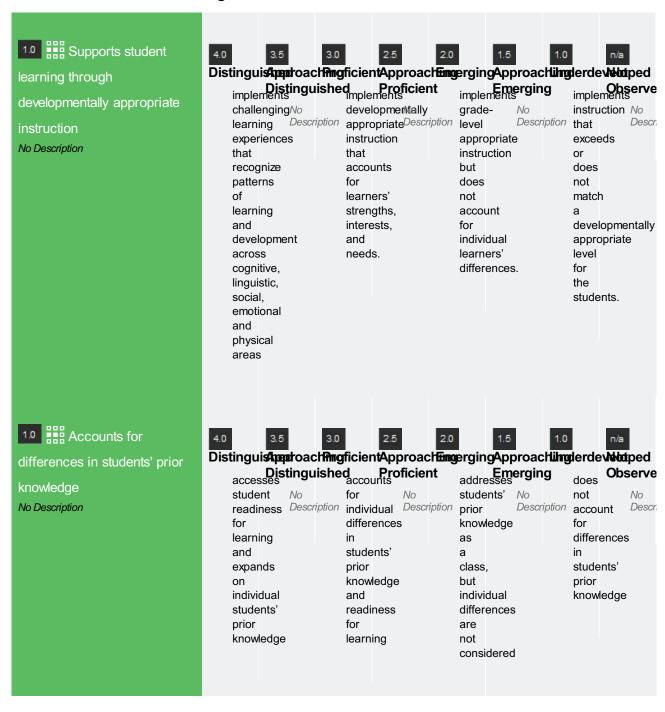
KAI - 6 Student Teaching Observation Tool



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 1.0 Distinguis Approach inglicient Approach ingerging Approach ingerde Vetatped Distinguished Proficient demonstrates **Emerging** demonstrates **Observe** demonstrates individual No thorough No а No minimal No Description knowledge Description basic Description knowledge Descri learning needs that knowledge about learners' by learners about proactively learners' backgrounds are differentiating individuals backgrounds and instruction with and how using differences how to knowledge in to meet of their meet their learners' backgrounds their learning socioeconomic, learning needs as cultural well needs and as ethnic their backgrounds approaches to learning

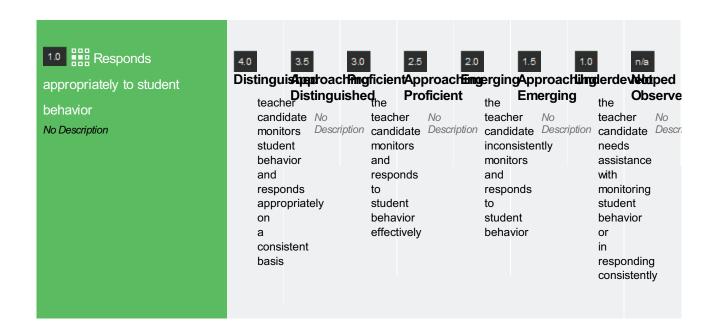
and performance



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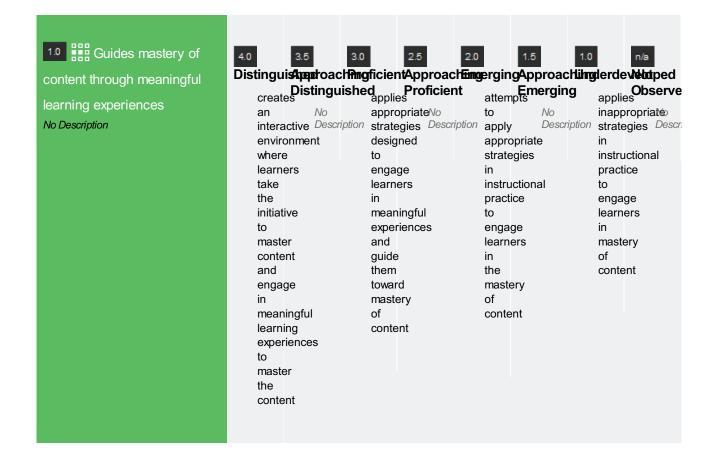




using technologies in appropriate, safe, and effective ways

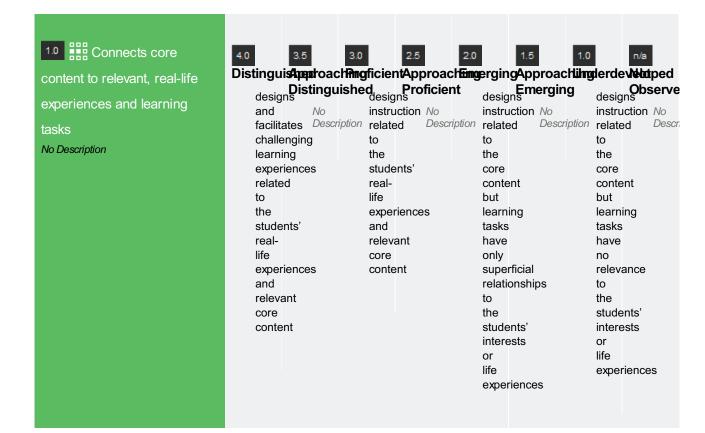
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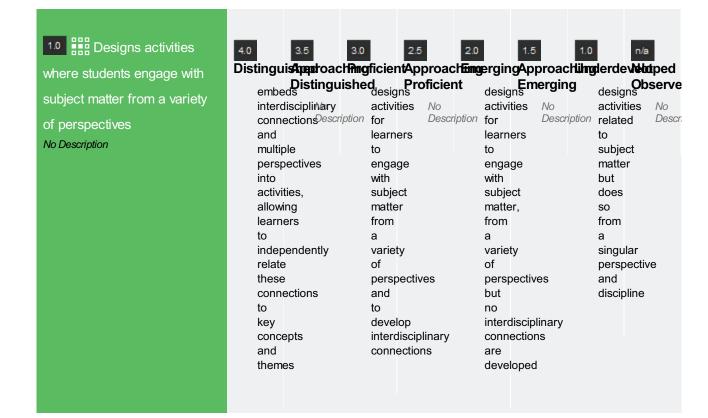






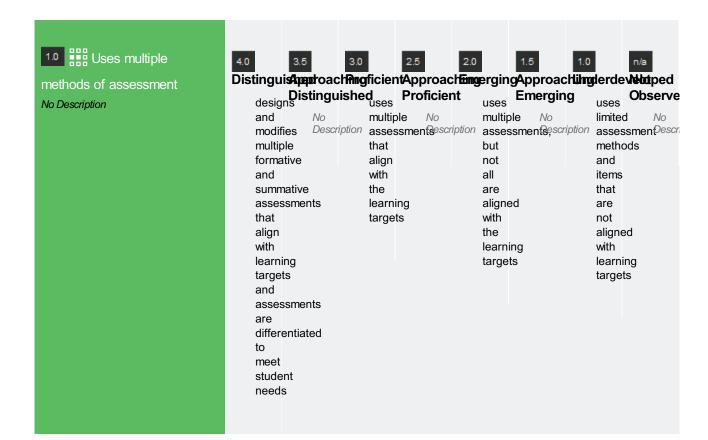
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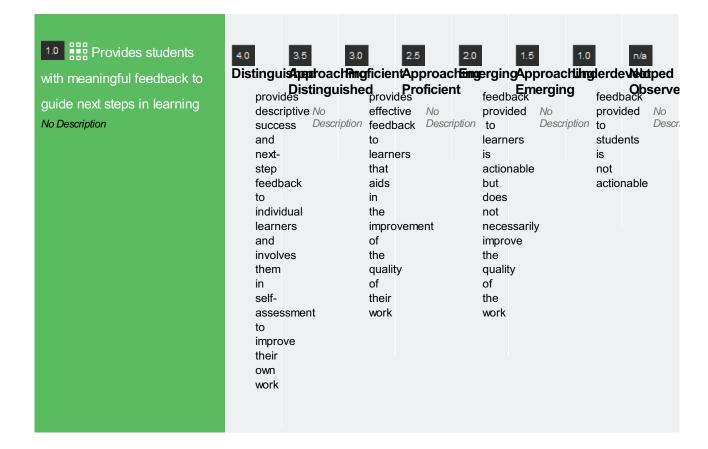


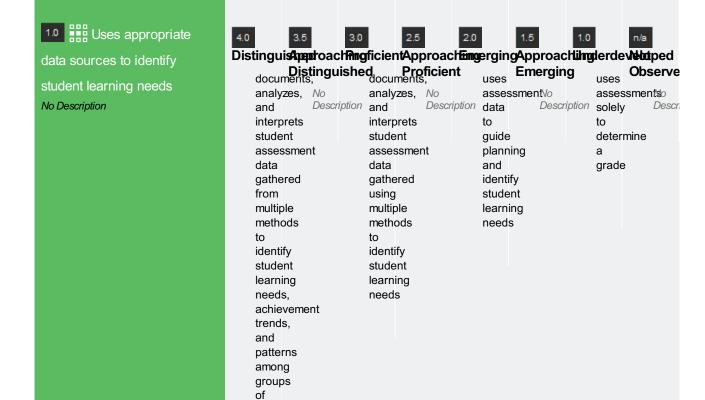








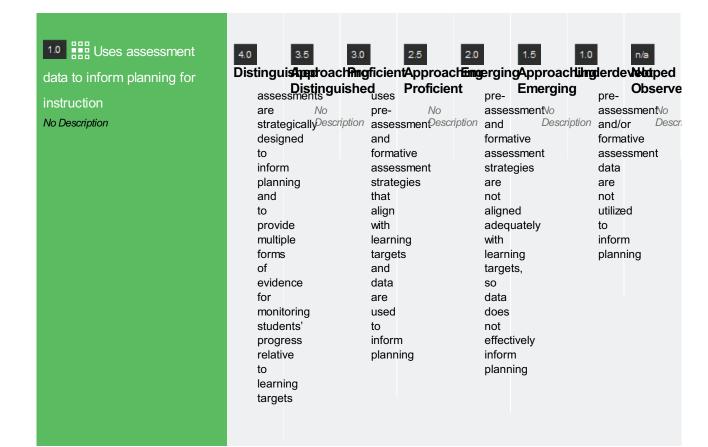


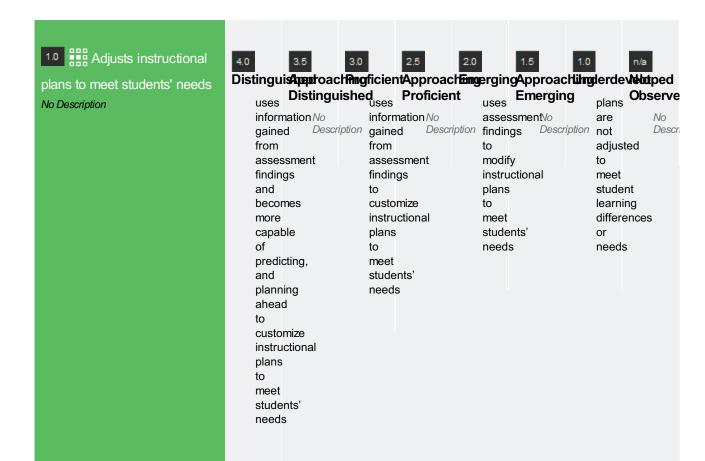


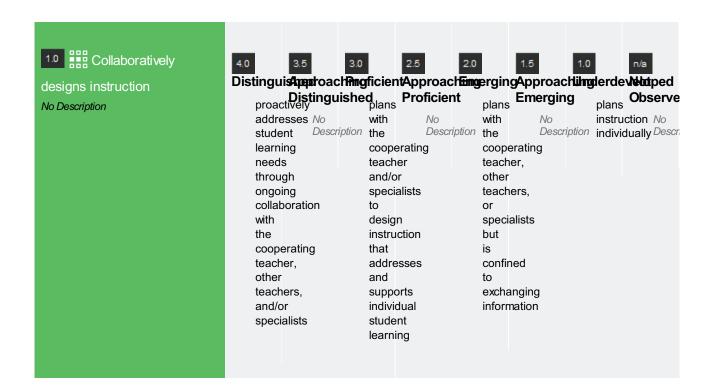
learners to inform instruction



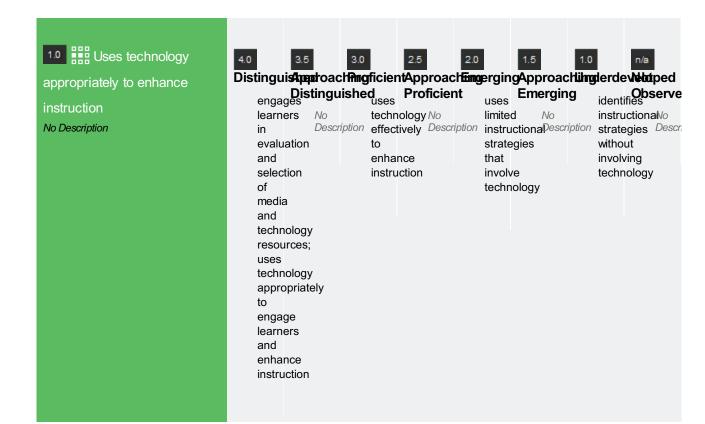


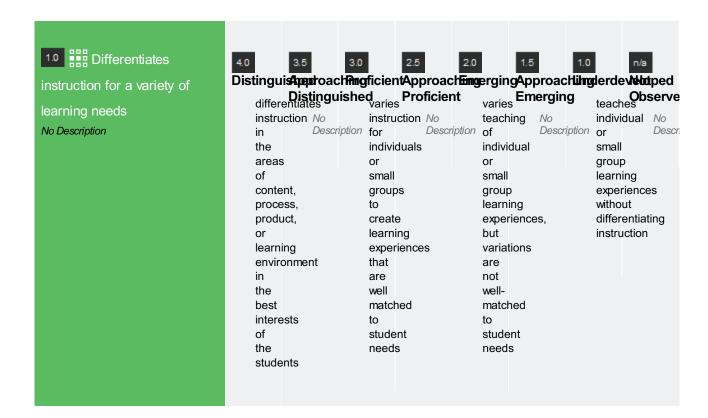














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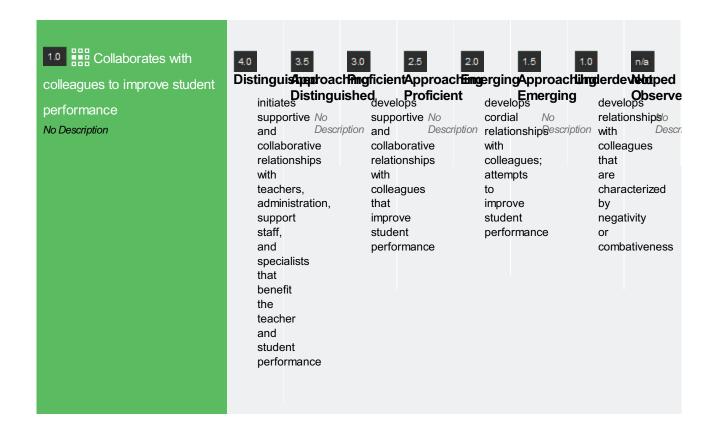


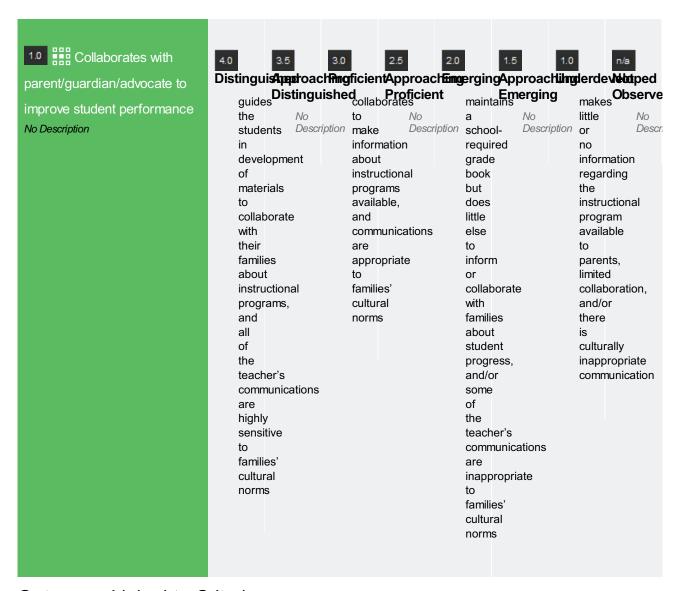


1.0 Upholds legal responsibilities as a professional educator No Description

4.0 3.5 2.5 1.0 Distinguis Approach inglerde Velotiped **Distinguished** demonstrates **Proficient Emerging Observe** acts does an No in No in No not No understanding cription accordance Description accordance Description act Descr of with with in ethical the ethical accordance codes codes with larger of of ethical context of conduct conduct codes public and and of professional professional education conduct policy standards; standards and by complies but professional staying with demonstrates standards appraised laws limited and of and understanding demonstrates changing policies of inadequate laws related federal, knowledge and state, to ethical learners' and federal, standards, district rights state, through and regulations and literature, teachers' and district professional responsibilities policies regulations development and policies or activities







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)

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 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	
6.3 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

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.

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

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

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

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

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.

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

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.

Description	1
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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

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.

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

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.

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

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

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

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.

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

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

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.

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.