

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 exceptionalities may interact with development and learning and use this knowledge to provide meaning	1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	The teacher candidate identifies <u>language, culture and/or family background</u> of individuals with exceptionalities.	The teacher candidate summarizes <u>how language culture and/or family background influences the learning experiences</u> of individuals with exceptionalities.	The teacher candidate cites evidence of <u>how language, culture and/or family background influences the learning experiences</u> of individuals with exceptionalities	The teacher candidate meets the proficient level plus analyzes <u>how this knowledge can provide meaningful and challenging learning experiences</u> for individuals with exceptionalities and their families
	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 <u>developmental milestones and recites legal definitions of</u> <u>exceptionalities.</u>	The teacher candidate summarizes <u>how knowledge of developmental milestones and individual differences</u> can facilitate in responding to the needs of individuals with exceptionalities	The teacher candidate cites evidence of different ways teachers can <u>respond to the needs of individuals with exceptionalities</u> by using their knowledge of how individual differences learn.	The teacher candidate meets the proficient level plus analyzes <u>how this knowledge can provide meaningful and challenging learning</u> for individuals with exceptionalities and their families

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

	appropriately with individuals with exceptionalities in crisis.	individuals with exceptionalities in crisis.	<u>strategies used to intervene safely and appropriately</u> with individuals with exceptionalities in crisis.	<u>and appropriately</u> with individuals with exceptionalities in crisis.	<u>through research or collected data.</u>
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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 cross-disciplinary 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 co-teaching 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 co-teaching 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 cross-disciplinary skills 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 education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	The teacher candidate can identify academic, strategic, social-emotional, and independence curricula that individualize meaningful and challenging learning for individuals with exceptionalities.	The teacher candidate can summarize and modify academic, strategic, social-emotional, and independence curricula that individualize meaningful and challenging learning for individuals with exceptionalities.	The teacher candidate utilizes and modifies academic, strategic, social-emotional, and independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.	The teacher candidate meets the proficient level plus analyzes the efficacy of modifications to academic, strategic, social-emotional, and independence curricula being used to provide meaningful and challenging learning for individuals with exceptionalities.

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

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

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<p>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.</p>	<p>5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>The teacher candidate can identify <u>individual abilities, interests, learning environments, and cultural and linguistic factors</u></p>	<p>The teacher candidate can summarize how individual abilities, interests, learning environments, and cultural and linguistic factors <u>impact the selection, development, and adaptation of learning experiences</u> for individuals with exceptionalities</p>	<p>The teacher candidate cites evidence of how they would consider individual abilities, interests, learning environments, and cultural and linguistic factors <u>impact the selection, development, and adaptation of learning experiences</u> for individuals with exceptionalities.</p>	<p>The teacher candidate meets the proficient level plus analyzes how consider individual abilities, interests, learning environments, and cultural and linguistic factors <u>impact the selection, development, and adaptation of learning experiences</u> for individuals with exceptionalities influenced their professional practice.</p>
	<p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>	<p>The teacher candidate can identify <u>technologies that can be used to support instructional assessment, planning, and delivery</u> for individuals with exceptionalities.</p>	<p>The teacher candidate describes how <u>technologies that can be used to support instructional assessment, planning, and delivery</u> for individuals with exceptionalities.</p>	<p>The teacher candidate cites evidence of how <u>technologies can be used to support instructional assessment, planning, and delivery</u> for individuals with exceptionalities.</p>	<p>The teacher candidate meets the proficient level plus applies the concepts to new or <u>different technologies that can be used to support instructional assessment, planning, and delivery</u> for individuals with exceptionalities.</p>

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

	with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.		<u>different learning experiences in collaboration with individuals, families, and teams</u>	<u>across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</u>	<u>individuals, families, and teams</u>
	5.6 Beginning special education professionals teach to mastery and promote generalization of learning	The teacher candidate can state the <u>process of teaching to mastery and promoting the generalization of learning</u>	The teacher candidate can organize <u>teaching and assessment in order to teach to mastery and promote generalization of learning</u>	The teacher candidate can cite evidence of <u>teaching to mastery and promoting the generalization of learning</u>	The teacher candidate meets the proficient level plus analyzes the efficacy of <u>teaching to mastery and promoting the generalization of learning</u>
	5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	The teacher candidate recall the <u>rationale for teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving</u> to individuals with exceptionalities	The teacher candidate can summarize the <u>rationale for teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving</u> to individuals with exceptionalities	The teacher candidate can cite evidence of <u>teach cross-disciplinary knowledge and skills such as critical thinking and problem solving</u> to individuals with exceptionalities.	The teacher candidate meets the proficient level plus analyzes the <u>efficacy of the evidence of teach cross-disciplinary knowledge and skills such as critical thinking and problem solving</u> 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 professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	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 uses the professional ethical principles and professional practice standards to guide their practice.	The teacher candidate meets the proficient level plus evaluates how these principles and professional practice advanced their own professional practice and to engage in lifelong learning.
	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 cites evidence 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 analyzes how knowledge of diversity needs influence professional practice.

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

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Initial Preparation Standard 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	7.1 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 evaluates how these theories and elements of effective collaboration guide their practice in a variety of settings.
	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 well-being, 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 well-being, 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.
	7.3 Beginning special education professionals use collaboration to promote the well-being 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

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