



## Council for Exceptional Children

### edTPA Rubrics Alignment with the CEC Initial Preparation Standards and Components

CEC Preparation Standards & Components	edTPA Tasks & Rubrics														
	Planning for Instruction					Instructing and Engaging					Assessing Learning				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	X		X	X				X							
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.			X					X							
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.				X	X	X									
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.					X	X									
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.				X											
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.							X								
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.															
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.															
7.1 Beginning special education professionals use the theory and elements of effective collaboration.															
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.															
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.															

Summary: All edTPA rubrics align with two or more CEC components and seven rubrics address eight or more components. At the global level, all standards are addressed by one or more edTPA rubrics, with one exception (Standard 7). edTPA is designed as a measure of pedagogy and is not intended to measure ALL aspects of effective teaching for special educators. Some components of the CEC Standards listed here as Blank are recognized as beyond the scope of edTPA purpose and composition. Other program embedded measures are more suitable for evaluating candidate knowledge, skills, or abilities in these areas.