

Activity/ CEC Standard	Unacceptable (0) Does not meets standards	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards
<p><b>CEC standard #3 -</b> Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.</p> <p>ICC3K1, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3</p>	The candidate includes NO references toward beliefs, traditions, and values among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.	The candidate includes limited references toward beliefs, traditions, and values among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.	The candidate includes references toward beliefs, traditions, and values within the relationship among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.	The candidate includes multiple acceptable references about beliefs, traditions, and values within the relationship among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.
	The candidate includes NO explanations of student behavior that explores cultural bias between the student's family and the school	The candidate includes a little information about the student's behavior that explores cultural bias between the student's family and the school	The candidate includes information about the student's behavior that explores cultural bias between the student's family and the school	The candidate includes extensive information about the student's behavior that explores cultural bias between the student's family and the school
	The candidate includes NO information that explores imposing blame of student behavior on the families	The candidate includes some information that explores imposing blame of student behavior on the families	The candidate includes adequate information that explores imposing blame of student behavior on the families	The candidate includes quality information that explores imposing blame of student behavior on the families
	The candidate includes NO information that explores the effects that an exceptional condition can have on an individual's learning experience and behavior	The candidate includes a mention about the effects that an exceptional condition can have on an individual's learning experience and behavior	The candidate includes information that explores the effects an exceptional condition has on the individual's learning experience and behavior	The candidate includes extensive information that explores the effects an exceptional condition has on the individual's learning experience and behavior
<p><b>CEC standard #2 -</b> Special educators</p>	Candidate did not developed a functional behavioral assessment or positive behavioral intervention plan that demonstrated the candidate has minimal understanding of how exceptional conditions interact with	Candidate developed a functional behavioral assessment or positive behavioral intervention plan that demonstrated the candidate has minimal understanding of how exceptional conditions interact with	Candidate developed a functional behavioral assessment and a positive behavioral intervention plan that demonstrated the candidate has minimal understanding of how	Candidate developed a well constructed functional behavioral assessment and a positive behavioral intervention plan that demonstrated the candidate

<p>understand how <b>exceptional conditions</b> can <b>interact</b> with the domains of human development and they <b>use this knowledge to respond to the varying abilities and behaviors of individuals</b> with ELN.</p> <p>ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5</p>	human development	human development	exceptional conditions interact with human development	has minimal understanding of how exceptional conditions interact with human development
	Candidate did not evaluate any prior records of an individual with ELN and provided limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA	Candidate did a limited evaluation of prior records of an individual with ELN and provided limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA	Candidate did a good evaluation of prior records of an individual with ELN and provided limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA	Candidate did a superior evaluation of prior records of an individual with ELN and provided limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA
	Candidate did not conduct an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.	Candidate did minimal environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.	Candidate did an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.	Candidate did a superior environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.
	Candidate did not identify problem behaviors or include an operational definition of the behavior as indicated in the fact-finding section of the FBA	Candidate did identify problem behaviors or include an operational definition of the behavior as indicated in the fact-finding section of the FBA	Candidate identified a problem behaviors and included an operational definition of the behavior as indicated in the fact-finding section of the FBA	Candidate identified several problem behaviors and included an operational definition of the behavior(s) as indicated in the fact-finding section of the FBA
	Candidate did not identify any likely antecedents of the problem behavior based on the complication of record reviews, environmental and academic evaluations, and the identification of the problem behavior as indicated in the fact finding section of the FBA.	Candidate did identify an antecedent for the problem behavior based on record reviews, environmental or academic evaluations, and the identification of the problem behavior was included in the fact finding section of the FBA.	Candidate identified a likely antecedent of the problem behavior based on the complication of record reviews, environmental and academic evaluations, and the identification of the problem behavior as indicated in the fact finding section of the FBA.	Candidate identified a good antecedents of the problem behavior based on the complication of record reviews, environmental and academic evaluations, and the identification of the problem behavior as indicated in the fact finding section of the FBA.
<b>CEC standard #5 -</b>	Candidate did not present a	Candidate presented a functional	Candidate presented a functional	Candidate presented a

<p>When necessary, special educators can safely <b>intervene with individuals with ELN in crisis</b></p> <p>CC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5K6, ICC5K7, ICC5K8, ICC5K9, ICC5K10, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5S8, ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S16, ICC5S1, ICC5S2, ICC5S3, ICC5S4</p>	<p>functional behavioral assessment that demonstrated an understanding of how to safely intervene with individuals with ELN in crisis</p>	<p>behavioral assessment that demonstrated minimal understanding of how to safely intervene with individuals with ELN in crisis</p>	<p>behavioral assessment that demonstrated an understanding of how to safely intervene with individuals with ELN in crisis</p>	<p>functional behavioral assessment that demonstrated an good understanding of how to safely intervene with individuals with ELN in crisis</p>
	<p>Candidate did not present a crisis or emergency plan within the Behavior Intervention Plan that simply addresses the removal of the individual with ELN from the least restrictive environment and indicates where the individual should go.</p>	<p>Candidate presented a crisis or emergency plan within the Behavior Intervention Plan that addresses the removal of the individual with ELN from the classroom</p>	<p>Candidate presented a crisis or emergency plan within the Behavior Intervention Plan that addresses the removal of the individual with ELN from the least restrictive environment and includes where the individual could go.12</p>	<p>Candidate presented a crisis and emergency plan in the Behavior Intervention Plan that addresses the removal of the individual with ELN from the least restrictive environment and indicates where the individual should go.</p>
	<p>Candidate provided no contact name to notify when the individual with ELN is in crisis (e.g., contact teacher, behavior interventionist for the district, school counselor, etc.)</p>	<p>Candidate provided the name of a staff member to contact when the individual with ELN is in crisis (e.g., contact teacher, behavior interventionist for the district, school counselor, etc.)</p>	<p>Candidate provided the names of a staff and contact information that teachers may contact when the individual with ELN is in crisis (e.g., contact teacher, behavior interventionist for the district, school counselor, etc.)</p>	<p>Candidate provided a list of staff and contact information that teachers may contact when the individual with ELN is in crisis (e.g., contact teacher, behavior interventionist for the district, school counselor, etc.)</p>
<p><b>CEC standard #8 –</b></p> <p>Special educators conduct and/or evaluate <b>formal and informal assessments</b> of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of</p>	<p>Candidate presented no understanding of informal and formal assessments of behavior</p>	<p>Candidate presented minimum understanding of informal and formal assessments of behavior</p>	<p>Candidate presented good understanding of informal and formal assessments of behavior</p>	<p>Candidate presented an excellent understanding of informal and formal assessments of behavior</p>
	<p>Candidate presented no understanding designing learning experiences that support growth and development as demonstrated by the functional behavioral assessment</p>	<p>Candidate presented a simple understanding designing learning experiences that support growth and development as demonstrated by the functional behavioral assessment</p>	<p>Candidate presented a good understanding designing learning experiences that support growth and development as demonstrated by the functional behavioral assessment</p>	<p>Candidate presented an excellent understanding designing learning experiences that support growth and development as demonstrated by the functional behavioral assessment</p>
	<p>Candidate presented no summary of the information included in the fact-finding section of the FBA that is unclear.</p>	<p>Candidate presented a short summary of the information included in the fact-finding section of the FBA that is unclear.</p>	<p>Candidate presented a quality summary of the information included in the fact-finding section of the FBA that is</p>	<p>Candidate presented an excellent summary of the information included in the fact-finding section of the</p>

<p>individuals with ELN.</p> <p>ICC8K1, ICC8K2 ICC8K3, ICC8K4 IIC8K2, IIC8K3, ICC8S1, ICC8S4 ICC8S5, ICC8S6 ICC8S7, ICC8S8 ICC8S9, IIC8S1 IIC8S4, IIC8S6 IIC8S7,</p>			unclear.	FBA that is unclear.
	Candidate directly observed the behavior on less than two occasions.	Candidate directly observed the behavior on at least four occasions.	Candidate directly observed the behavior on more than four occasions.	Candidate directly observed the behavior on more than eight occasions.
	Candidate did not compile information of direct or indirect data collection methods in the form of ABC chart, scatterplot, bar chart, spreadsheet, or table.	Candidate compiled some information and displayed in the form of ABC chart, scatterplot, bar chart, spreadsheet, or table.	Candidate compiled information from direct or indirect data collection methods and displayed it in two different forms. Forms can be an ABC chart, scatterplot, bar chart, spreadsheet, or table.	Candidate compiled information from direct or indirect data collection methods and displayed it in more than two different forms (ABC chart, scatterplot, bar chart, spreadsheet, or table).
	Candidate did not develop a hypothesis chart that identifies function of the behavior.	Candidate developed a hypothesis chart that inadequately identifies function of the behavior.	Candidate developed a hypothesis chart that identifies function of the behavior.	Candidate developed a hypothesis chart that adequately identifies function of the behavior.
	Candidate did not presented a suggestion for a replacement behavior that is related to the function of the behavior	Candidate presented a suggestion for a replacement behavior that is related to the function of the behavior	Candidate presented suggestions for appropriate replacement behaviors that are directly related to the function of the behavior.	Candidate presented exceptional suggestions for appropriate replacement behaviors that are directly related to the function of the behavior.
<p><b>CEC standard #6 –</b></p> <p>Special educators understand typical and atypical language development and the ways in which it can affect student behavior.</p> <p>ICC6K1, ICC6K2, ICC6K3, ICC6K4,</p>	Candidate presented NO understanding of typical and atypical language development and its relation to behavior.	Candidate presented minimum understanding of typical and atypical language development and its relation to behavior	Candidate presented some understanding of typical and atypical language development and its relation to behavior.	Candidate presented an understanding of typical and atypical language development and its relation to behavior.
	Candidate presented NO understanding of strategies to enhance language development and teach communication skills to individuals with ELN.	Candidates presented an understanding of strategies to enhance language development and teach communication skills to individuals with ELN.	Candidate presented a reasonable understanding of strategies to enhance language development and teach communication skills to individuals with ELN.	Candidate presented an excellent understanding of strategies to enhance language development and teach communication skills to individuals with ELN.
	Candidate presented NO understanding of augmentative, alternative, and assistive technologies	Candidate presented an simple understanding of augmentative, alternative, and assistive technologies to support	Candidate presented an understanding of augmentative, alternative, and assistive technologies to support and	Candidate presented an excellent understanding of augmentative, alternative, and assistive technologies to

IIC6K1, IIC6K2, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3		communication skills of individuals with exceptional needs	enhance communication of individuals with exceptional needs and discuss their potential for students with behavior concerns.	support and enhance communication of individuals with exceptional needs and their potential for decreasing behavior concerns in students with special needs.
	Candidate did not discuss the communication methods of an individual's language proficiency and cultural and linguistic differences	Candidate discuss communication methods of an individual's language proficiency and cultural and linguistic differences	Candidate investigates communication methods to an individual's language proficiency and cultural and linguistic differences	Candidate investigates and suggest communication methods to an individual's language proficiency and cultural and linguistic differences
	Candidate mention NO language model to facilitate understanding of subject matter for individuals with ELN whose primary language is not English	Candidate mentions one language model to facilitate understanding of subject matter for individuals with ELN whose primary language is not English	Candidate offers language models to facilitate understanding of subject matter for individuals with ELN whose primary language is not English	Candidate offers effective language models to facilitate understanding of subject matter for individuals with ELN whose primary language is not English
Total				