

**Explicit Instruction Course**

**CEC Standards**

**Module 5-- Explicit Instruction: Modeling and practicing to help students reach academic goals**

<b>Part</b>	<b>Objective(s)</b>	<b>CEC Standards Addressed</b>
Introduction: What is explicit instruction and why is it important?	You will learn how to: 1. Select a clear objective 2. Model for practice 3. Practice with students	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities 5.6: Beginning special education professionals teach to mastery and promote generalization of learning. 5.7: Beginning special education professional teacher cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice
Part 1: How do you create objectives with appropriate learning outcomes?	You will learn: 1. Why objectives are relevant within DBI 2. How to select objectives based on student performance relative to goals 3. How to create focused objectives that describe the specific learning outcome that shows mastery	3.1: Beginning special educational professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities
Part 2: What are the characteristics of highly effective models?	You will learn: 1. What are the characteristics of a clear explanation 2. How to design planned examples 3. How to evaluate the effectiveness of instructional models	1.1: Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities 1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities 2.2: Beginning special education professional use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 3.1: Beginning special education professionals understand the central concepts, structure of the discipline and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities 3.2: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams 5.7: Beginning special education professional teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities
Part 3: When and how should students practice explicit instruction lessons?	You will learn how to: 1. Decide when students are ready for practice 2. Provide guided practice 3. Provide independent practice	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams 5.6: Beginning special education professionals teach to mastery and promote generalization of learning 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities
Closing: What are the next steps?	You will learn: 1. What are the next steps?	1.1: Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities 1.2: Beginning special education professionals use understanding of development and individuals with exceptionalities 2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams 6.1: Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice 6.2: Beginning special education professionals understand how foundational knowledge and current issues influences professional practice 6.4: Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities

**Module 6-- Supporting Practices: Using effective methods to elicit frequent responses**

<b>Part</b>	<b>Objective(s)</b>	<b>CEC Standards Addressed</b>
Introduction: How do the supporting practices maximize engagement?	By the end of this module, you should be able to: 1. Explain how the supporting practices maximize engagement 2. Identify and describe various methods to elicit responses 3. Use methods to elicit frequent responses that: a. Maintain or check accuracy of processing b. Match the learning outcome c. Match student abilities d. Match the desired response format e. Maximize student involvement	2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them 5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities 5.6: Beginning special education professionals teach to mastery and promote generalization of learning
Part 1: What are the methods and purposes for eliciting responses?	You will learn to: 1. Identify the methods for eliciting responses 2. Identify and explain the two purposes for eliciting responses	3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities 5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams
Part 2: Does the method of eliciting a response match the learning outcome?	You will learn to: 1. Match the method of eliciting a response to the learning outcome	3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them 5.6: Beginning special education professionals teach to mastery and promote generalization of learning
Part 3: Does the method of eliciting a response match student abilities?	You will learn to: 1. Match the method of eliciting a response to student abilities	2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities
Part 4: Does the method of eliciting a response match the desired response format?	You will learn to: 1. Match the method of eliciting a response to the desired response format	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
Part 5: Does the method of eliciting a response maximize student involvement?	You will learn to: 1. Use methods to elicit responses that maximize student engagement	3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
Closing: What are the next steps?	You will learn: 1. What are the next steps?	2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 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. 7.2: 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.

**Module 7-- Supporting Practices: Providing immediate specific feedback and maintaining a brisk pace**

<b>Part</b>	<b>Objective(s)</b>	<b>CEC Standards Addressed</b>
Introduction: How do the supporting practices maximize engagement?	By the end of this module, you should be able to: 1. Explain how the supporting practices maximize engagement 2. Provide immediate specific feedback 3. Maintain a brisk pace 4. Adapt a program lesson to make it more explicit by incorporating the supporting practices	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Part 1: How should feedback be provided?	You will learn how to: 1. Explain the importance of providing immediate specific feedback 2. Provide immediate specific feedback	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. 5.6: Beginning special education professionals teach to mastery and promote generalization of learning.
Part 2: How can a brisk pace be maintained?	You will learn how to: 1. Maintain a brisk pace	3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6: Beginning special education professionals teach to mastery and promote generalization of learning.
Part 3: How can you use the supporting practices to make adaptations to a program?	You will learn how to: 1. Adapt a lesson from a program to make it more explicit by incorporating the supporting practices	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
Closing: What are the next steps?	You will learn: 1. What are the next steps?	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 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. 7.1: 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.

**Module 8-- Explicit Instruction: Evaluating use of explicit instruction to support students' academic needs**

Part	Objective(s)	CEC Standards Addressed
Introduction	By the end of this module, you should be able to: 1. Identify evidence of explicit instruction 2. Evaluate effective use of explicit instruction 3. Reflect on your own use of explicit instruction	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
Part 1: How do you know you have created the right objectives and provided effective modeling?	You will learn how to: 1. Identify clear objectives and modeling 2. Evaluate clear objectives and effective modeling 3. Reflect upon your own use of objectives and modeling	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 2.3: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities 5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams 5.6: Beginning special education professionals teach to mastery and promote generalization of learning 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. 7.1: 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.
Part 2: How do you know you have effectively implemented practice?	You will learn how to: 1. Identify practice 2. Evaluate practice 3. Reflect upon your own use of practice	1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities 2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions 3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities 3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities 3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities 4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them 5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities 5.6: Beginning special education professionals teach to mastery and promote generalization of learning 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice 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 7.1: 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

Part 3: How do you know you have effectively used the supporting practices?	You will learn how to: <ol style="list-style-type: none"> <li>1. Identify use of supporting practices</li> <li>2. Evaluate use of supporting practices</li> <li>3. Reflect upon your own use of supporting practices</li> </ol>	<ol style="list-style-type: none"> <li>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</li> <li>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</li> <li>3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</li> <li>4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities</li> <li>4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities</li> <li>4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them</li> <li>5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities</li> <li>5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities</li> <li>5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</li> <li>5.6: Beginning special education professionals teach to mastery and promote generalization of learning</li> <li>6.4: Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities</li> <li>6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring</li> <li>6.6: Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers</li> <li>7.1: Beginning special education professionals use the theory and elements of effective collaboration</li> <li>7.2: Beginning special education professionals serve as a collaborative resource to colleagues</li> <li>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</li> </ol>
Closing: A final review and summary	You will: <ol style="list-style-type: none"> <li>1. Reflect on effective explicit instructional practices in collaboration with others and on your own</li> <li>2. Articulate why explicit instruction is important in the DBI framework</li> <li>3. Review all of the elements of the explicit instruction checklist</li> </ol>	<ol style="list-style-type: none"> <li>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</li> <li>2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</li> <li>3.1: Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</li> <li>3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</li> <li>4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities</li> <li>6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</li> <li>6.4: Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities</li> <li>6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring</li> <li>6.6: Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers</li> <li>7.1: Beginning special education professionals use the theory and elements of effective collaboration</li> <li>7.2: Beginning special education professionals serve as a collaborative resource to colleagues</li> <li>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</li> </ol>