

Assessment		Curricular Content Knowledge	
Current	Revised	Current	Revised
<p><i>Standard 1: Assessment</i></p> <p><i>Special education specialists use valid and reliable assessment practices to minimize bias</i></p>	<p><i>Standard 1: Assessment</i></p> <p><i>Special education specialists design, implement and use assessment data to improve professional practice and student/school/system outcomes.</i></p>	<p>Standard 2: Curricular Content Knowledge</p> <p>Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p>	<p>Standard 2: Curricular Content Knowledge</p> <p>Special education specialists use their knowledge of subject matter content and specialized curricula, and evidence-based practices to improve programs, supports, and services at classroom, school, community, and system levels.</p>
KEY ELEMENTS	COMPONENTS	KEY ELEMENTS	COMPONENTS
<p>1.1 Special education specialists minimize bias in assessment.</p> <p>1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.</p>	<p>1.1 Special education specialists utilize valid and reliable culturally and linguistically appropriate measures and procedures in all forms of assessment.</p> <p>1.2 Special education specialists utilize valid and reliable culturally and linguistically appropriate measures and procedures in all forms of assessment.</p> <p>1.3 Special education specialists design valid evaluation tools, collect and analyze evaluation data reliably to improve programs, supports, and services for individuals with exceptionalities and their families at the program/system level.</p> <p>1.4 Special education specialists use technology to analyze classroom/school/systems data sets to inform changes to programming.</p>	<p>2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.</p> <p>2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</p> <p>2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</p>	<p>2.1 Special education specialists align educational content standards to challenging curricula to meet the needs of individuals with exceptionalities.</p> <p>2.2 Special education specialists use an understanding of cultural, social, and economic diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula, programs, supports, and services for individuals with exceptionalities.</p> <p>2.3 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.</p>

<p style="text-align: center;">Research and Professional Growth</p> <p><i>*Themes from current Standard 3 “Programs, Services, and Outcomes” is embedded across revised standards. See end of document.</i></p>		<p style="text-align: center;">Leadership</p>	
<p style="text-align: center;">Current</p>	<p style="text-align: center;">Revised</p>	<p style="text-align: center;">Current</p>	<p style="text-align: center;">Revised</p>
<p style="text-align: center;">Standard 4: Research and Inquiry</p> <p>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p>	<p style="text-align: center;">Standard 3: Research and Professional Growth</p> <p>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p>	<p style="text-align: center;">Standard 5: Leadership and Policy</p> <p>Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices,</p>	<p style="text-align: center;">Standard 4: Leadership</p> <p>Special education specialists provide leadership in school to ensure that positive and productive work environments are created.</p>

KEY ELEMENTS	COMPONENTS	and create positive and productive work environments.	KEY ELEMENTS	COMPONENTS
<p>4.1 Special education specialists evaluate research and inquiry to identify effective practices.</p> <p>4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.</p> <p>4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.</p>	<p>3.1 Special education specialists engage in the design and implementation of research and inquiry to support continuous instructional/program/system improvement.</p> <p>3.2 Special educators use the professional literature to continuously broaden and deepen their professional knowledge and expand their expertise with instructional and assistive technologies, curriculum standards, and effective teaching strategies, to improve practices at the classroom/school/system levels.</p> <p>3.3 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.</p> <p>3.4 Special education specialists evaluate research and inquiry to identify effective practices.</p>	<p>5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.</p> <p>5.2 Special education specialists support and use linguistically and culturally responsive practices.</p> <p>5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</p> <p>5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.</p>	<p>4.1 Special education specialists lead by using ethical practices, staying informed of current issues, contextualizing work in the history of special education, and being well versed in legal policies.</p> <p>4.2 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p>4.3 Special education specialists actively promote the advancement of the profession.</p> <p>4.4 Special education specialists offer professional development opportunities and educate all stakeholders about teaching and working with learners with exceptionalities and their families.</p> <p>4.5 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.</p> <p>4.6 Special education specialists provide mentoring and support to paraprofessionals and new special education specialists on an ongoing basis and ensure that they are fully aware of the expectations of their roles and responsibilities.</p> <p>4.7 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.</p>	

			4.8 Special education specialists’ model high professional expectations and ethical practice and create supportive environments that safeguard legal rights and improve outcomes for individuals with exceptionalities and their families.
Theme: Advocacy		Theme: Collaborative, Safe, Inclusive Environments	
Current	Revised	Current	Revised
Standard 6: Professional and Ethical Practice	Standard 5: Advocacy	Standard 7: Collaboration	Standard 6: Collaborative, Safe, Inclusive Environments
Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.	Special education specialists advocate and ensure that policies and practices that are governed by law are properly implemented in schools and being practiced by all stakeholders.	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of learners with exceptionalities and their families.
KEY ELEMENTS	COMPONENTS	KEY ELEMENTS	COMPONENTS
6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. 6.2 Special education specialists’ model high professional expectations and ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	5.1 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. 5.2 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	7.1 Special education specialists use culturally responsive practices to enhance collaboration. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services,	6.1 Special education specialists use culturally responsive practices to inform and foster collaboration. 6.2 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities. 6.3 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

and outcomes for individuals with exceptionalities.

**Themes from current Standard 3 “Programs, Services, and Outcomes” is embedded across revised standards.*

Current Standard 3: Programs Services, and Outcomes

Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
- 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.