

Program Standards Alignment Form

Council for Exceptional Children (CEC)

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards?sc_lang=en

(This form is intended to be used by states that select the state-based program review option.
If the state has adopted SPA/CAEP program standards, it is not necessary to complete this form.)

For each SPA/CAEP standard on the chart below, identify the code, regulation or policy reference which demonstrates how the standard is being addressed by the state. The response in the second column may be either the actual text of the state standard, or a reference to appended documentation. To save space, the details of the SPA/CAEP standards are not identified here, but are available by clicking on the link to the full set of standards below. The full set of standards provides more specific information about what should be assessed.

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
<i>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</i>	See Narrative Below.
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
<p><i>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i></p>	
<p>2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>	
<p>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	
<p>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>	
<p><i>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i></p>	
<p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>	
<p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p>	

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	
<i>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>	
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	
<i>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>	
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for	

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
individual with exceptionalities.	
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities	
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
<i>6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>	

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring	
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	
<i>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i>	

2012 CEC Initial Standards	State Standard (code, regulation, or policy reference)
7.1 Beginning special education professionals use the theory and elements of effective collaboration.	
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)	
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	

SPA contact: Dr. Deborah Ziegler and Kathlene Shank email: DEBZ@cec.sped.org and ksshank@eiu.edu

Specialized Professional Association: Council For Exceptional Children

State: Kansas

Date of Review: May 1, 2014

Level(s):	<input checked="" type="checkbox"/> Initial preparation of teachers and other school personnel		
	<input type="checkbox"/> Advanced preparation of teachers and other school personnel		
Focus:	<input type="checkbox"/> Early childhood	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle
	<input type="checkbox"/> Secondary	<input type="checkbox"/> P-12	<input checked="" type="checkbox"/> High Incidence

Please identify the state licensure, certification, or endorsement areas: High Incidence

Your responses to the following items will be used by CAEP staff in providing the state feedback.

1. After comparing the state's standards for program approval, licensure/certification, or endorsement with your organization's CAEP-approved program standards, indicate agreement with (a) or (b), below:

a. Yes, the state's standards for program approval, licensure/certification, or endorsement are aligned with our organization's CAEP-approved program standards. (See below for analysis of suggested modifications to further enhance alignment.)
Indicate any state standards that exceed your organization's Standards:

b. No, the state's standards for program approval, licensure/certification, or endorsement are not sufficiently aligned with our specialized professional association's CAEP-approved program standards to grant national recognition for programs approved by the state.

Indicate by standard numbers which of your organization's standards are not sufficiently aligned and provide an explanation of why alignment is not achieved:

2. Provide recommendations for the state's continuing process of standard-setting: . (See below for analysis of suggested modifications to further enhance alignment.)

3. In your judgment, to what degree do the state's standards align with your organization's CAEP-approved program standards? Please check one of the following:

<input type="checkbox"/> Very close alignment	<input type="checkbox"/> Close alignment	<input checked="" type="checkbox"/> Moderate alignment	<input type="checkbox"/> Little or no alignment
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Level(s):	<input type="checkbox"/> Initial preparation of teachers and other school personnel		
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Focus:	<input type="checkbox"/> Early childhood	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle
	<input type="checkbox"/> Secondary	<input type="checkbox"/> P-12	<input checked="" type="checkbox"/> Low Incidence

Please identify the state licensure, certification, or endorsement areas: Low Incidence

Your responses to the following items will be used by CAEP staff in providing the state feedback.

2. After comparing the state’s standards for program approval, licensure/certification, or endorsement with your organization’s CAEP-approved program standards, indicate agreement with (a) or (b), below:

a. Yes, the state’s standards for program approval, licensure/certification, or endorsement are aligned with our organization’s CAEP-approved program standards. **(See below for analysis of suggested modifications to further enhance alignment.)**
 Indicate any state standards that exceed your organization’s Standards:

b. No, the state’s standards for program approval, licensure/certification, or endorsement are not sufficiently aligned with our specialized professional association’s CAEP-approved program standards to grant national recognition for programs approved by the state.

Indicate by standard numbers which of your organization’s standards are not sufficiently aligned and provide an explanation of why alignment is not achieved:

4. Provide recommendations for the state’s continuing process of standard-setting: (See below for analysis of suggested modifications to further enhance alignment.)

5. In your judgment, to what degree do the state’s standards align with your organization’s CAEP-approved program standards? Please check one of the following:

<input type="checkbox"/> Very close alignment	<input checked="" type="checkbox"/> Close alignment	<input type="checkbox"/> Moderate alignment	<input type="checkbox"/> Little or no alignment
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CEC REVIEW OF KANSAS LICENSURE STANDARDS

This review was done specific to the CEC 2012 Preparation Standards as requested. The alignment of the Kansas proposed standards and functions is aligned in more apparent ways to the 2001 10 CEC Content Standards. All special education programs submitting specialty program reports to CAEP for CEC program review as of Spring 2015 will be expected to provide evidence that the 2012 CEC Preparation Standards are addressed and evidence that candidates demonstrate the 8 Standards (1 field experience plus 7 Standards) and the elements of the standards as informed by the appropriate knowledge and skill set. In the case of “high incidence” programs this would be the “Individualized General Curriculum (IGC) set and for the “Low Incidence” this would be the “Individualized Independence Curriculum (IIC) set.

Neither draft set reflects the CEC Field Experience standard or elements of this standard. An analysis of each set specific to the other seven 2012 Standards is provided; none of the proposed Kansas Standards with the standard specific sets of functions is a direct match for any of the 7 CEC Standards with the exception of the Assessment Standard (Kansas Standard 2, High Incidence, and Standard 3, Low Incidence) which do align in clear and convincing ways with the CEC Standard 4. Assessment The narrative reflects the analysis of what seems to be addressed and what is not addressed in apparent ways.

High Incidence as informed by the IGC knowledge and skill set:

CEC Initial Preparation Standard 1, “Learner Development and Individual Learning Differences”- elements 1.1 and 1.2: The more apparent alignment of the Kansas proposed Standards and functions to this CEC Standard is found in the Kansas set in Standard 1. The CEC Key Element 1.2 is addressed in the Kansas Standard 1 whereas the 1.1 Key Element is addressed in apparent ways elsewhere in the Kansas Standards.

CEC Initial Preparation Standard 2, “Learning Environments”-elements 2.1, 2.2 and 2.3: CEC Standard 2 is addressed in the Kansas Proposed Standard 7 with CEC Key Element 2.1 addressed in Kansas Standard 8 and CEC Key Element 2.2 included in Kansas Standard 4. The Kansas inclusion of CEC Key Element 2.3 (..how to intervene safely and appropriately with individuals with exceptionalities in crisis) was not readily discernible.

CEC Initial Preparation Standard 3, “Curricular Content Knowledge”- elements 3.1, 3.2, and 3.3: This CEC Standard is not addressed by any one of the Kansas Standards in a comprehensive way. Key Element 3.1 is addressed when one considers several of the Kansas functions collectively as is 3.3. 3.2 (“...understand and use general and specialized content knowledge for teaching across content areas”) is addressed in functions of the Kansas proposed template specific to reading, writing, and literacy in Kansas Standard 6 but not in apparent ways to other content areas. Lack of attention to quantitative literacy (math) is noticeably lacking.

CEC Initial Preparation Standard 4, “Assessment”-elements 4.1, 4.2, 4.3, and 4.4 are addressed in apparent ways in Kansas Standard 2 and the functions of this Kansas Standard.

CEC Initial Preparation Standard 5, “Instructional Planning and Strategies”- elements 5.1-5.7 are addressed collectively across standards but primarily in Kansas High Incidence Standards 3 and 4 and the functions of these Kansas Standards with some functions of 6 also reflecting this standard is addressed.

CEC Initial Preparation Standard 6, “Professional Learning and Ethical Practice”- elements 6.1-6.6 do not have any one Kansas proposed standard that addresses them. CEC Key Elements 6.2, 6.3, and 6.4 are addressed in varying Kansas Standards but 6.1, “professional use professional Ethical Principles and Professional Practice Standards to guide their practice; 6.5, “professionals advance the profession by engaging in activities such as advocacy and mentoring; and 6.6 “professionals provide guidance and direction to para-educators, tutors, and volunteers” are not addressed. Understanding “roles” of para-educators is addressed but not the aspects of guidance and direction.

CEC Initial Preparation Standard 7, “Collaboration”-elements 7.1-7.3 are included in the Kansas High Incidence Standards across Kansas Standard 5 and 8 and the functions of these two standards. The language of the Kansas Standard 7 aligns to the CEC Standard language and language of Key Elements more so than any of the other Kansas High Incidence Standards.

Low Incidence as informed by the IIC knowledge and skill set:

CEC Initial Preparation Standard 1, “Learner Development and Individual Learning Differences”- elements 1.1 and 1.2: Kansas Standard 2 is named the same as this CEC Standard. Key Element 1.1 with the exception of “language is covered by the functions of Kansas Standard 2 but the language aspect is included in the function 3 of Kansas Standard 1.

CEC Initial Preparation Standard 2, “Learning Environments”-elements 2.1, 2.2 and 2.3: Kansas Standard 6 is named the same as this CEC Standard. While the essence of the CEC Key Elements, 2.1 and 2.2, of this CEC Standard are reflected the skills of “creating a safe learning environment (2.1) and 2.3 “special educators know how to intervene safely and appropriately with individuals with exceptionalities in crisis” are not as apparent although the language of the Standards themselves are the same.

CEC Initial Preparation Standard 3, “Curricular Content Knowledge”- elements 3.1, 3.2, and 3.3: Kansas Standard 4 is named the same as this CEC Standard and the language of the two standards is the same. CEC Key Elements as each would apply to teaching learners with low incidence disabilities 3.1 and 3.3 are addressed across the Kansas functions of Standard 4. CEC Key Element 3.2 as

it relates to self- help skills and daily and independent living is addressed in the functions of Kansas Standard 4 and communication skills, literacy, and academics in general are addressed in the functions of Kansas Standard 5.

CEC Initial Preparation Standard 4, “Assessment”-elements 4.1, 4.2, 4.3, and 4.4: Kansas Standard 3 is “Assessment.” The language in the Kansas Standard reflects multiple methods of assessment but not the “data-sources” aspect of the CEC Assessment Standard. The content of the functions are reflective of the Key Elements of this CEC Standard.

CEC Initial Preparation Standard 5, “Instructional Planning and Strategies”- elements 5.1-5; Kansas Standard 5, Low Incidence, is named identical and the language of the standard is very close to the language of this CEC Standard. While the sense of alignment of the Kansas functions of Kansas Standard 5 to the Key Elements of this CEC Standard is not as apparent, the CEC Key Elements of this Standard are included collectively across other Kansas Standards: The aspect of “technologies” in 5.2 and “augmentative and alternative communication systems” in 5.3 are reflected in Kansas Standard 4 functions 3 and 4. The “language development and communication skills” aspects of 5.4 are addressed in Kansas Standard 4, function 1. The CEC Key Elements 5.6 (teach mastery and promote generalization) and 5.7 (teach cross-disciplinary knowledge and skills such as critical thinking and problem solving) are less direct as each applies to low incidence and are not really reflected in the Kansas Standards/functions. Other Kansas Standard 5 functions are more aligned to CEC Standard 3 than CEC Standard 5.

CEC Initial Preparation Standard 6, “Professional Learning and Ethical Practice”- elements 6.1-6.6: Kansas Standard 1 is named the same as this Standard. The language of the standard is not as parallel as is seen in other standards and the relationship to functions and Key Elements is not as readily apparent. 6.1 Key Element, CEC, Ethical Principles, is reflected in Kansas Standard 1. 6.3 CEC Key Element which is specific to “diversity,” “families and cultures” is reflected in function 3, Standard 1, and Kansas Standard 2, function 2, and function 2, Kansas Standard 6. Key Element 6.4, lifelong learning, is reflected in function 4, Kansas Standard 1. What is not apparent in Kansas Standard 1 or other Kansas Standards or functions are the aspects of “Professional Practice Standards” (CEC 6.1), “understand how foundation knowledge and current issues influence professional practice” (6.2), “advance the profession by engaging in activities such as advocacy and mentoring” (6.5), and “providing guidance and direction to para-educators, tutors, and volunteers” (6.6). “Teaching assistants” are addressed in Kansas Standard 7 the functions of Standard 7 address primarily “knowing” not the skills of providing guidance and direction.

CEC Initial Preparation Standard 7, “Collaboration”-elements 7.1-7.3: The Kansas Standard 7 is also named “Collaboration.” The language of the CEC Standard and Kansas collaboration standards is not the same to the extent the other low incidence Kansas Standards descriptive language align to other CEC 2012 standards. The Kansas Standard does not include in the verbiage “culturally responsive ways.” The focus of the functions of Kansas Standard 7 is on the “knows” and “understands” rather than “use.” CEC Key Elements of Standard 7 speak to “use of theory and effective collaboration (7.1) and “serve as a collaborative resource to colleagues

(7.2). The essence of 7.3, “use of collaboration to promote the well-being of individuals with disabilities, is collectively addressed in numerous of the Kansas functions in the low incidence template.

Overall, the Kansas Low Incidence Standards are aligned to CEC 2012 Standards in more clear and convincing ways than the High Incidence template reflects. Both sets do a credible job of alignment. The lack of inclusion of Key Elements as noted above would enhance alignment. Alignment of the High Incidence template to the Low Incidence template would further enhance the Kansas Standards and would provide that Kansas teacher preparation programs would find alignment of programs, assessments, rubrics and data sets to CEC Standards less problematic.