

# COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

## SPC 6540 CEC PACE Body of Evidence

Criteria	Body of Evidence
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Journal Week 3, Lesson Plans, Observations
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	Journal and Reflection Week 3, Lesson Plans, Observations
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.	Journal Week 1 and 4, Lesson Plans and Observations
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Lesson Plans and Observations
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Lesson Plans and Observations
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.	Journal Week 5, Lesson Plans and Observations, Pre and Post Conferences
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Journal Week 7, Lesson Plans and Observations

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Journal Week 5, Lesson Plans and Observations
4.1 The teacher candidate selects and utilizes technically sound formal and informal assessments that minimize bias.	Journal Week 6, Lesson Plans and Observations
4.2 The teacher candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	Journal Week 8, Lesson Plans and Pre and Post Conferences
4.3 The teacher candidate, in collaboration with colleagues and families, uses multiple types of assessment information in making decisions about individuals with exceptionalities.	Journal Week 6, Pre and Post Conferences
4.4 The teacher candidate engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Reflection Week 6, Observations
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.	Journal Week 3, Lesson Plans
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Lesson Plans and Observations
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.	Lesson Plans and Observations
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.	Journal Week 7, Lesson Plans and Observations
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Post Conferences
5.6 Beginning special education professionals teach to mastery and promote generalization of learning	Lesson Plans and Observations

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Journal Week 7, Lesson Plans and Observations
6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.	Observations, Pre and Post Conferences
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Lesson Plans, Observations and Pre and Post Conferences
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Journal Week 10, Pre and Post Conferences
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	Journal Week 10 and Reflection Week 8, Pre and Post Conferences
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.	Journal Week 10 Pre and Post Conferences
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	Journal Week 10 Pre and Post Conferences
7.1 Beginning special education professionals use the theory and elements of effective collaboration.	Journal Week 10 Pre and Post Conferences
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	Journal Week 10 Pre and Post Conferences
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Journal Week 10 Pre and Post Conferences