

# SPED Prof Statement-CEC Stnds (rev.7/2023)



You may wish to change your printer settings to “landscape” mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
<b>COMPONENT 1.1 CANDIDATES PRACTICE WITHIN ETHICAL GUIDELINES AND LEGAL POLICIES AND PROCEDURES</b>	<p>The statement demonstrates a profound understanding of ethical guidelines and legal policies and procedures (e.g., assessment, eligibility LRE, progress monitoring etc.). The candidate explores thoughts, feelings, and insights in-depth, providing rich and thoughtful analysis of how these connect to their role as an educator. The reflection is highly engaging and shows a strong connection between personal experiences and relevant concepts or theories.</p>	<p>The statement shows a good understanding of understanding of ethical guidelines and legal policies and procedures (e.g., assessment, eligibility LRE, progress monitoring etc.). The candidate explores thoughts, feelings, and insights adequately, providing meaningful analysis of how these connect to their role as an educator. The reflection is engaging and demonstrates a connection between personal experiences and relevant concepts or theories.</p>	<p>The statement demonstrates some understanding of ethical guidelines and legal policies and procedures (e.g., assessment, eligibility LRE, progress monitoring etc.), but the analysis is shallow or lacks depth. The writer may not fully explore their thoughts, feelings, or insights, and the connection to relevant concepts or theories may be weak.</p>	<p>The statement lacks meaningful content and depth. The writer does not demonstrate an understanding of of ethical guidelines and legal policies and procedures (e.g., assessment, eligibility LRE, progress monitoring etc.), and the analysis is superficial or absent.</p>

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEARING EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
<b>COMPONENT 1.2 CANDIDATES ADVOCATE FOR IMPROVED OUTCOMES FOR INDIVIDUALS WITH EXCEPTIONALITIES AND THEIR FAMILIES WHILE ADDRESSING THE UNIQUE NEEDS OF THOSE WITH DIVERSE SOCIAL, CULTURAL, AND LINGUISTIC BACKGROUNDS.</b>	<p>Candidate demonstrates a deep understanding of various exceptionalities and their implications for individuals and families. Provides clear explanations of how exceptionalities can impact access to opportunities and resources. Exhibits empathy and sensitivity towards the experiences of individuals with exceptionalities and their families. Candidate shows a deep understanding of the potential cultural and social biases that may impact advocacy efforts and demonstrates a</p>	<p>Candidate demonstrates a solid understanding of various exceptionalities and their implications for individuals and families. Provides explanations of how exceptionalities can impact access to opportunities and resources. Exhibits empathy and sensitivity towards the experiences of individuals with exceptionalities and their families. Candidate shows a solid understanding of the potential cultural and social biases that may impact advocacy efforts and demonstrates a</p>	<p>Candidate demonstrates an emerging understanding of various exceptionalities and their implications for individuals and families. Provides limited explanations of how exceptionalities can impact access to opportunities and resources. Exhibits emerging empathy and sensitivity towards the experiences of individuals with exceptionalities and their families. Candidate shows an emerging understanding of the potential cultural and social biases that may impact advocacy efforts and</p>	<p>Candidate demonstrates a limited understanding of various exceptionalities and their implications for individuals and families. Provides no explanations of how exceptionalities can impact access to opportunities and resources. Exhibits limited empathy and sensitivity towards the experiences of individuals with exceptionalities and their families. Candidate shows limited understanding of the potential cultural and social biases that may impact advocacy efforts and demonstrates a</p>

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEARING EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
	<p>deep understanding of how cultural factors can influence the experiences of exceptional individuals and their families.</p>	<p>solid understanding of how cultural factors can influence the experiences of exceptional individuals and their families.</p>	<p>demonstrates a solid understanding of how cultural factors can influence the experiences of exceptional individuals and their families.</p>	<p>solid understanding of how cultural factors can influence the experiences of exceptional individuals and their families.</p>
<p><b>COMPONENT 1.3: CANDIDATES DESIGN AND IMPLEMENT PROFESSIONAL LEARNING ACTIVITIES BASED ON ONGOING ANALYSIS OF STUDENT LEARNING; SELF- REFLECTION; AND PROFESSIONAL STANDARDS, RESEARCH, AND CONTEMPORARY PRACTICES.</b></p>	<p>The statement displays a deep understanding of how ongoing analysis of student learning, self-reflection; and professional standards, research, and contemporary practices influence their instructional planning. The candidate provides multiple strong examples of how these areas have</p>	<p>The statement displays a solid understanding of how ongoing analysis of student learning, self-reflection; and professional standards, research, and contemporary practices influence their instructional planning. The candidate provides a strong example of how these areas have influenced their own teaching.</p>	<p>The statement displays an emerging understanding of how ongoing analysis of student learning, self-reflection; and professional standards, research, and contemporary practices influence their instructional planning. The candidate provides a limited example of how these areas have</p>	<p>The statement displays a limited understanding of how ongoing analysis of student learning, self-reflection; and professional standards, research, and contemporary practices influence their instructional planning. The candidate provides no example of how these areas have influenced their own teaching.</p>

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEARING EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
	influenced their own teaching.		influenced their own teaching.	
<b>COMPONENT 7.1: CANDIDATES UTILIZE COMMUNICATION, GROUP FACILITATION, AND PROBLEM SOLVING STRATEGIES IN A CULTURALLY RESPONSIVE MANNER TO LEAD EFFECTIVE MEETINGS AND SHARE EXPERTISE AND KNOWLEDGE TO BUILD TEAM CAPACITY AND JOINTLY ADDRESS STUDENTS' INSTRUCTIONAL AND BEHAVIORAL NEEDS.</b>	The statement demonstrates a deep understanding of culturally responsive communication and provides specific examples of how it can be used in leading effective meetings. The reflection provides clear examples of problem-solving strategies and how effective group facilitation techniques are used in addressing students' instructional and behavioral needs. The candidate makes strong	The statement demonstrates a solid understanding of culturally responsive communication and provides examples of how it can be used in leading effective meetings. The reflection provides examples of problem-solving strategies and how effective group facilitation techniques are used in addressing students' instructional and behavioral needs. The candidate makes connections to their own practice.	The statement mentions cultural responsiveness, but the understanding and application are limited or unclear. The reflection briefly mentions problem-solving or facilitation but lacks specific details or examples. The candidate makes limited connections to their own practice.	Statement does not address cultural responsiveness or problem solving strategies.

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	connections to their own practice.			
<b>COMPONENT 7.2: CANDIDATES COLLABORATE, COMMUNICATE, AND COORDINATE WITH FAMILIES, PARAPROFESSIONALS, AND OTHER PROFESSIONALS WITHIN THE EDUCATIONAL SETTING TO ASSESS, PLAN, AND IMPLEMENT EFFECTIVE PROGRAMS AND SERVICES THAT PROMOTE PROGRESS TOWARD MEASURABLE OUTCOMES FOR INDIVIDUALS WITH AND WITHOUT EXCEPTIONALITIES AND THEIR FAMILIES.</b>	The statement provides concrete examples of successful collaboration with families, paraprofessionals, and/or professionals, demonstrating how these collaborations led to effective assessment, planning, and/or implementation of programs and services. The reflection demonstrates a clear understanding of the importance of measurable outcomes and discusses how they were incorporated into	The statement provides examples of successful collaboration with families, paraprofessionals, and/or professionals, demonstrating how these collaborations led to effective assessment, planning, and/or implementation of programs and services. The reflection demonstrates an understanding of the importance of measurable outcomes and discusses how they were incorporated into the planning and implementation of	The statement provides limited examples of successful collaboration with families, paraprofessionals, and/or professionals, demonstrating how these collaborations led to effective assessment, planning, and/or implementation of programs and services. The reflection demonstrates an emerging understanding of the importance of measurable outcomes and discusses how they were incorporated into	The statement provides no examples of successful collaboration with families, paraprofessionals, and/or professionals, demonstrating how these collaborations led to effective assessment, planning, and/or implementation of programs and services. The statement demonstrates a lack of understanding of the importance of measurable outcomes and discusses how they were incorporated into

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>NEARING EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>
	the planning and implementation of programs and services. The candidate makes strong connections to their own practice.	programs and services. The candidate makes connections to their own practice.	the planning and implementation of programs and services. The candidate makes limited connections to their own practice.	the planning and implementation of programs and services. The candidate makes no connections to their own practice.
<b>COMPONENT 7.3: CANDIDATES COLLABORATE, COMMUNICATE, AND COORDINATE WITH PROFESSIONALS AND AGENCIES WITHIN THE COMMUNITY TO IDENTIFY AND ACCESS SERVICES, RESOURCES, AND SUPPORTS TO MEET THE IDENTIFIED NEEDS OF INDIVIDUALS WITH EXCEPTIONALITIES AND THEIR FAMILIES.</b>	The statement identifies how the candidate plans to successfully collaborate with community professionals and agencies to access services, resources, and supports for individuals with exceptionalities and their families. The statement includes several specific examples.	The statement identifies how the candidate plans to successfully collaborate with community professionals and agencies to access services, resources, and supports for individuals with exceptionalities and their families. The statement includes specific examples	The statement identifies how the candidate plans to successfully collaborate with community professionals and agencies to access services, resources, and supports for individuals with exceptionalities and their families. The statement includes limited examples	The statement does not address collaboration with community professionals and agencies to access services, resources, and supports for individuals with exceptionalities and their families.
<b>COMPONENT 7.4 CANDIDATES WORK</b>	The statement demonstrates a	The statement demonstrates a	The statement demonstrates an	The statement does not address

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<b>WITH AND MENTOR PARAPROFESSIONALS IN THE PARAPROFESSIONALS' ROLE OF SUPPORTING THE EDUCATION OF INDIVIDUALS WITH EXCEPTIONALITIES AND THEIR FAMILIES.</b>	comprehensive understanding of the role of the paraprofessional and provides specific examples of how the candidate will support and guide paraprofessionals in their roles.	clear understanding of the role of the paraprofessional and provides examples of how the candidate will support and guide paraprofessionals in their roles.	emerging understanding of the role of the paraprofessional and provides limited examples of how the candidate will support and guide paraprofessionals in their roles.	the role of paraprofessionals or how the candidate will support and guide paraprofessionals.