

# COLLEGE OF EDUCATION

## WILLIAM PATERSON UNIVERSITY

### LDT-C Professional Assessment for Clinical Experiences (LDT-C PACE)

Competency (SLO)	Criterion	Emerging <i>Extends Knowledge and Understanding of Content and Gains Professional Identity</i>	Developing <i>Applies Subject Matter Knowledge and Strengthens Professional Dispositions</i>	Proficient <i>Deepens and Extends Knowledge, Skills and Professionalism; Expands Responsibilities For Leadership; Hones Repertoire</i>	Exemplary <i>Synthesizes and Evaluates Knowledge to Improve Instruction and Student Learning; Demonstrates Professional Leadership; Refines Repertoire</i>
<p><b>Assessment : Special Education</b>  <b>Diagnosticians use valid and reliable assessment practices to minimize bias. ( A CEC 1.0)</b></p> <p>(ACSI.1.K2)                      (ACSI.1.K3)                      (ACSI.1.K4)                      (ACSI.1.S4)</p>	<p>The Special Education Diagnostician <u>minimizes bias in assessment.</u> (A CEC1.1)</p>	<p>The Special Education Diagnostician <u>defines bias in assessment.</u></p>	<p>The Special Education Diagnostician <u>recognizes bias in assessment.</u></p>	<p>The Special Education Diagnostician <u>minimizes bias in assessment.</u></p>	<p>The Special Education Diagnostician <u>minimizes bias in assessment plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>
<p>(SEDS.1.K1)                      (SEDS.1.K2)                      (SEDS.1.K3)                      (SEDS.1.K5)                      (SEDS.1.K6)                      (SEDS.1.K7)                      (SEDS.1.K8)                      (SEDS.1.K9)                      (SEDS.1.K10)                      (SEDS.1.K12)                      SEDS.1.S1)                      (SEDS.1.S2)                      (SEDS.1.S3)                      (SEDS.1.S4)                      (SEDS.1.S5)                      (SEDS.1.S6)                      (SEDS.1.S7)                      (SEDS.1.S8)                      (SEDS.1.S9)</p>	<p>The Special Education Diagnostician <u>designs and implements assessments to evaluate the effectiveness of</u> practices and programs. (A CEC 1.2)</p>	<p>The Special Education Diagnostician <u>identifies assessments to evaluate the effectiveness of</u> practices and programs.</p>	<p>The Special Education Diagnostician <u>describes assessments to evaluate the effectiveness of</u> practices and programs.</p>	<p>The Special Education Diagnostician <u>designs and implements assessments to evaluate the effectiveness of</u> practices and programs.</p>	<p>The Special Education Diagnostician <u>designs and implements assessments to evaluate the effectiveness of</u> practices and programs plus <u>integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>

(SEDS.1.S10)					
<b>Curricular Content Knowledge:</b> Special Education Diagnosticians use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. (A CEC 2.0)	The Special Education Diagnostician <u>aligns educational standards to provide access to</u> challenging curriculum to meet the needs of individuals with exceptionalities. (A 2.1)	The Special Education Diagnostician <u>identifies educational standards.</u>	The Special Education Diagnostician <u>describes educational standards which can provide access to</u> challenging curriculum to meet the needs of individuals with exceptionalities.	The Special Education Diagnostician <u>aligns educational standards to provide access to</u> challenging curriculum to meet the needs of individuals with exceptionalities.	The Special Education Diagnostician <u>aligns educational standards to provide access to</u> challenging curriculum to meet the needs of individuals with exceptionalities plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>
	The Special Education Diagnostician continuously <u>broadens and deepens their professional knowledge and expand their expertise</u> with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies <u>to support access to and learning of challenging content.</u> (A 2.2)	The Special Education Diagnostician <u>identifies opportunities to broadens and deepens their professional knowledge and expand their expertise.</u>	The Special Education Diagnostician <u>describes opportunities to broadens and deepens their professional knowledge and expand their expertise</u> with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies <u>to support access to and learning of challenging content.</u>	The Special Education Diagnostician continuously <u>broadens and deepens their professional knowledge and expand their expertise</u> with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies <u>to support access to and learning of challenging content.</u>	The Special Education Diagnostician continuously <u>broadens and deepens their professional knowledge and expand their expertise</u> with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies <u>to support access to and learning of challenging content plus integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>
	The Special Education Diagnostician <u>uses</u>	The Special Education Diagnostician	The Special Education Diagnostician	The Special Education Diagnostician <u>uses</u>	The Special Education Diagnostician

	<u>understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. (A 2.3)</u>	<u>describes diversity and individual learning differences.</u>	<u>explains how diversity and individual learning differences can inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</u>	<u>understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</u>	<u>uses understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u>
<p>Special Education Diagnosticians facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. (A CEC 3.0)</p> <p>ACSI.3.K2 ACSI.3.K3 ACSI.3.K4 ACSI.3.K5 ACSI.3.K6 ACSI.3.S1 ACSI.3.S2 ACSI.3.S4</p> <p>SEDS.3.K1 SEDS.3.K4</p>	<p>The Special Education Diagnostician <u>designs and implements evaluation activities to improve programs, supports, and services for individuals with exceptionalities. (A CEC 3.1)</u></p>	<p>The Special Education Diagnostician <u>identifies evaluation activities which improve programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>describes and implements evaluation activities can improve programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>designs and implements evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>designs and implements evaluation activities to improve programs, supports, and services for individuals with exceptionalities plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>

	<p>The Special Education Diagnostician <u>uses 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.</u> (A CEC 3.2)</p>	<p>The Special Education Diagnostician <u>describes cultural, social, and economic diversity and individual learner differences.</u></p>	<p>The Special Education Diagnostician <u>explains how the understanding of cultural, social, and economic diversity and individual learner differences can inform the development and improvement of programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>uses 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.</u></p>	<p>The Special Education Diagnostician <u>uses 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. plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician <u>applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</u> (A CEC 3.3)</p>	<p>The Special Education Diagnostician <u>identifies theories, evidence-based practices, and relevant laws which advocate for programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>explains theories, evidence-based practices, and relevant laws and how they can be utilized advocate for programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</u></p>	<p>The Special Education Diagnostician <u>applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician <u>uses instructional and</u></p>	<p>The Special Education Diagnostician <u>identifies</u></p>	<p>The Special Education Diagnostician <u>describes</u></p>	<p>The Special Education Diagnostician <u>uses instructional and</u></p>	<p>The Special Education Diagnostician <u>uses instructional</u></p>

	<u>assistive technologies to improve programs, supports, and services</u> for individuals with exceptionalities. (A CEC 3.4)	<u>instructional and assistive technologies which improve programs, supports, and services</u> for individuals with exceptionalities.	<u>instructional and assistive technologies to improve programs, supports, and services</u> for individuals with exceptionalities.	<u>assistive technologies to improve programs, supports, and services</u> for individuals with exceptionalities.	<u>and assistive technologies to improve programs, supports, and services</u> for individuals with exceptionalities. <u>plus integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>
	The Special Education Diagnostician <u>progresses towards achieving the vision, mission, and goals of programs, services, and supports</u> for individuals with exceptionalities. (A CEC 3.5)	The Special Education Diagnostician <u>identifies the vision, mission, and goals of programs, services, and supports</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>describes the vision, mission, and goals of programs, services, and supports</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>progresses towards achieving the vision, mission, and goals of programs, services, and supports</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>progresses towards achieving the vision, mission, and goals of programs, services, and supports</u> for individuals with exceptionalities. <u>plus integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>
Special Education Diagnosticians conduct, evaluate, and use inquiry to guide professional practice. (A CEC 4)  ACSI.4.K1 ACSI.4.S2 ACSI.4.S3  SEDS.4.K1 SEDS.4.K2 SEDS.4.S1	The Special Education Diagnostician <u>fosters an environment that is supportive of continuous instructional improvement</u> and <u>engages in the design and implementation of research and inquiry.</u> (A CEC 4.3)	The Special Education Diagnostician <u>defines continuous instructional improvement.</u>	The Special Education Diagnostician <u>describes continuous instructional improvement</u> and <u>describes the design and implementation of research and inquiry.</u>	The Special Education Diagnostician <u>fosters an environment that is supportive of continuous instructional improvement</u> and <u>engages in the design and implementation of research and inquiry.</u>	The Special Education Diagnostician <u>fosters an environment that is supportive of continuous instructional improvement</u> and <u>engages in the design and implementation of research and inquiry.</u> <u>plus integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>

<p>Special Education Diagnosticians provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments. (A CEC 5.0)</p> <p>(ACSI.5.K4) (ACSI.5.K5) (ACSI.5.K6) (ACSI.5.S1) (ACSI.5.S2) (ACSI.5.S3) (ACSI.5.S4)</p>	<p>The Special Education Diagnostician <u>models respect and ethical practice</u> for all individuals and <u>encourages challenging expectations</u> for individuals with exceptionalities. (A CEC 5.1)</p>	<p>The Special Education Diagnostician <u>defines ethical practices</u> for individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>describes respect and ethical practice</u> for all individuals and <u>explains challenging expectations</u> for individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>models respect and ethical practice</u> for all individuals and <u>encourages challenging expectations</u> for individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>models respect and ethical practice</u> for all individuals and <u>encourages challenging expectations</u> for individuals with exceptionalities. plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u></p>
<p>(SEDS.5.K1) (SEDS.5.K2) (SEDS.5.K3) (SEDS.5.K4) (SEDS.5.K6)</p>	<p>The Special Education Diagnostician <u>supports and uses linguistically and culturally responsive practices.</u> (A CEC 5.2)</p>	<p>The Special Education Diagnostician <u>identifies linguistically and culturally responsive practices.</u></p>	<p>The Special Education Diagnostician <u>describes linguistically and culturally responsive practices.</u></p>	<p>The Special Education Diagnostician <u>supports and uses linguistically and culturally responsive practices.</u></p>	<p>The Special Education Diagnostician <u>supports and uses linguistically and culturally responsive practices.</u> plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician <u>creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</u> (A CEC 5.3)</p>	<p>The Special Education Diagnostician <u>identifies aspects of collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</u></p>	<p>The Special Education Diagnostician <u>describes aspects of collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</u></p>	<p>The Special Education Diagnostician <u>creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</u></p>	<p>The Special Education Diagnostician <u>creates and maintains collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</u> plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u></p>
	<p>The Special Education</p>	<p>The Special Education</p>	<p>The Special Education</p>	<p>The Special Education</p>	<p>The Special Education</p>

	<p>Diagnostician <u>advocates for policies and practices that improve programs, services, and outcomes</u> for individuals with exceptionalities. (A CEC 5.4)</p>	<p>Diagnostician <u>identifies policies and practices that improve programs, services, and outcomes</u> for individuals with exceptionalities.</p>	<p>Diagnostician <u>describes policies and practices that improve programs, services, and outcomes</u> for individuals with exceptionalities.</p>	<p>Diagnostician <u>advocates for policies and practices that improve programs, services, and outcomes</u> for individuals with exceptionalities.</p>	<p>Diagnostician <u>advocates for policies and practices that improve programs, services, and outcomes</u> for individuals with exceptionalities. plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician <u>advocates for the allocation of appropriate resources for the preparation and professional development</u> of all personnel who serve individuals with exceptionalities. (A CEC 5.5)</p>	<p>The Special Education Diagnostician <u>identifies appropriate resources for the preparation and professional development</u> of all personnel who serve individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>describes the need for the allocation of appropriate resources for the preparation and professional development</u> of all personnel who serve individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>advocates for the allocation of appropriate resources for the preparation and professional development</u> of all personnel who serve individuals with exceptionalities.</p>	<p>The Special Education Diagnostician <u>advocates for the allocation of appropriate resources for the preparation and professional development</u> of all personnel who serve individuals with exceptionalities. plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u></p>
<p>Special Education Diagnosticians 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</p>	<p>The Special Education Diagnostician <u>uses a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform Special Education Diagnostician leadership.</u> (A CEC 6.1)</p>	<p>The Special Education Diagnostician <u>defines relevant terms, historical events, guidelines, and phrases relating to the history of special education, legal policies, ethical standards, and emerging issues which inform Special Education Diagnostician leadership.</u></p>	<p>The Special Education Diagnostician <u>describes the history of special education, legal policies, ethical standards, and emerging issues which inform Special Education Diagnostician leadership.</u></p>	<p>The Special Education Diagnostician <u>uses a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform Special Education Diagnostician leadership.</u></p>	<p>The Special Education Diagnostician <u>uses a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform Special Education Diagnostician leadership.</u> plus <u>integrates this knowledge to</u></p>

<p>exceptionalities. (A CEC 6)</p> <p>(ACSI.6.K1) (ACSI.6.K2) (ACSI.6.K3) (ACSI.6.S1) (ACSI.6.S2) (ACSI.6.S4)</p> <p>(SEDS.6.K1) (SEDS.6.K3) (SEDS.6.S1) (SEDS.6.S3) (SEDS.6.S4) (SEDS.6.S5)</p>	<p>The Special Education Diagnostician <u>models high professional expectations and ethical practice</u> and <u>creates supportive environments that safeguard the legal rights and improve outcomes</u> for individuals with exceptionalities and their families. (A CEC 6.2)</p>	<p>The Special Education Diagnostician <u>identifies high professional expectations and ethical practice that safeguard the legal rights and improve outcomes</u> for individuals with exceptionalities and their families.</p>	<p>The Special Education Diagnostician <u>describes high professional expectations and ethical practice</u>, as well as <u>supportive environments that safeguard the legal rights and improve outcomes</u> for individuals with exceptionalities and their families.</p>	<p>The Special Education Diagnostician <u>models high professional expectations and ethical practice</u> and <u>creates supportive environments that safeguard the legal rights and improve outcomes</u> for individuals with exceptionalities and their families.</p>	<p><u>relevant contexts and cites relevant research or theories.</u></p> <p>The Special Education Diagnostician <u>models high professional expectations and ethical practice</u> and <u>creates supportive environments that safeguard the legal rights and improve outcomes</u> for individuals with exceptionalities and their families. Plus <u>integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician <u>models and promotes respect</u> for all individuals and <u>facilitates ethical professional practice.</u> (A CEC 6.3)</p>	<p>The Special Education Diagnostician <u>identifies respect</u> for all individuals and <u>identifies aspects of ethical professional practice.</u></p>	<p>The Special Education Diagnostician <u>explains respect</u> for all individuals and <u>explains ethical professional practice.</u></p>	<p>The Special Education Diagnostician <u>models and promotes respect</u> for all individuals and <u>facilitates ethical professional practice.</u></p>	<p>The Special Education Diagnostician <u>models and promotes respect</u> for all individuals and <u>facilitates ethical professional practice.</u> plus <u>integrates this knowledge to relevant contexts and cites relevant research or theories.</u></p>
	<p>The Special Education Diagnostician actively <u>participates in professional development and professional learning communities to increase professional</u></p>	<p>The Special Education Diagnostician <u>identifies professional development and professional learning communities which increase professional</u></p>	<p>The Special Education Diagnostician actively <u>describes relevant professional development and professional learning communities which increase professional</u></p>	<p>The Special Education Diagnostician actively <u>participates in professional development and professional learning communities to increase professional</u></p>	<p>The Special Education Diagnostician actively <u>participates in professional development and professional learning communities to increase professional</u></p>



	<u>knowledge and expertise</u> . (A CEC 6.4)	<u>knowledge and expertise</u>	<u>knowledge and expertise</u>	<u>knowledge and expertise</u> .	<u>knowledge and expertise plus integrates this knowledge to relevant contexts and cites relevant research or theories.</u>
	The Special Education Diagnostician actively <u>promotes the advancement of the profession</u> . (A CEC 6.7)	The Special Education Diagnostician <u>identifies activities which promotes the advancement of the profession</u> .	The Special Education Diagnostician <u>describes their personal plan for promoting the advancement of the profession</u> .	The Special Education Diagnostician actively <u>promotes the advancement of the profession</u> .	The Special Education Diagnostician actively <u>promotes the advancement of the profession</u> , plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories</u> .
Special Education Diagnosticians collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. (A CEC 7.0)  (ACSI.7.K1) (ACSI.7.S1) (ACSI.7.S2) (SEDS.7.K1) (SEDS.7.S1) (SEDS.7.S2) (SEDS.7.S3) (SEDS.7.S4) (SEDS.7.S5)	The Special Education Diagnostician <u>uses culturally responsive practices to enhance collaboration</u> . (A CEC 7.1)	The Special Education Diagnostician <u>defines culturally responsive practices and collaboration</u> .	The Special Education Diagnostician <u>describes how culturally responsive practices can enhance collaboration</u> .	The Special Education Diagnostician <u>uses culturally responsive practices to enhance collaboration</u> .	The Special Education Diagnostician <u>uses culturally responsive practices to enhance collaboration</u> , plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories</u> .
	The Special Education Diagnostician <u>uses collaborative skills to improve programs, services, and outcomes</u> for individuals with exceptionalities. (A CEC 7.2)	The Special Education Diagnostician <u>identifies collaborative skills which improve programs, services, and outcomes</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>describes how they will be utilized collaborative skills to improve programs, services, and outcomes</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>uses collaborative skills to improve programs, services, and outcomes</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>uses collaborative skills to improve programs, services, and outcomes</u> for individuals with exceptionalities, plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories</u> .

	The Special Education Diagnostician <u>collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes</u> for individuals with exceptionalities. (A CEC 7.3)	The Special Education Diagnostician <u>identifies when collaboration can promote understanding, resolve conflicts, and build consensus.</u>	The Special Education Diagnostician <u>describes their plan to collaborate in order to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes</u> for individuals with exceptionalities.	The Special Education Diagnostician <u>collaborates to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes</u> for individuals with exceptionalities. plus <u>integrates this knowledge to relevant contexts</u> and <u>cites relevant research or theories.</u>
<b>Written Communications</b>	The specialist uses clear standard English in his or her oral and written communications, including strong ideas, organization, word choice, sentence fluency, and conventions.	The specialist <u>presen ts his or her ideas</u> , both orally and in writing.	The specialist <u>develops and presents main idea s</u> , both orally and in writing, and <u>defends the main ideas in an organized manner.</u>	The specialist <u>develop s and presents main ide as</u> , both orally and in writing, and <u>defends the main ideas</u> in an organized manner, <u>incorporating a strong choice of words and accurate writing conventions.</u>	The candidate <u>develo ps and presents main id eas</u> , both orally and in writing, and <u>defends the main ideas</u> in an organized manner <u>with coherent and logical sentence</u>