

Advanced CEC Skills Evaluation (SPED 587)

Administered to candidates in the Special Education MEd program Question

Key Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A
Standard 1-Assessment					
Special education specialists use valid and reliable assessment practices to minimize bias.					
<i>Special Education Specialists...</i>					
1.0: Use valid and reliable assessment practices to minimize bias.	Skillfully uses valid and reliable assessment practices to minimize bias.	Uses valid and reliable assessment practices to minimize bias.	Demonstrates a basic ability to use valid and reliable assessment practices to minimize bias.	Displays no ability to use valid and reliable assessment practices to minimize bias.	
Standard 2-Curricular Content Knowledge					
Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.					
<i>Special Education Specialists...</i>					
2.0: Use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels	Excels at using their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels	Uses their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels	Lacks understanding of using their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels	Possesses no understanding of using their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels	
2.2: Broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.	Excels at broadening and deepening their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.	Broadens and deepens their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.	Lacks understanding of professional knowledge and expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.	Possesses no understanding of professional knowledge and expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.	

2.3: Use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	Extensively uses understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	Uses understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	Demonstrates a limited understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	Demonstrates no understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	
Standard 3-Programs, Services, and Outcomes: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.					
<i>Special Education Specialists...</i>					
3.2: Use social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	Actively uses social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	Uses social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	Infrequently uses social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	Limited use of social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	
3.3: Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	Intuitively applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	Applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	Demonstrates a basic ability to apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	Displays little to no ability to apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	
3.5: Evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	Extensively evaluates progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	Evaluates progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	Demonstrates a limited ability to evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	Demonstrates little to no ability to evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	

Standard 4-Research and Inquiry

Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Special Education Specialists...

4.3: Foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	Consistently fosters an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	Fosters an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	Inconsistently fosters an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	Does not foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	
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Standard 5-Leadership and Policy

Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Special Education Specialists...

5.0: Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	Intuitively provides leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	Provides leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	Demonstrates a basic ability to provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	Displays no ability to provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	
5.1: Model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.	Consistently models respect and ethical practices for all individuals and encourages challenging expectations for individuals with exceptionalities.	Models respect and ethical practices for all individuals and encourage challenging expectations for individuals with exceptionalities.	Inconsistently models respect and ethical practices for all individuals and encourages challenging expectations for individuals with exceptionalities.	Does not model respect and ethical practice for all individuals and encourages challenging expectations for individuals with exceptionalities.	
5.2: Support and use linguistically and culturally responsive practices.	Accurately supports and uses linguistically and culturally responsive practices.	Supports and uses linguistically and culturally responsive practices.	Inaccurately supports and uses linguistically and culturally responsive practices.	Does not support and use linguistically and culturally responsive practices.	

5.3: Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	Consistently creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	Creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	Inconsistently creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	Does not create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	
5.4: Advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	Extensively advocates for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	Advocates for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	Demonstrates a limited ability to advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	Does not advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	
5.5: Advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	Extensively advocates for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	Advocates for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	Demonstrates a limited ability to advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	Does not advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	

Standard 6-Professional and Ethical Practice

Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Special Education Specialists...

6.0: Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.	Intuitively uses foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities	Uses foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote	Demonstrates a basic ability to use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership	Displays no ability to use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities	
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	to promote the success of professional colleagues and individuals with exceptionalities.	the success of professional colleagues and individuals with exceptionalities.	responsibilities to promote the success of professional colleagues and individuals with exceptionalities.	to promote the success of professional colleagues and individuals with exceptionalities.	
6.1: Possess a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.	Demonstrates a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.	Possesses a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.	Demonstrates a basic ability to understand the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.	Possesses no understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.	
6.2: Model high professional expectations and ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	Consistently models high professional expectations and ethical practice and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	Models high professional expectations and ethical practice and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	Inconsistently models high professional expectations and ethical practice or create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	Does not model high professional expectations and ethical practice or create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	
6.3: Model and promote respect for all individuals and facilitate ethical professional practice.	Regularly models and promotes respect for all individuals and facilitates ethical professional practice.	Models and promotes respect for all individuals and facilitates ethical professional practice.	Irregularly models and promotes respect for all individuals and facilitates ethical professional practice.	Does not model and promote respect for all individuals and facilitate ethical professional practice.	
Standard 7-Collaboration Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.					
7.0: Collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	Effectively collaborates with stakeholders to improve programs, services, and outcomes for individuals with	Collaborates with stakeholders to improve programs, services, and outcomes for individuals	Ineffectively collaborates with stakeholders to improve programs, services, and outcomes for individuals with	Does not collaborate with stakeholders to improve programs, services, and outcomes for individuals	

	exceptionalities and their families.	with exceptionalities and their families.	exceptionalities and their families.	with exceptionalities and their families.	
7.2: Use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	Consistently uses collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	Uses collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	Inconsistently uses collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	Does not use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	
7.3: Collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	Efficiently collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	Collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	Inefficiently collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	Does not collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	