ARTIFACT ENTRY FORM
Based on CEC Professional Standards

Program Concentration/s:
M.Ed. Degree:
  _____ Curriculum & Instruction (AT Concentration)
  _____ Special Education

Licensure Certificate:
  _____ Teaching Students w/ Disabilities who Access the Gen. Curriculum K-12
  _____ Teaching Students w/ Disabilities who Access the Adapted Curriculum (Severe Disabilities)
  _____ Visual Impairments PK-12
  _____ Emotional Disturbance and Learning Disabilities
  _____ ED/LD/MR

Non-Licensure Certificate:
  _____ Assistive Technology
  _____ Applied Behavior Analysis
  _____ Teaching Students with Autism
  _____ Special Education Leadership

Course Number/Title where document/artifact was produced: ____________________________________________
Semester course taken: ____________ Instructor/s: ___________________________________________________

Special Education Content Standard #6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

1. What is this artifact? (case study; PowerPoint; teaching evaluation; lesson plan; video; literature review; response to exam question)

This is a Reading Case Study where an actual student with a disability was observed (or a comprehensive vignette was reviewed) in a reading/literacy exercise.

2. How does it relate to the standard above?

The Reading Case Study requires selection of a student with a disability to implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. The case study focuses on developing individualized strategies to enhance language development, particularly in reading for a student.