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 #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard 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?

2. How does it relate to the standard above?