COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

Council for Exceptional Children Professional Assessment for Clinical Experiences

Description	of Criterion	Novice	Developing	Proficient	Advanced
Initial Preparation Standard 1: Learner Development and Individual Learning Differences 1.0 Beginning special education professionals understand how	1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	The teacher candidate identifies language, culture and/or family background of individuals with exceptionalities.	The teacher candidate summarizes how language culture and/or family background influences the learning experiences of individuals with exceptionalities.	The teacher candidate cites evidence of how language, culture and/or family background influences the learning experiences of individuals with exceptionalities	The teacher candidate meets the proficient level plus analyzes how this knowledge can provide meaningful and challenging learning experiences for individuals with exceptionalities and their families
exceptionalities may interact with development and learning and use this knowledge to provide meaning	1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	The teacher candidate identifies developmental milestones and recites legal definitions of exceptionalities.	The teacher candidate summarizes how knowledge of developmental milestones and individual differences can facilitate in responding to the needs of individuals with exceptionalities individuals with exceptionalities	The teacher candidate cites evidence of different ways teachers can respond to the needs of individuals with exceptionalities by using their knowledge of how individual differences learn.	The teacher candidate meets the proficient level plus analyzes how this knowledge can provide meaningful and challenging learning for individuals with exceptionalities and their families

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Initial Preparation 2.0 Beginning special education professionals	2.1 Beginning special education professionals, through collaboration with	The teacher candidate defines criteria for a safe, inclusive, culturally	The teacher candidate relates how a safe, inclusive, culturally responsive learning	The teacher candidate formulates a plan with general educators and / or other colleagues, of how they would to	The teacher candidate meets the proficient level plus connects their collaborative plan to current evidence based
create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners	general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social	responsive learning environment.	environment. can facilitates engagement for individuals with exceptionalities in meaningful learning activities and social interactions	create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	practices
and develop emotional well being, positive social interactions, and self- determination.	interactions. 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	The teacher candidate defines motivational and instructional interventions used to teach individuals with exceptionalities	The teacher candidate defines motivational and instructional interventions used to teach individuals with exceptionalities and categorizes their use across different environments.	The teacher candidate assesses multiple environments to formulate motivational and instructional interventions used to teach individuals with exceptionalities how to adapt to different environments.	The teacher candidate meets the proficient level plus analyzes the efficacy of those interventions.
	2.3 Beginning special education professionals know how to intervene safely and	The teacher candidate <u>list</u> strategies used to intervene safely and appropriately with	The teacher candidate <u>lists and</u> <u>summarizes</u> multiple	The teacher candidate develops individualized strategies that can be used to intervene safely	The teacher candidate meets the proficient level plus analyzes the efficacy of those interventions

appropriately with	individuals with	strategies used to	and appropriately with	through research or
individuals with	exceptionalities in	intervene safely and	individuals with	collected data.
exceptionalities in	crisis.	appropriately with	exceptionalities in	
crisis.		individuals with	crisis.	
		exceptionalities in		
		crisis.		

Descripti	on of Criterion	Novice	Developing	Proficient	Advanced
Initial Preparation Standard 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate crossdisciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	The teacher candidate can select teaching or co-teaching content aligned with the general education curriculum to individuals with exceptionalities across a wide range of performance levels.	The teacher candidate can summarize teaching or coteaching content aligned with the general education curriculum to individuals with exceptionalities across a wide range of performance levels.	The teacher candidate can develop meaningful learning progressions for teaching or coteaching content aligned with the general education curriculum to individuals with exceptionalities across a wide range of performance levels.	The teacher candidate meets the proficient level plus evaluates the efficacy of the teaching content aligned with the general education curriculum and how it influences their professional practice.
	3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for	The teacher candidate can list appropriate learning and performance accommodations and modifications for individuals with exceptionalities in	The teacher candidate can use cross-disciplinary skills explain appropriate learning and performance accommodations and modifications for individuals with	The teacher candidate can use crossdisciplinary skills to develop appropriate learning and performance accommodations and modifications for individuals with exceptionalities in	The teacher candidate meets the proficient level plus analyzes the efficacy of appropriate learning and performance accommodations and modifications for individuals with exceptionalities in

individuals with exceptionalities.	academic subject matter content of the general education curriculum.	exceptionalities in academic subject matter content of the general education curriculum.	academic subject matter content of the general education curriculum.	academic subject matter content of the general education curriculum.
3.3 Beginning special	The teacher	The teacher	The teacher candidate	The teacher candidate
education	candidate can	candidate can	utilizes and modifies	meets the proficient
professionals modify	identify academic,	summarize and	academic, strategic,	level plus <u>analyzes</u> the
general and specialized	strategic, social-	modify academic,	social-emotional, and	efficacy of
curricula to make them	emotional, and	strategic, social-	independence	modifications to
accessible to	independence	emotional, and	curricula to	academic, strategic,
individuals with	curricula that	independence	individualize	social-emotional, and
exceptionalities.	individualize	curricula that	meaningful and	independence
	meaningful and	individualize	challenging learning	curricula being used to
	challenging	meaningful and	for individuals with	provide meaningful
	learning for	challenging learning	exceptionalities.	and challenging
	individuals with	for individuals with	·	learning for
	exceptionalities.	exceptionalities.		individuals with
		•		exceptionalities.

Description	of Criterion	Novice	Developing	Proficient	Advanced
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Initial	4.1The teacher	The teacher	The teacher	The teacher	The teacher candidate
Preparation	candidate selects	candidate can	candidate <u>describes</u>	candidate selects and	meets the proficient level
Standard 4:	and utilizes	identify formal and	technically sound	<u>utilizes technically</u>	plus <u>analyzes</u> <u>how this</u>
Beginning special	technically sound	<u>informal</u>	formal and informal	sound formal and	knowledge can provide
education	formal and	assessments that	assessments that	<u>informal</u>	meaningful and
professionals use	informal	minimize bias.	minimize bias.	assessments that	challenging assessment
multiple	assessments that			minimize bias.	and feedback for
methods of	minimize bias.				individuals with
assessment and					exceptionalities and their
data sources in					families
making	4.2 The teacher	The teacher	The teacher	The teacher	The teacher candidate
	candidate uses	candidate	candidate <u>describes</u>	candidate	meets the proficient level

educational	knowledge of	recognizes	how measurement	demonstrates	plus analyzes how this
decisions.	measurement	measurement	principles and	knowledge of	knowledge can provide
	principles and	principles and	practices can be	measurement	meaningful and
	practices to	practices.	utilized to interpret	principles and	challenging assessment
	interpret	<u> </u>	assessment results	practices to interpret	and feedback for
	assessment results		and guide	assessment results	individuals with
	and guide		educational decisions	and guide	exceptionalities and their
	educational		for individuals with	educational decisions	families
	decisions for		exceptionalities.	for individuals with	
	individuals with			exceptionalities.	
	exceptionalities.				
	4.3 The teacher			The teacher	The teacher candidate
	candidate, in			candidate, in	meets the proficient level
	collaboration with			collaboration with	plus analyzes how this
	colleagues and			colleagues and	knowledge can provide
	families, uses			families, <u>utilizes</u>	meaningful and
	multiple types of			multiple types of	challenging assessment
	assessment			assessment	and feedback for
	information in			<u>information</u> <u>in</u>	individuals with
	making decisions			making decisions	exceptionalities and their
	about individuals			about individuals	families
	with			with exceptionalities.	
	exceptionalities.				
	4.4 The teacher	The teacher	The teacher	The teacher	The teacher candidate
	candidate engages	candidate	candidate describes	candidate <u>engages</u>	meets the proficient level
	individuals with	<u>recognizes how</u>	how <u>individuals with</u>	<u>individuals with</u>	plus <u>analyzes</u> how this
	exceptionalities to	individuals with	exceptionalities can	<u>exceptionalities</u> <u>to</u>	knowledge can provide
	work toward	exceptionalities can	be engaged <u>to work</u>	work toward quality	meaningful and
	quality learning	be engaged to work	toward quality	<u>learning and</u>	challenging assessment
	and performance	toward quality	learning and	performance and	and feedback for
	and provide	<u>learning</u> and	performance and	provide feedback to	individuals with
	feedback to guide	performance and	provide feedback to	guide them.	exceptionalities and their
	them.	provide feedback to	guide them.		families
		guide them.			

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Initial Preparation Standard 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	The teacher candidate can identify individual abilities, interests, learning environments, and cultural and linguistic factors	The teacher candidate can summarize how individual abilities, interests, learning environments, and cultural and linguistic factors impact the selection, development, and adaptation of learning experiences for individuals with exceptionalities	The teacher candidate cites evidence of how they would consider individual abilities, interests, learning environments, and cultural and linguistic factors impact the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	The teacher candidate meets the proficient level plus analyzes how consider individual abilities, interests, learning environments, and cultural and linguistic factors impact the selection, development, and adaptation of learning experiences for individuals with exceptionalities influenced their professional practice.
	5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	The teacher candidate can identify technologies that can be used to support instructional assessment, planning, and delivery for individuals with exceptionalities.	The teacher candidate describes how technologies that can be used to support instructional assessment, planning, and delivery for individuals with exceptionalities.	The teacher candidate cites evidence of how technologies can be used to support instructional assessment, planning, and delivery for individuals with exceptionalities.	The teacher candidate meets the proficient level plus applies the concepts to new or different technologies that can be used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistiv technologies to support the communication and learning of individuals with exceptionalities.	systems and a variety of assistive technologies that	The teacher candidate can compare different augmentative and alternative communication systems and a variety of assistive technologies that support the communication and learning of individuals with exceptionalities.	The teacher candidate differentiates between different augmentative and alternative communication systems and a variety of assistive technologies that support the communication and learning of individuals with exceptionalities.	The teacher candidate meets the proficient level plus apply concepts of how different augmentative and alternative communication systems and a variety of assistive technologies can support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.	The teacher candidate can recall strategies to enhance language development and communication skills of individuals with exceptionalities.	The teacher candidate can compare different strategies to enhance language development and communication skills of individuals with exceptionalities.	The teacher candidate can cite evidence to support the use of strategies to enhance language development and communication skills of individuals with exceptionalities.	The teacher candidate meets the proficient level plus applies concepts to multiple strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals	The teacher candidate can list components of education and transition plans for individuals with exceptionalities	The teacher candidate can formulate a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and	The teacher candidate can cite evidence for the development and implementation of a variety of education and transition plans for individuals with exceptionalities	The teacher candidate meets the proficient level plus analyzes the efficacy of the education and transition plans across a wide range of settings and different learning experiences in collaboration with

with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.		different learning experiences in collaboration with individuals, families, and teams	across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams	individuals, families, and teams
5.6 Beginning special education professionals teach to mastery and promote generalization of learning	The teacher candidate can state the process of teaching to mastery and promoting the generalization of learning	The teacher candidate can organize teaching and assessment in order to teach to mastery and promote generalization of learning	The teacher candidate can cite evidence of teaching to mastery and promoting the generalization of learning	The teacher candidate meets the proficient level plus analyzes the efficacy of teaching to mastery and promoting the generalization of learning
5.7 Beginning special education professionals teach crossdisciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	The teacher candidate recall the rationale for teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities	The teacher candidate can summarize the rationale for teaching cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities	The teacher candidate can cite evidence of teach crossdisciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	The teacher candidate meets the proficient level plus analyzes the efficacy of the evidence of teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities

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Initial Preparation Standard 6.0 Beginning special education professionals use foundational knowledge of the field and their	6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.	The teacher candidate can name on the CEC Code of the Ethics and Standards for the Professional Practice	The teacher candidate can summarize the CEC Code of the Ethics and Standards for the Professional Practice	The teacher candidate <u>uses</u> the professional ethical principles and professional practice standards to guide their practice.	The teacher candidate meets the proficient level plus <u>evaluates</u> how these principles and professional practice advanced their own professional practice and to engage in lifelong learning.
professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	The teacher candidate can identify philosophies, evidence-based principles and / or theories, policies, and historical points of view	The teacher candidate summarizes philosophies, evidence-based principles and / or theories, policies, and historical points of view	The teacher candidate <u>cites</u> <u>evidence</u> of how philosophies, evidence-based principles and / or theories, policies, and historical points of view influence professional practice.	The teacher candidate meets the proficient level plus analyzes how philosophies, evidence-based principles and / or theories, policies, and historical points of view influence professional practice.
	6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special	The teacher candidate identify diversity is a part of families, cultures, and schools	The teacher candidate describe how diversity interacts with families, cultures, and schools	The teacher candidate demonstrate that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	The teacher candidate meets the proficient level plus <u>analyzes</u> how knowledge of_diversity needs influence professional practice.

education				
services.				
6.4 Beginning	The teacher	The teacher	The teacher	The teacher candidate
special education	candidate can	candidate can	candidate	meets the proficient level
professionals	define	identify	demonstrates their	plus <u>analyzes</u> how
understand the	lifelong learning,	opportunities for	knowledge of the	lifelong learning and
significance of	professional	lifelong learning,	significance of	participates in
lifelong learning	activities and	professional	lifelong learning and	professional activities
and participate in	learning	activities and	participates in	and learning
professional	communities.	learning	professional	communities can
activities and	communicies.	communities.	activities and	influence professional
learning		communities.	learning	practice.
communities.			communities.	practice.
6.5 Beginning	The teacher	The teacher	The teacher	The teacher candidate
special education	candidate can	candidate can	candidate	meets the proficient level
professionals	define advocacy	distinguish the	demonstrates their	plus <u>analyzes</u> how
advance the	and mentoring	difference between	knowledge of how to	engaging in activities
profession by	and mentoring	the concepts of	advance the	such as advocacy and
engaging in		advocacy and	profession by	mentoring can influence
activities such as		mentoring.	engaging in activities	professional practice.
advocacy and		mentoring.	such as advocacy and	professional practice.
mentoring.			mentoring.	
6.6 Beginning	The teacher	The teacher	The teacher	The teacher candidate
special education	candidate defines	candidate	candidate	meets the proficient level
professionals	the roles of	differentiates the	demonstrates their	plus analyzes how
provide guidance	paraeducators,	roles of	ability to provide	developing the ability to
and direction to	tutors, and	paraeducators,	guidance and	provide guidance and
paraeducators,	volunteers.	tutors, and	direction to	direction to
tutors, and		volunteers.	paraeducators,	paraeducators, tutors,
volunteers.			tutors, and	and volunteers will
			volunteers.	influence professional
				practice.

Description of Criterion		Novice	Developing	Proficient	Advanced
Initial Preparation Standard 7.0 Beginning special education professionals collaborate with families, other	7.1 Beginning special education professionals use the theory and elements of effective collaboration.	The teacher candidate can name theories or elements of effective collaboration.	The teacher candidate can summarize theory or elements of effective collaboration in their practice.	The teacher candidate demonstrates application of theory and elements of effective collaboration to guide their practice.	The teacher candidate meets the proficient level plus <u>evaluates</u> how these theories and elements of effective collaboration guide their practice in a variety of settings.
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	7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	The teacher candidate can list ways to collaborate with general educators to create environments that meaningfully include individuals with exceptionalities.	The teacher candidate can summarize ways to collaborate with general educators to create environments that meaningfully include individuals with exceptionalities, and which foster cultural understanding, safety and emotional wellbeing, positive social interaction, and active engagement.	The teacher candidate takes part in collaborating with general educators to create environments that meaningfully include individuals with exceptionalities, and which foster cultural understanding, safety and emotional wellbeing, positive social interaction, and active engagement.	The teacher candidate meets the proficient level plus analyzes their experiences collaborating with general educators to guide their practice.
experiences.	7.3 Beginning special education professionals use collaboration to promote the wellbeing of individuals with exceptionalities across a wide	The teacher candidate identifies ways to use collaboration with related-service providers, other educators, paraeducators and personnel from	The teacher candidate summarizes ways to use collaboration with related-service providers, other educators, paraeducators and personnel from community agencies,	The teacher candidate demonstrates the use of collaboration with related-service providers, other educators, paraeducators and personnel from community agencies,	The teacher candidate meets the proficient level plus analyzes their experiences collaborating with related-service providers, other educators, paraeducators and

community agencies, to address the needs	to address the needs of individuals with	to address the needs of individuals with	personnel from community agencies to
of individuals with exceptionalities.	exceptionalities.	exceptionalities.	guide their practice.