

Assessment 5: Assessment that demonstrates candidate effects on student learning.

1) Description: The current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during student teaching. This amalgam of input draws on the candidate's ability to analyze his or her effectiveness in learner-centered instructional decisions.

Measurement of Candidate impact on student learning identifies the shift to a learner-centered rather than teacher-centered model of teaching. Current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during student teaching. This amalgam of input draws on the candidate's ability to analyze teaching effectiveness, reflect on practice, and make learner-centered instructional decisions. Candidate work samples of planning, teaching, and decision making during student teaching measure impact on student learning.

The Educator Preparation Program at Angelo State has used elements of TxBESS Standards/CEC Standards observed and measured during multiple benchmark conferences, to ascertain candidates' impact on student learning. Data are obtained during student teaching and are analyzed in segments as well as holistically. In this regard, program assessments 4 and 5 are similar, but focus on differentiated elements of the standards, which then contribute to the formative and summative evaluation of candidates during student teaching. During benchmark conferences, the university supervisors and partner teachers utilize the elements of the standards to analyze a candidate's impact on student learning and to provide feedback for greater success as a result of reflection and practice. Elements of the TxBESS Standards /CEC Standards address candidate impact on student learning and are assessed during benchmark conferences.

ASSESSMENT 5 Candidate Impact on Student Learning

1) Description: Candidates are evaluated during student teaching using the TxBESS (Texas Beginning Educator Support System) for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The TxBESS Performance Standards are grouped into these four clusters:

1. Planning for Learner-centered Instruction;
2. A Classroom Environment That Promotes Equity, Excellence, and Learning;
3. Instruction and Communication; and
4. Professionalism.

The clusters are designed to promote professional practice that results in high levels of student learning. Each cluster consists of performance standards that further elaborate on the desired teaching practices. The description of each standard is accompanied by a developmental continuum that progresses through the following four levels:

- **Performances described as developing do not yet reflect the standard of performance expected of a beginning teacher.**
- **Performances described as beginning competent reflect the expected level of performance at the end of student teaching or early in the first year of teaching.**
- **Performances described as advanced competent reflect the expected level of performance for first-year teachers who have received support from a trained mentor and support team.**
- **Performances described as proficient reflect the high goals that beginning teachers strive to attain as they become accomplished members of the educational community.**

The TxBESS standards (and corresponding CEC ICC Standards) are:

TxBESS	<u>CEC - ICC</u>
Standard 1a: The candidate demonstrates knowledge of content and pedagogy.	<ul style="list-style-type: none"> • ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments • ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem • IGC4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs • ICC5K1 Demands of learning environments • ICC7K1 Theories and research that form the basis of curriculum development and instructional practice • ICC7K2 Scope and sequences of general and special curricula • ICC7K3 National, state or provincial, and local curricula standards • ICC7K4 Technology for planning and managing the teaching and learning environment
Standard 1b: The candidate demonstrates knowledge of students.	<ul style="list-style-type: none"> • ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs • ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs • IGC7K4 Relationships among exceptional learning needs and reading instruction • IGC7K3 Interventions and services for children who may be at risk for learning exceptional learning needs • ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress • IGC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
Standard 1c: The candidate selects key knowledge and skills.	<ul style="list-style-type: none"> • IGC4S3 Teach learning strategies and study skills to acquire academic content • IGC4S4 Use reading methods appropriate to individuals with exceptional learning needs • IGC4S5 Use methods to teach mathematics appropriate to the individuals with exceptional learning needs • IGC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum • IGC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies • IGC4S15 Teach strategies for organizing and composing written products

<p>Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.</p>	<ul style="list-style-type: none"> • IGC4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs • IGC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language • IGC4S6 Modify pace of instruction and provide organizational cues • IGC5S2 Use and maintain assistive technologies • ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service • ICC7S9 Incorporate and implement instructional and assistive technology into the educational program • IGC7S4 Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication
<p>Standard 1e: The candidate designs activities that promote student learning.</p>	<ul style="list-style-type: none"> • IGC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs • IGC4S9 Use a variety of no aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs • IGC4S10 Identify and teach basic structures and relationships within and across curricula • IGC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners • IGC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
<p>Standard 1f. The candidate plans to assess student learning.</p>	<ul style="list-style-type: none"> • IGC4S8 Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post school environments • ICC4S1 Use strategies to facilitate integration into various settings • ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs • ICC7S10 Prepare lesson plans • ICC7S11 Prepare and organize materials to implement daily lesson plans
<p>Standard 2a: The candidate creates and environment of rapport and respect.</p>	<ul style="list-style-type: none"> • ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued • ICC5S2 Identify realistic expectations for personal and social behavior in various settings • ICC5S3 Identify supports needed for integration into various program placements • ICC5S4 Design learning environments that encourage active

	<p>participation in individual and group activities</p> <ul style="list-style-type: none"> • IGC7S3 Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs • IGC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
<p>Standard 2b: The candidate establishes a culture for learning.</p>	<ul style="list-style-type: none"> • ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world • ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage • ICC5K9 Ways specific cultures are negatively stereotyped • ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism • ICC5S8 Teach self-advocacy • ICC5S9 Create an environment that encourages self-advocacy and increased independence • IGC5S4 Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults • IGC5S5 Use skills in problem-solving and conflict resolution • ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
<p>Standard 2c: The candidate manages classroom procedures.</p>	<ul style="list-style-type: none"> • ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs • ICC5K3 Effective management of teaching and learning • ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs • ICC5K5 Social skills needed for educational and other environments • ICC5K6 Strategies for crisis prevention and intervention • IGC5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs • IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs • ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs • ICC7S12 Use instructional time effectively • ICC7S13 Make responsive adjustments to instruction based on continual observations
<p>Standard 2d: The candidate manages student behavior.</p>	<ul style="list-style-type: none"> • ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences • ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person

	<ul style="list-style-type: none"> • ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors • ICC5S16 Use universal precautions • IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs • ICC5S10 Use effective and varied behavior management strategies • ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs • ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions • IGC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
Standard 2e: The candidate organizes physical space.	<ul style="list-style-type: none"> • ICC5S12 Design and manage daily routines • ICC5S5 Modify the learning environment to manage behaviors • IGC5S1 Provide instruction in community-based settings • IGC5S3 Plan instruction in a variety of educational settings • ICC7S7 Integrate affective, social, and life skills with academic curricula
Standard 3a: The candidate communicates clearly and accurately	<ul style="list-style-type: none"> • ICC9S8 Use verbal, nonverbal, and written language effectively •
Standard 3b: The candidate uses questioning and discussion techniques.	<ul style="list-style-type: none"> • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners
Standard 3c: The candidate engages students in learning.	<ul style="list-style-type: none"> • ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments • IGC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments
Standard 3d: The candidate assesses student learning.	<ul style="list-style-type: none"> • ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs • ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
Standard 3e: The candidate	<ul style="list-style-type: none"> • IGC7S6 Design and implement instructional programs that address independent living and career education for individuals

demonstrates flexibility and responsiveness.	<ul style="list-style-type: none"> • IGC7S7 Design and implement curriculum and instructional strategies for medical self-management procedures
Standard 4a: The candidate reflects on teaching.	<ul style="list-style-type: none"> • ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth
Standard 4b: The candidate maintains accurate records.	<ul style="list-style-type: none"> • ICC7S4 Use functional assessments to develop intervention plans • ICC7S5 Use task analysis • ICC7S6 Sequence, implement, and evaluate individualized learning objectives
Standard 4c: The candidate communicates with families/caregivers.	<ul style="list-style-type: none"> • ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program • ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns • ICC10S1 Maintain confidential communication about individuals with exceptional learning needs • ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs • ICC10S3 Foster respectful and beneficial relationships between families and professionals • ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team • ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families • IGC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs • IGC10S3 Teach parents to use appropriate behavior management and counseling techniques • IGC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation • ICC10S11 Observe, evaluate, and provide feedback to paraeducators
Standard 4d: The candidate contributes to the school.	<ul style="list-style-type: none"> • IGC9S1 Participate in the activities of professional organizations relevant to individuals with exceptional learning needs • ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members • IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs

	<ul style="list-style-type: none"> • IGC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs • IGC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs • IGC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs • ICC10K1 Models and strategies of consultation and collaboration • ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities • ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations • ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs • ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
Standard 4e: The candidate grows and develops professionally.	<ul style="list-style-type: none"> • ICC9K1 Personal cultural biases and differences that affect one's teaching • ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs • ICC9K3 Continuum of lifelong professional development • ICC9K4 Methods to remain current regarding research-validated practice • IGC9K1 Sources of unique services, networks, and organizations for individuals with exceptional learning needs • IGC9K2 Organizations and publications relevant to individuals with exceptional learning needs • ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession • ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession • ICC9S3 Act ethically in advocating for appropriate service • ICC9S4 Conduct professional activities in compliance with applicable laws and policies • ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs • ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals • ICC9S7 Practice within one's skill limits and obtain assistance as needed • ICC9S9 Conduct self-evaluation of instruction

	<ul style="list-style-type: none"> • ICC9S10 Access information on exceptionalities • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth • ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues • ICC9S13 Demonstrate commitment to engage in evidence-based practices
Standard 4f: The candidate serves as an advocate for students.	<ul style="list-style-type: none"> • IGC9S2 Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs • IGC7K1 Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs • IGC7K2 Model career, vocational, and transition programs for individuals with exceptional learning needs

The CEC ICC Standards and the corresponding TxBESS standards are:

CEC - ICC	TxBESS
CEC standard 4	Standard 1a: The candidate demonstrates knowledge of content and pedagogy. Standard 1b: The candidate demonstrates knowledge of students. Standard 1c: The candidate selects key knowledge and skills. Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology. Standard 1e: The candidate designs activities that promote student learning. Standard 1f. The candidate plans to assess student learning. Standard 3b: The candidate uses questioning and discussion techniques.
CEC standard 5	Standard 1e: The candidate designs activities that promote student learning. Standard 2a: The candidate creates and environment of rapport and respect. Standard 2b: The candidate establishes a culture for learning. Standard 2c: The candidate manages classroom procedures. Standard 2d: The candidate manages student behavior. Standard 2e: The candidate organizes physical space. Standard 3c: The candidate engages students in learning.
CEC standard 7	Standard 1a: The candidate demonstrates knowledge of content and pedagogy. Standard 1b: The candidate demonstrates knowledge of students. Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology. Standard 1f. The candidate plans to assess student learning. Standard 2a: The candidate creates and environment of rapport and respect.

	Standard 2c: The candidate manages classroom procedures. Standard 2d: The candidate manages student behavior. Standard 2e: The candidate organizes physical space. Standard 3c: The candidate engages students in learning. Standard 3d: The candidate assesses student learning. Standard 3e: The candidate demonstrates flexibility and responsiveness. Standard 4a: The candidate reflects on teaching. Standard 4b: The candidate maintains accurate records. Standard 4f: The candidate serves as an advocate for students.
CEC standard 9	Standard 3a: The candidate communicates clearly and accurately Standard 4a: The candidate reflects on teaching. Standard 4d: The candidate contributes to the school. Standard 4e: The candidate grows and develops professionally. Standard 4f: The candidate serves as an advocate for students.
CEC standard 10	Standard 4c: The candidate communicates with families/caregivers. Standard 4d: The candidate contributes to the school.

Assessment 5: Assessment that demonstrates candidate effects on student learning.

Effects of Student Learning Assessment Checklist

D – Developing **BC** – Beginning Competent **AC** – Advanced Competent **P** – Proficient

Student Teacher Cooperating Teacher - Grade Date

Cluster 1.

- _____ Knowledge of content and pedagogy
- _____ Demonstrates knowledge of students
- _____ Selects key knowledge and skills
- _____ Knowledge of/makes use of materials, resources and technology
- _____ Designs activities that promote student learning
- _____ Plans to assess student learning

Cluster 2.

- _____ Creates an environment of rapport and respect
- _____ Candidate establishes a culture for learning
- _____ Manages classroom procedures
- _____ Manages student behavior
- _____ Organizes physical space

Cluster 3.

- _____ Communicates clearly and accurately
- _____ Uses questioning and discussion techniques
- _____ Engages students in learning
- _____ Assesses student learning
- _____ Demonstrates flexibility and responsiveness

Cluster 4.

- _____ Reflects on teaching

- _____ Maintains accurate records
- _____ Communicates with families/caregivers
- _____ Contributes to the school
- _____ Grows and develops professionally
- _____ Serves as an advocate for students

TxBESS	Unsatisfactory 0 points	Basic 1	Proficient 2	Distinguished 3	Score/ Level
Standard 1a: The Candidate demonstrates knowledge of content and pedagogy.		Candidate displays lack of understanding of the content, structure of the discipline, and/or content specific pedagogy, resulting in shallow learning or misconceptions.	Candidate displays a general knowledge of content and content specific pedagogy and may occasionally make errors in content or choose ineffective strategies that lead to difficulty in learning for some students.	Candidate displays a thorough understanding of content and content specific pedagogy. Most students gain a deeper understanding of the content as well as the structure of the discipline.	
Standard 1b: The Candidate demonstrates knowledge of students.		Plans are not aligned with the background of the class and do not reflect knowledge of students' skills, levels of development, varied approaches to learning, interests, and/or cultural heritages	Plans are somewhat aligned with the background of the class though they may lack relevance to individual students. Candidate makes minimal provisions for varying student skills, approaches to learning, interests, and cultural heritages.	Plans are aligned with the background of the class, and students see the relevance of the learning activities. Candidate provides for varying student skills, approaches to learning, interests, and cultural heritages.	
Standard 1c: The candidate selects key knowledge and skills.		Candidate selects key knowledge and skills that are trivial, representing low expectations for students, or requiring little or now conceptual understanding; key knowledge and skills are not discernible; or they are not aligned with students' needs.	Candidate selects key knowledge and skills that result in no more than superficial learning for most students.	Candidate selects key knowledge and skills that will cause students to apply and/or analyze new learning.	
Standard 1d: The candidate has knowledge of makes use of materials, resources, and technology.		Candidate's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning or the teacher inappropriately uses materials, resources, or technology.	Candidate plans to use some school and district resources to enhance learning for some students.	Candidate strategically plans to use school, district and community resources in ways that enhance learning for students.	
Standard 1e: The candidate designs		The planned activities do not support key knowledge	The planned activities generally support key	The candidate plans a variety of activities based	

activities that promote student learning.		and skills, or they lack coherence. The planned activities do not include meaningful groupings of students, or they have no defined structure or an illogical sequence.	knowledge or skills, but are not individualized and do not vary for students' different approaches to learning. The lesson is generally coherent, has a defined structure, and may result in meaningful learning for some students.	on consideration of the needs of all learners. The planned activities support the key knowledge and skills and engage students in meaningful learning. The lesson is coherent and has a clear structure.	
Standard 1f: The candidate plans to assess student learning.		The content identified for assessment, the assessment methodology, and/or criteria for evaluation are not aligned with key knowledge, skills, and activities; or little or no evidence of assessment plans are present.	The content identified for assess, the assessment methodology, and the criteria for evaluation are loosely aligned with the identified instructional knowledge, skills, and activities, creating confusion for students between what is taught and what is assessed.	The content identified for assessment, the assessment methodology, and the criteria for evaluation are tightly aligned with the identified instructional knowledge, skills, and activities, assessment criteria have been taught to students.	
Standard 2a: The candidate creates and environment of rapport and respect.		Interactions, both between the candidate and students and/or among students, are disrespectful or inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict).	Interactions, both between the candidate and students and/or among students, are generally polite and respectful. However, teacher and students pay minimal attention to cultural and developmental differences among groups of students.	Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students.	
Standard 2b: The candidate establishes a culture for learning.		Candidate demonstrates a low level of commitment to the content and/or low expectations for student achievement. Student products are not evident or do not reflect relevant learning of the content	Candidate demonstrates a commitment to learning through the content taught. The candidate's expectations for student achievement may not be aligned with students' strengths and needs, and/or students are sometimes unclear about the teacher's expectations or the importance of the content.	Candidate's commitment to learning focuses students on relevant interactions with the content. Expectations for achievement are realistic and result in pride and accomplishment for students.	
Standard 2c: The candidate manages classroom procedures.		Classroom routines and procedures, including transitions, materials and supplies, and those involving volunteers and paraprofessionals, are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.	Classroom routines and procedures, including those involving volunteers and paraprofessionals, have been established, but are not followed consistently, resulting in loss of instructional time and occasional confusion among students.	Classroom routines and procedures, including those involving volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students confidently follow routines and procedures.	
Standard 2d: The candidate manages student behavior.		Students often exhibit inappropriate behavior. Student behavior reflects teacher's lack of monitoring of student behavior, and/or inappropriate response to student behavior, resulting in loss of learning time.	Students occasionally exhibit inappropriate behavior. Candidate is generally aware of student behavior and has established standards of conduct, but responds inconsistently or inappropriately to student misbehavior.	Most student behavior is appropriate. Candidate is aware of student behavior, has established clear standards of conduct, and responds consistently and appropriately to student misbehavior in ways that are respectful of the students.	
Standard 2e: The candidate organizes physical space.		The classroom's physical arrangement does not support the lesson. Teacher fails to use standard safety procedures in the physical	The classroom's physical arrangement generally supports the learning activities. Candidate inconsistently uses standard safety procedures,	The classroom's physical arrangement supports the learning activities. Candidate consistently uses standard safety procedures	

		environment, resulting in unsafe or inaccessible conditions for some students.	resulting in careless actions on the part of the teacher or students and/or inaccessible or difficult learning conditions for some students.	in the physical environment, resulting in students' abilities to complete activities without risk of physical harm. Learning is accessible to all students.	
Standard 3a: The Candidate communicates clearly and accurately		Candidate's oral and/or written communication and directions contain errors, are unclear, and/or are inappropriate for students. Candidate's communication does not facilitate appropriate candidate to student or student to student exchanges.	Candidate's oral and/or written communication is generally clear and accurate. Occasionally, students must ask for clarification. Candidate directs most of the formal classroom exchange.	Candidate's oral and/or written communication is clear and expressive, establishing an environment for the exchange of questions and ideas.	
Standard 3b: The candidate uses questioning and discussion techniques.		Candidate asks lowlevel questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks some questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks higherlevel questions, probing for the thinking that underlies students' initial responses. Most students participate in the discussion, asking questions of the candidate and of one another.	
Standard 3c: The candidate engages students in learning.		Many students are not engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, lack of lesson structure, and/or inappropriate sequencing or pacing, allowing no time for student-student interaction to promote learning.	Some students are engaged in learning, but activities, materials, content, lesson structure, sequencing, and pacing are not always aligned, appropriate, or relevant, leaving little time for student-student interaction.	Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, content, lesson structure, sequencing, and pacing that result in student-student interaction and learning.	
Standard 3d: The candidate assesses student learning.		Assessment is not aligned with the lesson, or assessment results are not used to plan future instructions. The students do not use the candidate's feedback, if and when given.	Assessment is somewhat aligned with the lesson, though the candidate does not consistently use the data to plan instruction or to help students monitor their own learning.	Assessment is aligned with the lesson, and candidate uses the data to plan instruction and to help students monitor their own learning.	
Standard 3e: The Candidate demonstrates flexibility and responsiveness.		Candidate adheres to the instructional plan in spite of a lack of student understanding or interest and/or ignores student's questions. Candidate assumes little or no responsibility for students' failure to understand.	Candidate occasionally modifies instructional plan but sometimes misses opportunities to build on student interest and questions.	Candidate is flexible in seeking ways to promote successful learning for students, making adjustments as needed.	
Standard 4a: The candidate reflects on teaching.		Candidate does not know whether a lesson was effective or achieved its purpose, misjudges the success of a lesson, and/or does not suggest how a lesson can be improved in the future.	Candidate's reflection centers on the pace and content of the lesson and/or is based only on a general understanding of what occurred. Candidate cites a few general suggestions on how the lesson could be improved.	Candidate's reflection accurately describes the impact of the lesson on student learning. Candidate cites specific examples of student interaction with the content and makes substantive suggestions	

				about how the lesson might be improved.	
Standard 4b: The candidate maintains accurate records.		Candidate has no system or a haphazard system for maintaining academic and noninstructional records resulting in errors and confusion.	Candidate has a system for maintaining accurate academic and noninstructional records, but uses it inconsistently.	Candidate's system for maintaining accurate records is effective and up-to-date.	
Standard 4c: The candidate communicates with families/caregivers.		Candidate provides little or no information about students to families/caregivers and makes few or no attempts to initiate communication in regard to the instructional program and/or classroom activities.	Candidate has a plan for communication with families/caregivers about students and attempts to engage families/caregivers in the instructional program. Implementation is not systematic and is not evidenced by documentation.	Candidate implements a systematic plan for communication with families /caregivers about students. Candidate initiates the engagement of families/ caregivers in the instructional program and documents family responses.	
Standard 4d: The candidate contributes to the school.		Candidate maintains minimal relationships with colleagues and/or does not consistently fulfill contractual and/or professional obligations.	Candidate attempts to build professional relationships with colleagues and administrators. Candidate fulfills contractual and professional obligations, though external duties may detract from Instructional responsibilities.	Candidate's instruction is impacted positively through participation in school projects and professional relationships with colleagues and administrators.	
Standard 4e: The candidate grows and develops professionally.		Candidate does not participate in professional development activities or in activities designed for beginning candidate support.	Candidate participates in required district or campus professional development activities and support activities.	Candidate has a plan for professional development and makes purposeful selections of professional development activities that support the candidate's growth in relation to the school improvement plan.	
Standard 4f: The candidate serves as an advocate for students.		Candidate does not use critical data to identify necessary actions to support student growth or meet individual student needs. The candidate does not take action once a need is identified.	Candidate uses databased problem solving to make others aware of students' needs and to enhance student opportunities for success in school.	In collaboration with others, candidate follows through on the use of academic, professional, and social resources and procedures that will enhance student success in and out of school.	

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	<p>development and instructional practice</p> <ul style="list-style-type: none"> • ICC7K2 Scope and sequences of general and special curricula • ICC7K3 National, state or provincial, and local curricula standards • ICC7K4 Technology for planning and managing the teaching and learning environment
<p>Standard 1b: The candidate demonstrates knowledge of students.</p>	<ul style="list-style-type: none"> • ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs • ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs • IGC7K4 Relationships among exceptional learning needs and reading instruction • IGC7K3 Interventions and services for children who may be at risk for learning exceptional learning needs • ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress • IGC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
<p>Standard 1c: The candidate selects key knowledge and skills.</p>	<ul style="list-style-type: none"> • IGC4S3 Teach learning strategies and study skills to acquire academic content • IGC4S4 Use reading methods appropriate to individuals with exceptional learning needs • IGC4S5 Use methods to teach mathematics appropriate to the individuals with exceptional learning needs • IGC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum • IGC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies • IGC4S15 Teach strategies for organizing and composing written products
<p>Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.</p>	<ul style="list-style-type: none"> • IGC4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs • IGC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language • IGC4S6 Modify pace of instruction and provide organizational cures • IGC5S2 Use and maintain assistive technologies • ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service • ICC7S9 Incorporate and implement instructional and assistive technology into the educational program • IGC7S4 Select, design, and use technology, materials and resources

	required to educate individuals whose exceptional learning needs interfere with communication
Standard 1e: The candidate designs activities that promote student learning.	<ul style="list-style-type: none"> • IGC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs • IGC4S9 Use a variety of no aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs • IGC4S10 Identify and teach basic structures and relationships within and across curricula • IGC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners • IGC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
Standard 1f. The candidate plans to assess student learning.	<ul style="list-style-type: none"> • IGC4S8 Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post school environments • ICC4S1 Use strategies to facilitate integration into various settings • ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs • ICC7S10 Prepare lesson plans • ICC7S11 Prepare and organize materials to implement daily lesson plans
Standard 2a: The candidate creates and environment of rapport and respect.	<ul style="list-style-type: none"> • ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued • ICC5S2 Identify realistic expectations for personal and social behavior in various settings • ICC5S3 Identify supports needed for integration into various program placements • ICC5S4 Design learning environments that encourage active participation in individual and group activities • IGC7S3 Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs • IGC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
Standard 2b: The candidate establishes a culture for learning.	<ul style="list-style-type: none"> • ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world • ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage

	<ul style="list-style-type: none"> • ICC5K9 Ways specific cultures are negatively stereotyped • ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism • ICC5S8 Teach self-advocacy • ICC5S9 Create an environment that encourages self-advocacy and increased independence • IGC5S4 Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults • IGC5S5 Use skills in problem-solving and conflict resolution • ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
Standard 2c: The candidate manages classroom procedures.	<ul style="list-style-type: none"> • ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs • ICC5K3 Effective management of teaching and learning • ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs • ICC5K5 Social skills needed for educational and other environments • ICC5K6 Strategies for crisis prevention and intervention • IGC5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs • IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs • ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs • ICC7S12 Use instructional time effectively • ICC7S13 Make responsive adjustments to instruction based on continual observations
Standard 2d: The candidate manages student behavior.	<ul style="list-style-type: none"> • ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences • ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person • ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors • ICC5S16 Use universal precautions • IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs • ICC5S10 Use effective and varied behavior management strategies • ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs • ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

	<ul style="list-style-type: none"> • IGC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
Standard 2e: The candidate organizes physical space.	<ul style="list-style-type: none"> • ICC5S12 Design and manage daily routines • ICC5S5 Modify the learning environment to manage behaviors • IGC5S1 Provide instruction in community-based settings • IGC5S3 Plan instruction in a variety of educational settings • ICC7S7 Integrate affective, social, and life skills with academic curricula
Standard 3a: The candidate communicates clearly and accurately	<ul style="list-style-type: none"> • ICC9S8 Use verbal, nonverbal, and written language effectively •
Standard 3b: The candidate uses questioning and discussion techniques.	<ul style="list-style-type: none"> • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners
Standard 3c: The candidate engages students in learning.	<ul style="list-style-type: none"> • ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments • IGC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments
Standard 3d: The candidate assesses student learning.	<ul style="list-style-type: none"> • ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs • ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
Standard 3e: The candidate demonstrates flexibility and responsiveness.	<ul style="list-style-type: none"> • IGC7S6 Design and implement instructional programs that address independent living and career education for individuals • IGC7S7 Design and implement curriculum and instructional strategies for medical self-management procedures
Standard 4a: The candidate reflects on teaching.	<ul style="list-style-type: none"> • ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth
Standard 4b: The candidate maintains	<ul style="list-style-type: none"> • ICC7S4 Use functional assessments to develop intervention plans • ICC7S5 Use task analysis • ICC7S6 Sequence, implement, and evaluate individualized learning

accurate records.	objectives
Standard 4c: The candidate communicates with families/caregivers.	<ul style="list-style-type: none"> • ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program • ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns • ICC10S1 Maintain confidential communication about individuals with exceptional learning needs • ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs • ICC10S3 Foster respectful and beneficial relationships between families and professionals • ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team • ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families • IGC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs • IGC10S3 Teach parents to use appropriate behavior management and counseling techniques • IGC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation • ICC10S11 Observe, evaluate, and provide feedback to paraeducators
Standard 4d: The candidate contributes to the school.	<ul style="list-style-type: none"> • IGC9S1 Participate in the activities of professional organizations relevant to individuals with exceptional learning needs • ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members • IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs • IGC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs • IGC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs • IGC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs • ICC10K1 Models and strategies of consultation and collaboration • ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities

	<ul style="list-style-type: none"> • ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations • ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs • ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
Standard 4e: The candidate grows and develops professionally.	<ul style="list-style-type: none"> • ICC9K1 Personal cultural biases and differences that affect one's teaching • ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs • ICC9K3 Continuum of lifelong professional development • ICC9K4 Methods to remain current regarding research-validated practice • IGC9K1 Sources of unique services, networks, and organizations for individuals with exceptional learning needs • IGC9K2 Organizations and publications relevant to individuals with exceptional learning needs • ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession • ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession • ICC9S3 Act ethically in advocating for appropriate service • ICC9S4 Conduct professional activities in compliance with applicable laws and policies • ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs • ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals • ICC9S7 Practice within one's skill limits and obtain assistance as needed • ICC9S9 Conduct self-evaluation of instruction • ICC9S10 Access information on exceptionalities • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth • ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues • ICC9S13 Demonstrate commitment to engage in evidence-based practices
Standard 4f: The candidate serves as an	<ul style="list-style-type: none"> • IGC9S2 Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs • IGC7K1 Integrate academic instruction and behavior management for

advocate for students.	individuals and groups with exceptional learning needs • IGC7K2 Model career, vocational, and transition programs for individuals with exceptional learning needs
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Candidate impact on student learning – retrieved from Student Teaching Data report

Finding: Reflecting on the need to become more precise about measuring candidate impact on student learning, the Educator Preparation Program initiated a new unit assessment #5, beginning fall 2008. The assessment consists of three parts based in large measure on the Texas Beginning Educator Support System (TxBESS). Data will still be systematically collected and analyzed during the student teaching experience. The first part of the Teaching Work Sample involves each candidate completing a classroom background study, focusing on demographics and the diversity of student needs. “Knowing the Learner” is vital to planning for the diverse needs of students. The second part of the Teaching Work Sample consists of candidate written and oral reflections and adjustments in instruction based upon the candidate’s analysis of instructional effectiveness. By demonstrating their instructional effectiveness in a classroom setting, candidates complete one step in their fulfillment of content and pedagogy related to their impact on student learning

Interpretation of data: Overall special education candidate performance has decreased in areas of the TxBESS principle/CEC Standards areas of the student teaching evaluation form that focus on the candidate’s impact on student learning. Likewise, the average performance scores below 2.3 include Standard 4c: The candidate communicates with families/caregivers and Standard 1f. The candidate plans to assess student learning have all shown a decrease in performance over the average overall yearly scores. It is thought that part of the drop in student scores can be contributed to the introduction of the new teacher assessment instrument in the 2009 academic year. Over the past years, supervisors have adjusted to the new instrument. Yet, we are not satisfied to accept these scores as satisfactory, even though they fall within the proficient range. We are in the process of looking at adjusting several of our courses to meet the needs of at least the lowest performing principles/Standards which include the Standard listed above. To improve these areas of performance additional components and assessments that have been added to SPED 3360 (Example: Behavior Management Project – Key assessment # 6) and an additional assignment and assessment (Case Study Project in SPED 3365) which will allow students to develop their skills in using formal and informal assessments. We expect these new assessments to improve scores in these Standards over the next two years.

EC-6 With SPED (ASSESSMENT #4: Evaluation of Student Teaching)		2008-09	2009-10	Fall 2010	Average
CEC	TxBESS	N = 22	N = 14	N = 8	14.7
• ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments	Standard 1a: The Candidate	2.6	2.2	2.4	2.4

<ul style="list-style-type: none"> • ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem • IGC4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs • ICC5K1 Demands of learning environments • ICC7K1 Theories and research that form the basis of curriculum development and instructional practice • ICC7K2 Scope and sequences of general and special curricula • ICC7K3 National, state or provincial, and local curricula standards • ICC7K4 Technology for planning and managing the teaching and learning environment 	demonstrates knowledge of content and pedagogy.				
<ul style="list-style-type: none"> • ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs • ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs • IGC7K4 Relationships among exceptional learning needs and reading instruction • IGC7K3 Interventions and services for children who may be at risk for learning exceptional learning needs • ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress • IGC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual 	Standard 1b: The Candidate demonstrates knowledge of students.	2.6	2.5	2.6	2.6
<ul style="list-style-type: none"> • IGC4S3 Teach learning strategies and study skills to acquire academic content • IGC4S4 Use reading methods appropriate to individuals with exceptional learning needs • IGC4S5 Use methods to teach mathematics appropriate to the individuals with exceptional learning needs • IGC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum • IGC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies • IGC4S15 Teach strategies for organizing and composing written products 	Standard 1c: The candidate selects key knowledge and skills.	2.6	2.2	2.4	2.4
<ul style="list-style-type: none"> • IGC4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs • IGC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language • IGC4S6 Modify pace of instruction and provide organizational cues • IGC5S2 Use and maintain assistive technologies • ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service • ICC7S9 Incorporate and implement instructional and assistive technology into the educational program • IGC7S4 Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication 	Standard 1d: The candidate has knowledge of makes use of materials, resources, and technology.	2.6	2.2	2.4	2.4
<ul style="list-style-type: none"> • IGC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional 	Standard 1e: The candidate designs	2.6	2.3	2.5	2.5

<p>learning needs</p> <ul style="list-style-type: none"> • IGC4S9 Use a variety of no aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs • IGC4S10 Identify and teach basic structures and relationships within and across curricula • IGC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners • IGC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings 	activities that promote student learning.				
<ul style="list-style-type: none"> • IGC4S8 Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post school environments • ICC4S1 Use strategies to facilitate integration into various settings • ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs • ICC7S10 Prepare lesson plans • ICC7S11 Prepare and organize materials to implement daily lesson plans 	Standard 1f: The candidate plans to assess student learning.	2.5	2.1	2.2	2.2
<ul style="list-style-type: none"> • ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued • ICC5S2 Identify realistic expectations for personal and social behavior in various settings • ICC5S3 Identify supports needed for integration into various program placements • ICC5S4 Design learning environments that encourage active participation in individual and group activities • IGC7S3 Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs • IGC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans 	Standard 2a: The candidate creates and environment of rapport and respect.	2.8	2.6	2.9	2.7
<ul style="list-style-type: none"> • ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world • ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage • ICC5K9 Ways specific cultures are negatively stereotyped • ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism • ICC5S8 Teach self-advocacy • ICC5S9 Create an environment that encourages self-advocacy and increased independence • IGC5S4 Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults • IGC5S5 Use skills in problem-solving and conflict resolution • ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences 	Standard 2b: The candidate establishes a culture for learning.	2.6	2.3	2.4	2.5
<ul style="list-style-type: none"> • ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs • ICC5K3 Effective management of teaching and learning • ICC5K4 Teacher attitudes and behaviors that influence 	Standard 2c: The candidate manages classroom procedures.	2.5	2.4	2.6	2.5

<ul style="list-style-type: none"> behavior of individuals with exceptional learning needs • ICC5K5 Social skills needed for educational and other environments • ICC5K6 Strategies for crisis prevention and intervention • IGC5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs • IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs • ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs • ICC7S12 Use instructional time effectively • ICC7S13 Make responsive adjustments to instruction based on continual observations 					
<ul style="list-style-type: none"> • ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences • ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person • ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors • ICC5S16 Use universal precautions • IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs • ICC5S10 Use effective and varied behavior management strategies • ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs • ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions • IGC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior 	Standard 2d: The candidate manages student behavior.	2.6	2.5	2.6	2.6
<ul style="list-style-type: none"> • ICC5S12 Design and manage daily routines • ICC5S5 Modify the learning environment to manage behaviors • IGC5S1 Provide instruction in community-based settings • IGC5S3 Plan instruction in a variety of educational settings • ICC7S7 Integrate affective, social, and life skills with academic curricula 	Standard 2e: The candidate organizes physical space.	2.7	2.6	2.6	2.7
<ul style="list-style-type: none"> • ICC9S8 Use verbal, nonverbal, and written language effectively • 	Standard 3a: The Candidate communicates clearly and accurately	2.6	2.5	2.4	2.5
<ul style="list-style-type: none"> • IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners 	Standard 3b: The candidate uses questioning and discussion techniques.	2.5	2.2	2.4	2.4
<ul style="list-style-type: none"> • ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments 	Standard 3c: The candidate engages students in learning.	2.6	2.2	2.6	2.5

<ul style="list-style-type: none"> • IGC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments 					
<ul style="list-style-type: none"> • ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs • ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 	Standard 3d: The candidate assesses student learning.	2.4	2.1	2.4	2.3
<ul style="list-style-type: none"> • IGC7S6 Design and implement instructional programs that address independent living and career education for individuals • IGC7S7 Design and implement curriculum and instructional strategies for medical self-management procedures 	Standard 3e: The Candidate demonstrates flexibility and responsiveness.	2.7	2.5	2.6	2.6
<ul style="list-style-type: none"> • ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth 	Standard 4a: The candidate reflects on teaching.	2.6	2.5	2.7	2.6
<ul style="list-style-type: none"> • ICC7S4 Use functional assessments to develop intervention plans • ICC7S5 Use task analysis • ICC7S6 Sequence, implement, and evaluate individualized learning objectives 	Standard 4b: The candidate maintains accurate records.	2.7	2.4	2.4	2.5
<ul style="list-style-type: none"> • ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program • ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns • ICC10S1 Maintain confidential communication about individuals with exceptional learning needs • ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs • ICC10S3 Foster respectful and beneficial relationships between families and professionals • ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team • ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families • IGC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs • IGC10S3 Teach parents to use appropriate behavior management and counseling techniques • IGC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation • ICC10S11 Observe, evaluate, and provide feedback to paraeducators 	Standard 4c: The candidate communicates with families/caregivers.	2.4	2.1	2.2	2.2
<ul style="list-style-type: none"> • IGC9S1 Participate in the activities of professional organizations relevant to individuals with exceptional learning needs • ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members 	Standard 4d: The candidate contributes to the school.	2.5	2.4	2.8	2.6

<ul style="list-style-type: none"> • IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs • IGC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs • IGC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs • IGC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs • ICC10K1 Models and strategies of consultation and collaboration • ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities • ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations • ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs • ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. 					
<ul style="list-style-type: none"> • ICC9K1 Personal cultural biases and differences that affect one's teaching • ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs • ICC9K3 Continuum of lifelong professional development • ICC9K4 Methods to remain current regarding research-validated practice • IGC9K1 Sources of unique services, networks, and organizations for individuals with exceptional learning needs • IGC9K2 Organizations and publications relevant to individuals with exceptional learning needs • ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession • ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession • ICC9S3 Act ethically in advocating for appropriate service • ICC9S4 Conduct professional activities in compliance with applicable laws and policies • ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs • ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals • ICC9S7 Practice within one's skill limits and obtain assistance as needed • ICC9S9 Conduct self-evaluation of instruction • ICC9S10 Access information on exceptionalities • ICC9S11 Reflect on one's practice to improve instruction and guide professional growth • ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues • ICC9S13 Demonstrate commitment to engage in evidence- 	Standard 4e: The candidate grows and develops professionally.	2.5	2.2	2.5	2.4

based practices					
<ul style="list-style-type: none"> • IGC9S2 Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs • IGC7K1 Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs • IGC7K2 Model career, vocational, and transition programs for individuals with exceptional learning needs 	Standard 4f: The candidate serves as an advocate for students.	2.6	2.4	2.6	2.6
		2.6	2.4	2.5	