|--|
| Distinguished develops a highly engaging learning environment, taking into account student differences and learning needs | Approaching Distinguished <i>No Description</i> | Proficient develops a learning environment that is consistently engaging for most students | Approaching Proficient <i>No Description</i> | Emerging attempts to develop a learning environment that is engaging for most students | Approaching Emerging <i>No Description</i> | Underdeveloped needs assistance in developing a learning environment that is engaging for most students | Not Observed <i>No Description</i> |
| Distinguished communicates standards of conduct that are clear and effective | Approaching Distinguished <i>No Description</i> | Proficient communicates clear standards of conduct | Approaching Proficient <i>No Description</i> | Emerging communicates standards of conduct that may not be clear | Approaching Emerging <i>No Description</i> | Underdeveloped has minimal standards of conduct in place | Not Observed <i>No Description</i> |

1.0



Responds

appropriately to student behavior

No Description

4.0

Distinguished

teacher candidate monitors student behavior and responds appropriately on a consistent basis

3.5

Approaching Distinguished

No Description

3.0

Proficient

the teacher candidate monitors and responds to student behavior effectively

2.5

Approaching Proficient

No Description

2.0

Emerging

the teacher candidate inconsistently monitors and responds to student behavior

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

the teacher candidate needs assistance with monitoring student behavior or in responding consistently

n/a

Not Observed

No Description

1.0



Guides learners in

using technologies in appropriate, safe, and effective ways

No Description

4.0

Distinguished

plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively

3.5

Approaching Distinguished

No Description

3.0

Proficient

attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively

2.5

Approaching Proficient

No Description

2.0

Emerging

needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively

1.5

Approaching Emerging

No Description

1.0

Emerging

needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively

n/a

Not Observed

No Description

1.0



Effectively teaches

subject matter

No Description

4.0

Distinguished

displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding

3.5

Approaching Distinguished

No Description

3.0

Proficient

Instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content

2.5

Approaching Proficient

No Description

2.0

Emerging

displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

n/a

Not Observed

No Description

1.0



Guides mastery of

content through meaningful learning experiences

No Description

4.0

Distinguished

creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

3.5

Approaching Distinguished

No Description

3.0

Proficient

applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content

2.5

Approaching Proficient

No Description

2.0

Emerging

attempts to apply appropriate strategies in instructional practice to engage learners in the mastery of content

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

applies inappropriate strategies in instructional practice to engage learners in mastery of content

n/a

Not Observed

No Description

1.0



Integrates culturally relevant content to build on learners' background knowledge
No Description

4.0

Distinguished

flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

3.5

Approaching Distinguished

No Description

3.0

Proficient

designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

2.5

Approaching Proficient

No Description

2.0

Emerging

demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

1.5

Approaching Emerging

No Description

1.0

Emerging

demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds

n/a

Not Observed

No Description

1.0



Connects core

content to relevant, real-life experiences and learning

tasks

No Description

4.0

Distinguished

designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content

3.5

Approaching Distinguished

No Description

3.0

Proficient

designs instruction related to the students' real-life experiences and relevant core content

2.5

Approaching Proficient

No Description

2.0

Emerging

designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences

n/a

Not Observed

No Description

1.0



Designs activities

where students engage with subject matter from a variety of perspectives

No Description

4.0

Distinguished

embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes

3.5

Approaching Distinguished

Description

3.0

Proficient

designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections

2.5

Approaching Proficient

No Description

2.0

Emerging

designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed

1.5

Approaching Emerging

No Description

1.0

Emerging

designs activities related to subject matter but does so from a singular perspective and discipline

n/a

Not Observed

No Description

1.0



Accesses content

resources to build global awareness

No Description

4.0

Distinguished

seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues

3.5

Approaching Distinguished

No Description

3.0

Proficient

uses content resources, including digital and interactive technologies, to build student awareness of local and global issues

2.5

Approaching Proficient

No Description

2.0

Emerging

accesses some content resources, including technologies, to build student awareness of local and global issues

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues

n/a

Not Observed

No Description

1.0



Uses relevant

content to engage learners in innovative thinking & collaborative problem solving

No Description

4.0

Distinguished

creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content

3.5

Approaching Distinguished

No Description

3.0

Proficient

engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content

2.5

Approaching Proficient

No Description

2.0

Emerging

engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content

1.5

Approaching Emerging

No Description

1.0

Emerging

instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

n/a

Not Observed

No Description

1.0



Uses multiple

methods of assessment

No Description

4.0

Distinguished

designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs

3.5

Approaching Distinguished

No Description

3.0

Proficient

uses multiple assessments that align with the learning targets

2.5

Approaching Proficient

No Description

2.0

Emerging

uses multiple assessments, but not all are aligned with the learning targets

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

uses limited assessment methods and items that are not aligned with learning targets

n/a

Not Observed

No Description

1.0



Provides students with meaningful feedback to guide next steps in learning

No Description

4.0

Distinguished

provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work

3.5

Approaching Distinguished

No Description

3.0

Proficient

provides effective feedback to learners that aids in the improvement of the quality of their work

2.5

Approaching Proficient

No Description

2.0

Emerging

feedback provided to learners is actionable but does not necessarily improve the quality of the work

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

feedback provided to students is not actionable

n/a

Not Observed

No Description

1.0



Uses appropriate

data sources to identify student learning needs

No Description

4.0

Distinguished

documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction

3.5

Approaching Distinguished

No Description

3.0

Proficient

documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs

2.5

Approaching Proficient

No Description

2.0

Emerging

uses assessment data to guide planning and identify student learning needs

1.5

Approaching Emerging

No Description

1.0

Emerging

uses assessments solely to determine a grade

n/a

Not Developed

No Description

1.0



Engages students in

self-assessment strategies

No Description

4.0

Distinguished

engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals

3.5

Approaching Distinguished

No Description

3.0

Proficient

engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment

2.5

Approaching Proficient

No Description

2.0

Emerging

engages learners in understanding and identifying quality work

1.5

Approaching Emerging

No Description

1.0

Emerging

learners are not engaged in understanding and identifying quality work

n/a

Not Observed

No Description

1.0



Connects lesson

goals with school curriculum and state standards

No Description

4.0

Distinguished

plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

3.5

Approaching Distinguished

No Description

3.0

Proficient

plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs

2.5

Approaching Proficient

No Description

2.0

Emerging

plans for learning experiences that are aligned with learning goals

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

lesson plans are not aligned with learning goals

n/a

Not Observed

No Description

1.0



Uses assessment

data to inform planning for instruction

No Description

4.0

Distinguished

assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets

3.5

Approaching Distinguished

No Description

3.0

Proficient

uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning

2.5

Approaching Proficient

No Description

2.0

Emerging

pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning

1.5

Approaching Emerging

No Description

1.0

Emerging

pre-assessment and/or formative assessment data are not utilized to inform planning

n/a

Not developed

No Description

Observed

1.0



Adjusts instructional plans to meet students' needs

No Description

4.0

Distinguished

uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs

3.5

Approaching Distinguished

No Description

3.0

Proficient

uses information gained from assessment findings to customize instructional plans to meet students' needs

2.5

Approaching Proficient

No Description

2.0

Emerging

uses assessment findings to modify instructional plans to meet students' needs

1.5

Approaching Emerging

No Description

1.0

Emerging

plans are not adjusted to meet student learning differences or needs

n/a

Not Developed

No Description

Observed

1.0



Collaboratively

designs instruction

No Description

4.0

Distinguished

proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists

3.5

Approaching Distinguished

No Description

3.0

Proficient

plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning

2.5

Approaching Proficient

No Description

2.0

Emerging

plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

plans instruction individually

n/a

Not Observed

No Description

1.0



Varies instructional strategies to engage learners

No Description

4.0

Distinguished

integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers

3.5

Approaching Distinguished

No Description

3.0

Proficient

varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners

2.5

Approaching Proficient

No Description

2.0

Emerging

uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

utilizes only one instructional approach

n/a

Not Observed

No Description

1.0



Differentiates

instruction for a variety of learning needs

No Description

4.0

Distinguished

differentiates instruction in the areas of content, process, or learning environment in the best interests of the students

3.5

Approaching Distinguished

No Description

3.0

Proficient

varies instruction for individuals or small groups to create learning experiences that are well matched to student needs

2.5

Approaching Proficient

No Description

2.0

Emerging

varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

teaches individual or small group learning experiences without differentiating instruction

n/a

Not Observed

No Description

1.0



Instructional

practices reflect effective communication skills

No Description

4.0

Distinguished

articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning

3.5

Approaching Distinguished

No Description

3.0

Proficient

listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction

2.5

Approaching Proficient

No Description

2.0

Emerging

articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens

n/a

Not Observed

No Description

1.0  Uses feedback to improve teaching effectiveness
No Description

| 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
|--|---------------------------|---|------------------------|--|-----------------------|--|-----------------------|
| Distinguished | Approaching Distinguished | Proficient | Approaching Proficient | Emerging | Approaching Emerging | Underdeveloped | Not Observed |
| seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest | <i>No Description</i> | accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness | <i>No Description</i> | accepts feedback to improve teaching effectiveness | <i>No Description</i> | resists feedback to improve teaching effectiveness | <i>No Description</i> |

1.0



Uses self-reflection

to improve teaching effectiveness

No Description

4.0

Distinguished

reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, and instructional practice

3.5

Approaching Distinguished

No Description

3.0

Proficient

reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved

2.5

Approaching Proficient

No Description

2.0

Emerging

reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction

1.5

Approaching Emerging

No Description

1.0

Underdeveloped

reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement

n/a

Not Observed

No Description

1.0



Upholds legal

responsibilities as a professional educator

No Description

4.0

Distinguished

demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities

3.5

Approaching Distinguished

No Description

3.0

Proficient

acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities

2.5

Approaching Proficient

No Description

2.0

Emerging

acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies

1.5

Approaching Emerging

No Description

1.0

Inadequately Developed

does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies

n/a

Not Observed

No Description

1.0



Demonstrates

commitment to the profession

No Description

4.0

Distinguished

takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community

3.5

Approaching Distinguished

No Description

3.0

Proficient

participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects

2.5

Approaching Proficient

No Description

2.0

Emerging

participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects

1.5

Approaching Emerging

No Description

1.0

Emerging

purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

n/a

Not Observed

No Description

1.0 Collaborates with colleagues to improve student performance
No Description

| | | | | | | | |
|---|----------------------------------|--|-------------------------------|---|-----------------------------|--|-----------------------|
| 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
| Distinguished | Approaching Distinguished | Proficient | Approaching Proficient | Emerging | Approaching Emerging | Emerging | Not Observed |
| initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance | <i>No Description</i> | develops supportive and collaborative relationships with colleagues that improve student performance | <i>No Description</i> | develops cordial relationships with colleagues; attempts to improve student performance | <i>No Description</i> | develops relationships with colleagues that are characterized by negativity or combativeness | <i>No Description</i> |

| | | | | | | | | |
|---|---|----------------------------------|---|-------------------------------|--|-----------------------------|--|-----------------------|
| 1.0  Collaborates with parent/guardian/advocate to improve student performance <i>No Description</i> | 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | n/a |
| | Distinguished | Approaching Distinguished | Proficient | Approaching Proficient | Emerging | Approaching Emerging | Emerging | Underdeveloped |
| | guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms | <i>No Description</i> | collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms | <i>No Description</i> | maintains a school-required book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms | <i>No Description</i> | makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication | <i>No Description</i> |

Outcomes Linked to Criteria

Criterion: Supports student learning through developmentally appropriate instruction

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|---|---|
| 1.0 Learner Development and Individual Learning Differences | 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. |

InTASC Standards 2013

| Section | Description |
|----------------------------------|---|
| Standard #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. |

Criterion: Accounts for differences in students' prior knowledge

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|---|---|
| 1.0 Learner Development and Individual Learning Differences | 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. |

| Section | Description |
|--|---|
| 1.2 Development and Individual Differences | Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|----------------------------------|---|
| Standard #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. |

Criterion: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|---|---|
| 1.0 Learner Development and Individual Learning Differences | 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. |

| Section | Description |
|---|--|
| 1.1 Language, Culture and Family Background | Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. |

| Section | Description |
|--|---|
| 1.2 Development and Individual Differences | Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |

| Section | Description |
|--|---|
| 6.0 Professional Learning and Ethical Practice | 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. |

| Section | Description |
|---------------|---|
| 6.3 Diversity | 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. |

InTASC Standards 2013

| Section | Description |
|-----------------------------------|--|
| Standard #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. |

Criterion: Exhibits fairness and belief that all students can learn

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|-----------------------------------|--|
| Standard #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. |

Criterion: Creates a safe and respectful environment for learners

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|---------------------------|--|
| 2.0 Learning Environments | 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. |

| Section | Description |
|--|--|
| 2.1 Safe, Inclusive, and Culturally Responsive Learning Environments | 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. |

| Section | Description |
|-------------------------|--|
| 2.3 Intervene in Crisis | Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |

InTASC Standards 2013

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|------------------------------------|--|
| Standard #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. |

Criterion: Structures a classroom environment that promotes student engagement

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---------------------------|--|
| 2.0 Learning Environments | 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. |

| Section | Description |
|--|---|
| 2.2 Motivational and Instructional Interventions | Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |

InTASC Standards 2013

| Section | Description |
|------------------------------------|--|
| Standard #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. |

Criterion: Clearly communicates expectations for appropriate student behavior

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|------------------------------------|--|
| Standard #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. |

Criterion: Responds appropriately to student behavior

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---------------------------|--|
| 2.0 Learning Environments | 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. |

| Section | Description |
|-------------------------|--|
| 2.3 Intervene in Crisis | Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |

InTASC Standards 2013

| Section | Description |
|------------------------------------|--|
| Standard #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. |

Criterion: Guides learners in using technologies in appropriate, safe, and effective ways

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|----------------|---|
| 5.2 Technology | Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |

| Section | Description |
|----------------------------------|--|
| 5.3 AAC and Assistive Technology | 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. |

InTASC Standards 2013

| Section | Description |
|------------------------------------|--|
| Standard #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. |

Criterion: Effectively teaches subject matter

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|--------------------------------|---|
| Standard #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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |

Criterion: Guides mastery of content through meaningful learning experiences

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|----------------------------------|---|
| 3.0 Curricular Content Knowledge | Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. |

| Section | Description |
|-------------------------------------|---|
| 3.1 Concepts, Structures, and Tools | 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. |

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|--------------------------------|--|
| 5.6 Mastery and Generalization | Beginning special education professionals teach to mastery and promote generalization of learning. |

InTASC Standards 2013

| Section | Description |
|--------------------------------|---|
| Standard #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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |

Criterion: Integrates culturally relevant content to build on learners' background knowledge

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---|---|
| 1.0 Learner Development and Individual Learning Differences | 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. |

| Section | Description |
|---|--|
| 1.1 Language, Culture and Family Background | Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. |

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|---|---|
| 5.1 Selection, Development and Adaptation of Learning Experiences | 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. |

InTASC Standards 2013

| Section | Description |
|--------------------------------|---|
| Standard #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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |

Criterion: Connects core content to relevant, real-life experiences and learning tasks

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|-------------------------------------|---|
| Standard #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. |

Criterion: Designs activities where students engage with subject matter from a variety of perspectives

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------------------------|---|
| 3.0 Curricular Content Knowledge | Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. |

| Section | Description |
|-------------------------------------|---|
| 3.1 Concepts, Structures, and Tools | 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. |

| Section | Description |
|-----------------------|--|
| 3.2 Content Knowledge | 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. |

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|----------------------------------|---|
| 5.7 Cross-disciplinary Knowledge | Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|-------------------------------------|---|
| Standard #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. |

Criterion: Accesses content resources to build global awareness

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|-------------------------------------|---|
| Standard #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. |

Criterion: Uses relevant content to engage learners in innovative thinking & collaborative problem solving

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|----------------------------------|---|
| 5.7 Cross-disciplinary Knowledge | Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|-------------------------------------|---|
| Standard #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. |

Criterion: Uses multiple methods of assessment

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------|--|
| 4.0 Assessment | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |

| Section | Description |
|------------------------------|---|
| 4.3 Collaborative Assessment | Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|-------------------------|--|
| Standard #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. |

Criterion: Provides students with meaningful feedback to guide next steps in learning

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------|--|
| 4.0 Assessment | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |

| Section | Description |
|---|--|
| 4.4 Quality Learning, Performance, and Feedback | Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |

InTASC Standards 2013

| Section | Description |
|-------------------------|--|
| Standard #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. |

Criterion: Uses appropriate data sources to identify student learning needs

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------|--|
| 4.0 Assessment | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |

| Section | Description |
|-------------------------------------|--|
| 4.1 Formal and Informal Assessments | Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. |

InTASC Standards 2013

| Section | Description |
|-------------------------|--|
| Standard #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. |

Criterion: Engages students in self-assessment strategies

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|-------------------------|--|
| Standard #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. |

Criterion: Connects lesson goals with school curriculum and state standards

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Uses assessment data to inform planning for instruction

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------|--|
| 4.0 Assessment | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |

| Section | Description |
|---|--|
| 4.2 Interpret Assessments and Guide Decisions | Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|---------|-------------|
|---------|-------------|

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Adjusts instructional plans to meet students' needs

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|----------------|--|
| 4.0 Assessment | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |

| Section | Description |
|---|--|
| 4.2 Interpret Assessments and Guide Decisions | Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Collaboratively designs instruction

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---------|-------------|
|---------|-------------|

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Varies instructional strategies to engage learners

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---------------------------|--|
| 2.0 Learning Environments | 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. |

| Section | Description |
|--|---|
| 2.2 Motivational and Instructional Interventions | Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|---|---|
| 5.1 Selection, Development and Adaptation of Learning Experiences | 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. |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Uses technology appropriately to enhance instruction

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|----------------|---|
| 5.2 Technology | Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |

| Section | Description |
|----------------------------------|--|
| 5.3 AAC and Assistive Technology | 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. |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Differentiates instruction for a variety of learning needs

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|-----------------------------|--|
| 3.3 Curriculum Modification | Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. |

| Section | Description |
|---|--|
| 5.0 Instructional Planning and Strategies | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

| Section | Description |
|---|---|
| 5.1 Selection, Development and Adaptation of Learning Experiences | 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. |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Instructional practices reflect effective communication skills

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---------------------------------------|---|
| Standard #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. |

Criterion: Uses feedback to improve teaching effectiveness

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---|---|
| Standard #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. |

Criterion: Uses self-reflection to improve teaching effectiveness

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

InTASC Standards 2013

| Section | Description |
|---|---|
| Standard #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. |

Criterion: Upholds legal responsibilities as a professional educator

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|---------|-------------|
| | |

| Section | Description |
|--|---|
| 6.0 Professional Learning and Ethical Practice | 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. |

| Section | Description |
|--|--|
| 6.1 Ethical Principles and Professional Practice | Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. |

InTASC Standards 2013

| Section | Description |
|---|---|
| Standard #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. |

Criterion: Demonstrates commitment to the profession

*CEC Field Experience and Clinical Practice Standard

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

*CEC Initial Special Educator Preparation Standards (2015)

| Section | Description |
|--|---|
| 6.0 Professional Learning and Ethical Practice | 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. |

| Section | Description |
|-----------------------|--|
| 6.4 Lifelong Learning | Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities |

InTASC Standards 2013

| Section | Description |
|---|---|
| Standard #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. |

Criterion: Collaborates with colleagues to improve student performance

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|-------------------|---|
| 7.0 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. |

| Section | Description |
|----------------------------|--|
| 7.2 Resource to Colleagues | Beginning special education professionals serve as a collaborative resource to colleagues. |

InTASC Standards 2013

| Section | Description |
|--|--|
| Standard #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. |

Criterion: Collaborates with parent/guardian/advocate to improve student performance

***CEC Field Experience and Clinical Practice Standard**

| Section | Description |
|-------------------------------|--|
| CEC Field Experience Standard | Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals |

***CEC Initial Special Educator Preparation Standards (2015)**

| Section | Description |
|-------------------|---|
| 7.0 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. |

| Section | Description |
|--------------------------|---|
| 7.1 Collaboration Theory | Beginning special education professionals use the theory and elements of effective collaboration. |

| Section | Description |
|------------------------|---|
| 7.3 Promote Well-being | Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |

InTASC Standards 2013

| Section | Description |
|--|--|
| Standard #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. |