# CEC Special Education Ethics Evaluation Assignment Description

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the principles found in this evaluation.  Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC

**Purpose**: The purpose of this evaluation is to evaluate the degree to which Special Education majors are employing ethical principles, practices, and policies during student teaching.

**Standard Alignment**: To ensure teacher candidates can demonstrate their ability work effectively with diverse P12 students, this key assessment is aligned to the following **InTASC Standards**:

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.
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
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.
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.
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.
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.
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.
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.
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.
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.

To ensure teacher candidates can apply their knowledge specialized expertise special educators must master for safe and effective practice. This key assessment is aligned to the following **CEC Standards**:

1. Engaging in Professional Learning and Practice with Ethical Guidelines: Candidates practice with ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

2. Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4. Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5. Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self regulate learning.
6. Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7. Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

**Administered**: This evaluation is administered in one course in the program. That is during teacher candidates' EDUC 400 semester for those majoring in Special Education. At this time, that is a small number of teacher candidates.

**Target Score**: In alignment with program requirements, the target score each teacher candidate must obtain is a mean of individual average scores as 3.0 or higher and all criteria averages are 3.0 or higher.

**Self-Evaluation**: Teacher candidates will also complete a CEC ethics evaluation to self-evaluate their own ability to apply specialized expertise that special educators must master to ensure safe and effective practice

# CEC Special Education Ethics Evaluation Rubric

| Criteria | DISTINGUISHED | PROFICIENT | BASIC | UNSATISFACTORY |
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| 1. Maintains challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that represent their dignity, culture, language, and background. (InTASC 2, 4, 5, & 6) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 2. Maintains a high level of professional competence and integrity and exercises professional judgement to benefit individuals with exceptionalities and their families. (InTASC 4 & 9) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 3. Promotes meaningful and inclusive participation of individuals with exceptionalities in their schools and communities. (InTASC 3) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 4. Practices collegially with others who are providing services to individuals with exceptionalities. (InTASC 10) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 5. Develops relationships with families based on mutual respect and actively involves families and individuals with exceptionalities in educational decision making. (InTASC 10) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 6. Using evidence, instructional data, research and professional knowledge to inform practice. (InTASC 6, 7, & 8) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities. (InTASC 3 & 9) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 8. Neither engages in nor tolerates any practice that harms individuals with exceptionalities. (InTASC 1 & 9) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 9. Practices within the professional ethics, standards, and policies of CEC; upholds laws, regulations, and policies that influence professional practice; and advocates improvements in the laws, regulations, and policies. (InTASC 9) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 10. Advocates for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities. (InTASC 10) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 11. Engages in improvement of the profession through active participation in professional organizations. (InTASC 9 & 10) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |
| 12. Participates in the growth and dissemination of professional knowledge and skills. (InTASC 9 & 10) | Surpasses, superior, excels, exemplary, high level | Sufficiently, appropriately, satisfactorily, consistently | Developing, improving, continuing, partially meets | Limited, lacking, ineffective, unsatisfactorily |

| Comments: | |
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