COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

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

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Competency (SLO)	Criterion The Special	Emerging Extends Knowledge and Understanding of Content and Gains Professional Identity	Developing Applies Subject Matter Knowledge and Strengthens Professional Dispositions	Proficient Deepens and Extends Knowledge, Skills and Professionalism; Expands Responsibilities For Leadership; Hones Repertoire	Exemplary Synthesizes and Evaluates Knowledge to Improve Instruction and Student Learning; Demonstrates Professional Leadership; Refines Repertoire
Assessment : Special	Education	Education	Education	Education	Education
Education	Diagnostician	Diagnostician	Diagnostician <u>recognizes bias</u> in	Diagnostician <u>minimizes bias</u> in	Diagnostician
Diagnosticians use valid and reliable	minimizes bias in assessment. (A	defines bias in assessment.	assessment.	assessment.	<u>minimizes bias in</u> assessment plus
assessment practices	CEC1.1)				integrates this
to minimize bias. (A					knowledge to
CEC 1.0)					relevant contexts and <u>cites</u>
(ACSI.1.K2)					relevant research
(ACSI.1.K3)					or theories.
(ACSI.1.K4) (ACSI.1.S4)	The Special Education	The Special Education	The Special Education	The Special Education	The Special Education
(AC31.1.34)	Diagnostician	Diagnostician	Diagnostician	Diagnostician	Diagnostician
(SEDS.1.K1)	designs and	identifies	describes	designs and	designs and
(SEDS.1.K2)	implements	assessments to	assessments to	implements	implements
(SEDS.1.K3)	assessments to	evaluate the	evaluate the	assessments to	assessments to
(SEDS.1.K5) (SEDS.1.K6)	evaluate the effectiveness of	effectiveness of practices and	effectiveness of practices and	evaluate the effectiveness of	evaluate the effectiveness of
(SEDS.1.K7)	practices and	programs.	programs.	practices and	practices and
(SEDS.1.K8)	programs. (A CEC	p. 68. a.r.o.	P. 68. a	programs.	programs plus
(SEDS.1.K9)	1.2)				integrates this
(SEDS.1.K10)					knowledge to
(SEDS.1.K12) SEDS.1.S1)					relevant contexts and cites
(SEDS.1.51)					relevant research
(SEDS.1.S3)					or theories.
(SEDS.1.S4)					
(SEDS.1.S5)					
(SEDS.1.S6) (SEDS.1.S7)					
(SEDS.1.57) (SEDS.1.58)					
(SEDS.1.S9)					

Templates to the Edits to C&W Fall 2017

(SEDS.1.S10)					
Curricular Content Knowledge: 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</u> <u>standards to</u> <u>provide access</u> to challenging curriculum to meet the needs of individuals with exceptionalities. (A 2.1)	The Special Education Diagnostician <u>identifies</u> <u>educational</u> <u>standards</u> .	The Special Education Diagnostician <u>describes</u> <u>educational</u> <u>standards which</u> <u>can provide access</u> to challenging curriculum to meet the needs of individuals with exceptionalities.	The Special Education Diagnostician <u>aligns educational</u> <u>standards to</u> <u>provide access</u> to challenging curriculum to meet the needs of individuals with exceptionalities.	The Special Education Diagnostician <u>aligns</u> <u>educational</u> <u>standards to</u> <u>provide access</u> to challenging curriculum to meet the needs of individuals with exceptionalities plus <u>integrates</u> <u>this knowledge</u> <u>to relevant</u> <u>contexts</u> and <u>cites relevant</u> <u>research or</u> <u>theories</u> .
	The Special Education Diagnostician continuously broadens and deepens 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. (A 2.2)	The Special Education Diagnostician identifies opportunities to broadens and deepens their professional knowledge and expand their expertise.	The Special Education Diagnostician <u>describes</u> <u>opportunities to</u> <u>broadens and</u> <u>deepens their</u> <u>professional</u> <u>knowledge</u> and <u>expand their</u> <u>expertise</u> with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies <u>to</u> <u>support access to</u> <u>and learning of</u> <u>challenging</u> <u>content</u> .	The Special Education Diagnostician continuously broadens and deepens 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.	The Special Education Diagnostician continuously broadens and deepens 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 plus integrates this knowledge to relevant contexts and cites relevant research
	The Special Education Diagnostician <u>uses</u>	The Special Education Diagnostician	The Special Education Diagnostician	The Special Education Diagnostician <u>uses</u>	or theories. The Special Education Diagnostician

	understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. (A 2.3)	describes diversity and individual learning differences.	explains how diversity and individual learning differences can inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	Usesunderstanding ofdiversity andindividuallearningdifferences toinform theselection,development,andimplementationofcomprehensivecurricula forindividuals withexceptionalitiesplus integratesthis knowledgeto relevantcontexts andcites relevantresearch or
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) ACSI.3.K2 ACSI.3.K3 ACSI.3.K4 ACSI.3.K5 ACSI.3.S1 ACSI.3.S1 ACSI.3.S2 ACSI.3.S4 SEDS.3.K1 SEDS.3.K4	The Special Education Diagnostician designs and implements evaluation activities to improve programs, supports, and services for individuals with exceptionalities. (A CEC 3.1)	The Special Education Diagnostician identifies evaluation activities which improve programs, supports, and services for individuals with exceptionalities.	The Special Education Diagnostician <u>describes and</u> <u>implements</u> <u>evaluation</u> <u>activities can</u> <u>improve programs,</u> <u>supports, and</u> <u>services</u> for individuals with exceptionalities.	The Special Education Diagnostician designs and implements evaluation activities to improve programs, supports, and services for individuals with exceptionalities.	theories. The Special Education Diagnostician 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.

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

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integrates this knowledge to relevant contexts and <u>cites</u> relevant research	SEDS.4.K2					
knowledge to relevant contexts and cites relevant research	SEDS.4.S1	inquiry. (A CEC 4.3)			<u>inquiry</u> .	
relevant contexts and cites relevant research						integrates this
and <u>cites</u> relevant research						knowledge to
and <u>cites</u> relevant research	1		1	1	1	and a sent an anti-outer
relevant research						relevant contexts
or theories.						and <u>cites</u>

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

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

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

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

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