



At A Glance CEC Standards

As the recognized leader for special education professional *standards*, the Council for Exceptional Children, *CEC*, develops *standards*, ethics and practices and guidelines to ensure that individuals with exceptionalities and their families receive the free and appropriate education they are entitled to. Today, CEC professional standards for teacher quality are rigorously validated, research informed, and pedagogically grounded, CEC national recognition of preparation programs is performance-based for results-oriented accountability.

I. The Learner and Learning

Standard 1: Learner Development and Individual Learning Differences— Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

—Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

—Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments— 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.

—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.

—Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

—Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

II. Content

Standard 3: Curricular Content Knowledge— Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

—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.

—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.

—Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.



III. Instructional Practice

Standard 6: Assessment—Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

—Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

—Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

—Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies—Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

—Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

—Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

—Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support

IV. Professional Responsibility

Standard 6: Professional Learning and Ethical Practice—Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

—Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

—Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

—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.

—Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

—Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

—Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration—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.

—Beginning special education professionals use the theory and elements of effective collaboration.

—Beginning special education professionals serve as a collaborative resource to colleagues.



—Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.