



DISTRICT OF COLUMBIA  
 OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

**OSSE Special Education (Non-Categorical) Standards**

**Introduction:** This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE Special Education (Non-Categorical) standards adapted from the [Council for Exceptional Children \(2020\)](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

**EPP Submission:** The EPP should submit this rubric with its evidence for the state special education (non-categorical) subject area program review. In completing this form, the EPP should describe how its special education (non-categorical) program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE special education (non-categorical) program standards below.

**EPP Information:**

EPP name (in the box below)	EPP contact name, title, and contact information (email and phone number in the box below)
Submission date (in the box below)	

**EPP Notification:** OSSE will notify the EPP of its state approval status within 60 calendar days of the subject area program review.

**OSSE Standards Alignment:** The EPP must complete the table below aligning evidence to be submitted to each OSSE special education (non-categorical) standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours	Reviewer Rating
	<p><i><b>EPP:</b> Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i></p> <p><i><b>Reviewer:</b> Please use the space highlighted in blue to document all notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.</i></p>			<p>-Meets or exceeds the standard</p> <p>-Partially meets the standard</p> <p>-Does not meet the standard</p>
<b>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</b> - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.				
<b>Component 1.1</b> – Candidates practice within ethical guidelines and legal policies and procedures.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 1.2</b> - Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 1.3</b> – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>

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<b>Overall reviewer notes for Standard 1</b>				<b>Overall Reviewer Rating</b>
<b>Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs</b> - Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual’s strengths and needs.				
<b>Component 2.1</b> - Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>
<b>Component 2.2</b> - Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>

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differences, including exceptionalities, to plan and implement learning experiences and environments.	<i><b>EPP:</b> Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i>			-Meets or exceeds the standard
	<i><b>Reviewer:</b> Please use the space highlighted in blue to document all notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.</i>			-Partially meets the standard  -Does not meet the standard
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Overall reviewer notes for Standard 2</b>				<i><b>Overall Reviewer Rating</b></i>
<b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</b> - Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.				
<b>Component 3.1</b> - Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 3.2</b> - Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>

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instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.	<i><b>EPP:</b> Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i>			-Meets or exceeds the standard
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<b>Overall reviewer notes for Standard 3</b>				<b>Overall Reviewer Rating</b>
<b>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making</b> - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.				
<b>Component 4.1</b> - Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 4.2</b> - Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically	<i><b>EPP</b></i>			

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appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.	<i><b>EPP:</b> Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i>			-Meets or exceeds the standard
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	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 4.3</b> - Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Overall reviewer notes for Standard 4</b>				<i><b>Overall Reviewer Rating</b></i>
<b>Standard 5: Supporting Learning Using Effective Instruction</b> - Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.				
<b>Component 5.1</b> - Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and	<i><b>EPP</b></i>			

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linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.				
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 5.2</b> - Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 5.3</b> - Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 5.4</b> - Candidates use flexible grouping to support the use of instruction that is adapted to	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>

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	meet the needs of each individual and group.			<i><b>EPP:</b> Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i>
<i><b>Reviewer:</b> Please use the space highlighted in blue to document all notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.</i>				-Partially meets the standard -Does not meet the standard
<b>Reviewer Notes</b>				<b>Reviewer Rating</b>
<b>Component 5.5</b> - Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.	<b>EPP</b>			
	<b>Reviewer Notes</b>			
<b>Component 5.6</b> - Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	<b>EPP</b>			
	<b>Reviewer Notes</b>			
<b>Overall reviewer notes for Standard 5</b>				<b>Overall Reviewer Rating</b>



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<b>Standard 6: Supporting Social, Emotional, and Behavioral Growth</b> - Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.				
<b>Component 6.1</b> - Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 6.2</b> - Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>
<b>Component 6.3</b> - Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.	<i><b>EPP</b></i>			
	<i><b>Reviewer Notes</b></i>			<i><b>Reviewer Rating</b></i>

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<b>Overall reviewer notes for Standard 6</b>				<b>Overall Reviewer Rating</b>
<b>Standard 7: Collaborating with Team Members</b> - Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.				
<b>Component 7.1</b> - Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>
<b>Component 7.2</b> - Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>

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individuals with and without exceptionalities and their families.				
<b>Component 7.3</b> - Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>
<b>Component 7.4</b> - Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	<b>EPP</b>			
	<b>Reviewer Notes</b>			<b>Reviewer Rating</b>
<b>Overall reviewer notes for Standard 7</b>				<b>Overall Reviewer Rating</b>

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