

Professional Monitoring Tool

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Marilyn Friend's *Special Education: Contemporary Perspectives for School Professionals* provides you with a unique tool to track your own growth in mastering the CEC standards. You can begin this tracking now and continue to use it as you progress through other courses and experiences. As you read your textbook, use a printout of the table below to track where in the text and your coursework you were first introduced to the concepts in the standard. The textbook has been designed to help you do this. In the margins of the textbook an icon has been placed to denote content that is related to specific CEC Content Standards, accompanied

by a key word or phrase from the relevant Common Core knowledge or skill statement. When you see this icon and corresponding standard, search for the appropriate knowledge or skill and indicate the page number from this textbook where this was introduced to you. Later in your program you can check off when you have had opportunities to implement and practice this knowledge or skill. Finally, before you finish your teacher preparation program you can check off when you have mastered each knowledge or skill. Reflecting on your progress will help you target areas on which to focus your continuing professional development. You can even continue to use the PMT after you graduate.

CEC Standards, Knowledge, and Skills	Where knowledge/skill was INTRODUCED in Friend textbook	Where knowledge/skill was PRACTICED in teacher preparation program	Where knowledge/skill was MASTERED in teacher preparation program
<p>Standard 1: Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>			
CC1K1 Models, theories, and philosophies that form the basis for special education practice.			
CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.			
CC1K3 Relationship of special education to the organization and function of educational agencies.			
CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.			

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CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.			
CC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.			
CC1K7 Family systems and the role of families in the educational process.			
CC1K8 Historical points of view and contribution of culturally diverse groups.			
CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.			
CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.			
CC1S1 Articulate personal philosophy of special education.			
<p>Standard 2: Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC2K1 Typical and atypical human growth and development.			
CC2K2 Educational implications of characteristics of various exceptionalities.			
CC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.			
CC2K4 Family systems and the role of families in supporting development.			

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CC2K5 Similarities and differences of individuals with and without exceptional learning needs.			
CC2K6 Similarities and differences among individuals with exceptional learning needs.			
CC2K7 Effects of various medications on individuals with exceptional learning needs.			
<p>Standard 3: Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC3K1 Effects an exceptional condition(s) can have on an individual's life.			
CC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.			
CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.			
CC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.			
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.			
<p>Standard 4: Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC4S1 Use strategies to facilitate integration into various settings.			
CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.			
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.			

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CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.			
CC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.			
CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.			
<p>Standard 5: Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC5K1 Demands of learning environments.			
CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.			
CC5K3 Effective management of teaching and learning.			
CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.			
CC5K5 Social skills needed for educational and other environments.			
CC5K6 Strategies for crisis prevention and intervention.			
CC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.			
CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.			
CC5K9 Ways specific cultures are negatively stereotyped.			
CC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism.			
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.			
CC5S2 Identify realistic expectations for personal and social behavior in various settings.			
CC5S3 Identify supports needed for integration into various program placements.			
CC5S4 Design learning environments that encourage active participation in individual and group activities.			

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CC5S5 Modify the learning environment to manage behaviors.			
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.			
CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.			
CC5S8 Teach self-advocacy.			
CC5S9 Create an environment that encourages self-advocacy and increased independence.			
CC5S10 Use effective and varied behavior management strategies.			
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.			
CC5S12 Design and manage daily routines.			
CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.			
CC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.			
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.			
CC5S16 Use universal precautions.			
<p>Standard 6: Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC6K1 Effects of cultural and linguistic differences on growth and development.			
CC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.			
CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.			
CC6K4 Augmentative and assistive communication strategies.			
CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.			
CC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.			

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<p>Standard 7: Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC7K1 Theories and research that form the basis of curriculum development and instructional practice.			
CC7K2 Scope and sequences of general and special curricula.			
CC7K3 National, state or provincial, and local curricula standards.			
CC7K4 Technology for planning and managing the teaching and learning environment.			
CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.			
CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.			
CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.			
CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.			
CC7S4 Use functional assessments to develop intervention plans.			
CC7S5 Use task analysis.			
CC7S6 Sequence, implement, and evaluate individualized learning objectives.			
CC7S7 Integrate affective, social, and life skills with academic curricula.			
CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.			
CC7S9 Incorporate and implement instructional and assistive technology into the educational program.			
CC7S10 Prepare lesson plans.			
CC7S11 Prepare and organize materials to implement daily lesson plans.			
CC7S12 Use instructional time effectively.			

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CC7S13 Make responsive adjustments to instruction based on continual observations.			
CC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.			
<p>Standard 8:</p> <p>Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC8K1 Basic terminology used in assessment.			
CC8K2 Legal provisions and ethical principles regarding assessment of individuals.			
CC8K3 Screening, prereferral, referral, and classification procedures.			
CC8K4 Use and limitations of assessment instruments.			
CC8K5 National, state or provincial, and local accommodations and modifications.			
CC8S1 Gather relevant background information.			
CC8S2 Administer nonbiased formal and informal assessments.			
CC8S3 Use technology to conduct assessments.			
CC8S4 Develop or modify individualized assessment strategies.			
CC8S5 Interpret information from formal and informal assessments.			
CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.			
CC8S7 Report assessment results to all stakeholders using effective communication skills.			
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.			

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CC8S9 Develop or modify individualized assessment strategies.			
CC8S10 Create and maintain records.			
<p>Standard 9: Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC9K1 Personal cultural biases and differences that affect one’s teaching.			
CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.			
CC9K3 Continuum of lifelong professional development.			
CC9K4 Methods to remain current regarding research-validated practice.			
CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.			
CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.			
CC9S3 Act ethically in advocating for appropriate services.			
CC9S4 Conduct professional activities in compliance with applicable laws and policies.			
CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.			
CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.			
CC9S7 Practice within one’s skill limit and obtain assistance as needed.			
CC9S8 Use verbal, nonverbal, and written language effectively.			
CC9S9 Conduct self-evaluation of instruction.			
CC9S10 Access information on exceptionalities.			
CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.			
CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.			

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<p>Standard 10: Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well-being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>			
CC10K1 Models and strategies of consultation and collaboration.			
CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.			
CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.			
CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.			
CC10S1 Maintain confidential communication about individuals with exceptional learning needs.			
CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.			
CC10S3 Foster respectful and beneficial relationships between families and professionals.			
CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.			
CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.			
CC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.			
CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.			
CC10S8 Model techniques and coach others in the use of instructional methods and accommodations.			
CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.			
CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.			
CC10S11 Observe, evaluate, and provide feedback to paraeducators.			