

		SPED 5001	SPED 5002	SPED 5003	SPED 5004	SPED 5010	SPED 5011	SPED 5012	SPED 5020	SPED 5021	SPED 5022	SPED 5030	SPED 5031	CURR 5410	TED 564	TOTAL
<b>Special Education Content Standard #1: Foundations</b>																
<b>Common Core</b>																
<b>Knowledge:</b>																
CC1K1	Models, Theories, and philosophies that form the basis for special education practice.	1														1.00
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.			1						1						2.00
CC1K3	Relationship of special education to the organization and function of educational agencies.	1														1.00
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	1			1						1					3.00
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	1				1	1		1							4.00
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.	1														1.00
CC1K7	Family systems and the role of families in the educational process.				1					1					1	2.00
CC1K8	Historical points of view and contribution of culturally diverse groups.							1								1.00
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.		1													1.00
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.				1											1.00
<b>Skills:</b>																
CC1KS1	Articulate personal philosophy of special education.															0.00
<b>Individualized General Curriculum</b>																
<b>Knowledge:</b>																
GC1K1	Definitions and issues related to the identification of individuals with disabilities.	1				1										2.00
GC1K2	Models and theories of deviance and behavior problems.															2.00
GC1K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.			1						1						2.00
GC1K4	The legal, judicial, and educational systems to assist individuals with disabilities	1							1							1.00
GC1K5	Continuum of placement and services available for individuals with disabilities	1							1	1						3.00

		SPED 5001	SPED 5002	SPED 5003	SPED 5004	SPED 5010	SPED 5011	SPED 5012	SPED 5020	SPED 5021	SPED 5022	SPED 5030	SPED 5031	CURR 5410	TED 564	TOTAL
GC1K6	Laws and policies related to provision of specialized health care in educational settings.															0.00
GC1K7	Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities	1														1.00
GC1K8	Principles of normalization and concept of least restrictive environment.	1			1				1							3.00
GC1K9	Theory of reinforcement techniques in serving individuals with disabilities			1						1						2.00
<b>Special Education Content Standard #2: Development and Characteristics of Learners</b> <b>Common Core</b> <b>Knowledge:</b>																
CC2K1	Typical and atypical human growth and development.									1						1.00
CC2K2	Educational implications of characteristics of various exceptionalities.	1														1.00
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.		1													1.00
CC2K4	Family systems and the role of families in supporting development.			1						1						2.00
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.					1		1								2.00
CC2K6	Similarities and differences among individuals with exceptional learning needs.					1		1								2.00
CC2K7	Effects of various medications on individuals with exceptional learning needs.			1						1						2.00
<b>Individualized General Curriculum</b> <b>Knowledge:</b>																
GC2K1	Etiology and diagnosis related to various theoretical approaches.					1										1.00
GC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.	1														1.00
GC2K3	Etiology and medical aspects of conditions affecting individuals with disabilities.					1										1.00
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities.									1						1.00



		SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	CURR	TED	TOTAL
		5001	5002	5003	5004	5010	5011	5012	5020	5021	5022	5030	5031	5410	564	
GC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.				1				1			1				3.00
<b>Individualized General Curriculum Knowledge:</b>																
GC4K1	Sources of specialized materials, curricula, and resources for individuals with disabilities.					1		1								2.00
GC4K2	Strategies to prepare for and take tests.						1					1				2.00
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.					1		1								2.00
GC4K4	Prevention and intervention strategies for individuals at-risk for a disability.			1		1		1			1					4.00
GC4K5	Strategies for integrating student initiated learning experiences into ongoing instruction.														1	1.00
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.											1	1		1	3.00
GC4K7	Methods for guiding individuals in identifying and organizing critical content.					1		1								2.00
<b>Skills:</b>																
GC4S1	Use research-supported methods for academic and non-academic instruction of individuals with disabilities.				1	1		1			1	1	1			6.00
GC4S2	Use strategies from multiple theoretical approaches for individuals with disabilities.					1										1.00
GC4S3	Teach learning strategies and study skills to acquire academic content.				1	1		1						1	1	5.00
GC4S4	Use reading methods appropriate to individuals with disabilities.								1			1	1			3.00
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities.											1	1		1	3.00
GC4S6	Modify the pace of instruction and provide organizational cues.			1		1		1				1	1			5.00
GC4S7	Use appropriate adaptations and technology for all individuals with disabilities.								1			1	1			3.00
GC4S8	Resources and techniques used to transition individuals with disabilities into and out of school and post-school environments.				1				1			1				3.00
GC4S9	Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities.			1						1		1	1			4.00







		SPED 5001	SPED 5002	SPED 5003	SPED 5004	SPED 5010	SPED 5011	SPED 5012	SPED 5020	SPED 5021	SPED 5022	SPED 5030	SPED 5031	CURR 5410	TED 564	TOTAL
<b>Individualized General Curriculum</b>																
<b>Knowledge:</b>																
GC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.					1										1.00
GC6K2	Communication and social interaction alternatives for individuals who are non speaking.								1							1.00
GC6K3	Typical language development and how that may differ for individuals with learning disabilities.					1										1.00
<b>Skills:</b>																
GC6S1	Enhance vocabulary development.					1		1								2.00
GC6S2	Teach strategies for spelling accuracy and generalization.					1		1								2.00
GC6S3	Teach individuals with disabilities to monitor for errors in oral and written language.					1		1								2.00
GC6S4	Teach methods and strategies for producing legible documents.					1		1								2.00
GC6S5	Plan instruction on the use of alternative and augmentative communication systems.								1							1.00
<b>Special Education Content Standard #7: Instructional Planning</b>																
<b>Common Core</b>																
<b>Knowledge:</b>																
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.					1										1.00
CC7K2	Scope and sequence of general and special curricula.					1		1								2.00
CC7K3	National, state or provincial, and local curricula standards.				1	1	1	1				1	1			6.00
CC7K4	Technology for planning and managing the teaching and learning environment.					1										1.00
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.											1				1.00
<b>Skills:</b>																
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.											1				1.00
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.											1				1.00

		SPED 5001	SPED 5002	SPED 5003	SPED 5004	SPED 5010	SPED 5011	SPED 5012	SPED 5020	SPED 5021	SPED 5022	SPED 5030	SPED 5031	CURR 5410	TED 564	TOTAL
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.				1											1.00
CC7S4	Use functional assessments to develop intervention plans.									1		1				2.00
CC7S5	Use task analysis.												1	1		2.00
CC7S6	Sequence, implement, and evaluate individualized learning objectives.					1						1	1			3.00
CC7S7	Integrate affective, social, and life skills with academic curricula.				1				1	1						3.00
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.											1	1			2.00
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.		1			1										2.00
CC7S10	Prepare lesson plans.				1	1		1	1			1	1			6.00
CC7S11	Prepare and organize materials to implement daily lesson plans.				1	1		1	1			1	1			6.00
CC7S12	Use instructional time effectively.															3.00
CC7S13	Make responsive adjustments to instruction based on continual observations.			1								1	1			4.00
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.					1		1				1	1			2.00
<b>Individualized General Curriculum Knowledge:</b>																
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.			1								1	1			3.00
GC7K2	Model career, vocational, and transition programs for individuals with disabilities.				1											1.00
GC7K3	Interventions and services for children who may be at risk for learning disabilities.										1					1.00
GC7K4	Relationships among disabilities and reading instruction.					1		1								2.00
<b>Skills:</b>																
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.			1								1	1			3.00

		SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	CURR	TED	TOTAL
		5001	5002	5003	5004	5010	5011	5012	5020	5021	5022	5030	5031	5410	564	
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.					1		1	1			1	1			5.00
GC7S3	Plan and implement age and ability appropriate instruction for individuals with disabilities.				1	1		1	1			1	1			6.00
GC7S4	Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.								1							1.00
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.								1							1.00
GC7S6	Design and implement instructional programs that address independent living and career education for individuals.				1											1.00
GC7S7	Design and implement curriculum and instructional strategies for medical self-management procedures.															0.00
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.				1											1.00
<b>Special Education Content Standard #8: Assessment</b>																
<b>Common Core Knowledge:</b>																
CC8K1	Basic terminology used in assessment.															1.00
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.								1							1.00
CC8K3	Screening, pre-referral, referral, and classification procedures.								1							1.00
CC8K4	Use and limitations of assessment instruments.								1							1.00
CC8K5	National, state or provincial, and local accommodations and modifications.								1			1				2.00
<b>Skills:</b>																
CC8S1	Gather relevant background information.															2.00
CC8S2	Administer nonbiased formal and informal assessments.								1			1				5.00
CC8S3	Use technology to conduct assessments.				1	1		1	1			1				1.00
CC8S4	Develop or modify individualized assessment strategies.								1							2.00
									1						1	

		SPED 5001	SPED 5002	SPED 5003	SPED 5004	SPED 5010	SPED 5011	SPED 5012	SPED 5020	SPED 5021	SPED 5022	SPED 5030	SPED 5031	CURR 5410	TED 564	TOTAL
CC8S5	Interpret information from formal and informal assessments.				1	1	1	1				1			1	6.00
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or					1	1	1								3.00
CC8S7	Report assessment results to all stakeholders using effective communication skills.						1									1.00
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.					1	1	1				1	1			5.00
CC8S9	Develop or modify individualized assessment strategies.					1	1	1								3.00
CC8S10	Create and maintain records.					1	1	1				1	1			5.00
<b>Individualized General Curriculum Knowledge:</b>																
GC8K1	Specialized terminology used in the assessment of individuals with disabilities.						1									1.00
GC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities.	1					1									2.00
GC8K3	Types and importance of information concerning individuals with disabilities available from families and public agencies.						1									1.00
GC8K4	Procedure for early identification of young children who may be at risk for disabilities.					1	1									2.00
<b>Skills:</b>																
GC8S1	Implement procedure for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.									1		1				2.00
GC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities.						1									1.00
GC8S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.						1									1.00
GC8S4	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.								1							1.00
GC8S5	Monitor intragroup behavior changes across subjects and activities.						1					1	1			3.00
<b>Special Education Content Standard #9: Professional and Ethical Practice Common Core Knowledge:</b>																

		SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	CURR	TED	TOTAL
		5001	5002	5003	5004	5010	5011	5012	5020	5021	5022	5030	5031	5410	564	
CC9K1	Personal cultural biases and differences the affect one's teaching.		1													1.00
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.								1							1.00
CC9K3	Continuum of lifelong professional development.		1									1				2.00
CC9K4	Methods to remain current regarding research-validated practice.		1													1.00
<b>Skills:</b>																
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.		1									1	1			3.00
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.		1													1.00
CC9S3	Act ethically in advocating for appropriate services.		1													1.00
CC9S4	Conduct professional activities in compliance with applicable laws and policies.											1	1			2.00
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.											1	1			2.00
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.											1	1			2.00
CC9S7	Practice within one's skill limit and obtain assistance as needed.											1	1			2.00
CC9S8	Use verbal, nonverbal, and written language effectively.		1			1		1				1	1			5.00
CC9S9	Conduct self-evaluation of instruction.		1		1	1		1				1	1			6.00
CC9S10	Access information on exceptionalities.		1													1.00
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.		1			1		1				1	1			5.00
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.											1	1			2.00
<b>Individualized General Curriculum Knowledge:</b>																
GC9K1	Sources of unique services, networks, and organizations for individuals with disabilities.											1				1.00

		SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	SPED	CURR	TED	TOTAL
		5001	5002	5003	5004	5010	5011	5012	5020	5021	5022	5030	5031	5410	564	
GC9K2	Organizations and publications relevant to individuals with disabilities.											1				1.00
GC9K3	Participate in the activities of professional organizations relevant to individuals with disabilities.															0.00
GC9K4	Ethical responsibility to advocate for appropriate services for individuals with disabilities.				1											1.00
<b>Special Education Content Standard #10: Collaboration</b>																
<b>Common Core</b>																
<b>Knowledge:</b>																
CC10K1	Models and strategies of consultation and collaboration.										1	1				2.00
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.				1							1				2.00
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.															0.00
CC10K4	Culturally responsive factors that promote student learning.		1													1.00
<b>Skills:</b>																
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.						1				1	1	1			4.00
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.				1		1					1				3.00
CC10S3	Foster respectful and beneficial relationships between families and professional.				1							1				2.00
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.				1											1.00
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.				1							1				2.00
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.											1	1			2.00
CC10S7	Use group problem solving skills to develop, implement, and evaluate collaborative activities.				1							1				2.00
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.						1		1				1			3.00
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.												1	1		2.00
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.												1	1		2.00

