

Performance-Based Standards & Elements in the Endorsement Area		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	
#1	The special education generalist shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills, and is able to:															
a	plan and organize reading instruction, based on ongoing student assessment.					1		1				1	1	1		5
b	use knowledge of typical and atypical language and cognitive development, to guide the choice of instructional strategies, in meeting the learning needs of individual students.					1		1	1			1	1	1		6
c	develop in students the phonological and linguistic skills related to reading, including, but not limited to: phonemic awareness; concepts of print; systematic explicit phonics; other word id strategies; and spelling instruction.					1		1				1	1	1		5
d	develop reading comprehension skills in students, including, but not limited to: comprehension strategies within a variety of genre; literary responses and analysis; content area literacy; and the promotion of independent reading.													1		1
e	increase the oral and written English language arts skills and proficiency of students, including, but not limited to: the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing, and oral language, and is further able to:					1		1						1		3
e(i)	design instruction, based on the unique strengths and needs of students with disabilities, to assist them in their acquisition of reading and writing skills.					1		1	1			1	1			5
e(ii)	apply a variety of effective research-based instructional strategies, and curricular approaches, to the teaching of reading and writing skills.					1		1				1	1	1		5
e(iii)	match appropriate instructional strategies to student needs, as related to the acquisition of knowledge and skills in required content areas, such as, but not limited to, reading and writing.					1		1	1			1		1		5

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f	incorporate Colorado Model Content Standards into strategies for teaching reading and writing.					1		1				1	1	1		5
#2	The special education generalist shall be knowledgeable about mathematics and mathematics instruction, and is able to assist content-area teachers in developing in students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions, and in the use of variables.											1			1	2
#3	The special education generalist shall be knowledgeable about standards and assessment, and strategies, planning practices, assessment techniques, and appropriate accommodations, to ensure student learning within a standards-based curriculum, and is able to:															
a	design short and long-range standards-based instructional plans.				1	1		1				1	1			5
b	develop valid and reliable assessment tools for the classroom.						1									1
c	develop and utilize a wide variety of informal and formal assessments, including, but not limited to rubrics, and can:						1					1	1			3
c(i)	develop and utilize adapted assessment of student performance.						1									1
c(ii)	communicate about the strengths and limitations of a wide variety of formal and informal assessment instruments; select and use these tools in screening, pre-referral, referral, and in the determination of eligibility for sped; and to guide instruction.				1		1					1				3
d	assess, compare, and contrast the effects of a wide variety of teaching strategies on student performance, as related, but not limited to, content standards, as demonstrated by the candidate's ability to link appropriate adaptations of instructional strategies and assessments to student learner needs, based on evaluation(s) of those needs.				1		1	1				1	1			5

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e	utilize assessment data in planning for standards-based instruction, incorporating scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines, and is able to interpret these to relevant stakeholders.						1					1			1	3
f	provide effective verbal and written feedback to students, to guide and improve their academic performance, as related to meeting content standards.						1									1
g	prepare students for the Colorado Student Assessment Program (CSAP), the third grade literacy assessment, and for other formal and informal assessments of academic achievement.						1					1				2
h	ensure that instruction is consistent with Colorado Model Content Standards; Colorado accreditation requirements; and school district and school priorities and objectives.								1			1			1	3
#4	The special education generalist shall be knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas, and is able to:															
a	analyze, critically review, and incorporate effective documented research-based information into collaboration with other professionals, as related to planning for instructional delivery to students.			1							1					2
b	collaborate with other school professionals, families, and students, to assist learners in gaining access to learning accommodations which may be required for them to meet content standards.										1	1	1			3
c	assist in the accommodation of student content acquisition, through general knowledge of the concepts incorporated in the Colorado Model Content Standards, and can:											1	1			2
c(i)	identify the unique strengths and needs of students with disabilities, as related to acquisition of content, skills, and knowledge.				1				1							2

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c(i)	provide information to general classroom teachers about how to evaluate and match specific learner needs and strengths with appropriate curriculum and instruction-strategies, to optimize student engagement and learning.			1					1		1					3
c(ii)	implement a wide variety of effective research-based instructional strategies, and explain the reasoning and purpose behind the implementation of specific teaching strategies.			1							1					2
d	raise the academic performance level of a group of students, to a higher level, over time.											1	1			2
e	incorporate, into teaching, cognitive processes associated with various kinds of learning, including, but not limited to, those related to: critical and creative thinking; problem-structuring and problem-solving; invention; memorization; and recall; and provide strategies to address to each, so that students are assisted in mastering content standards, through the educator's application of knowledge related to the cognitive, communication, physical, cultural, social, education, self-determination, transitional, and emotional needs of all students, including those with disabilities.				1										1	2
f	work in cooperation with school and community librarians, and other library medial personnel and resource specialists, to instruct students on how to gain access to, retrieve, analyze, synthesize, and evaluate information, to incorporate information-gathering literacy skills into curriculum delivery, into the enhancements of standards-based learning.												1			1
g	accurately document and report ongoing student achievement, in a timely and concise manner.						1									1
h	communicate effectively with parents and guardians, to involve them as participants and partners in student learning, by providing them with information about resources, and by assisting and encouraging families in their efforts to support the academic progress of the learner from within the home environment, including, but not limited to, addressing cultural, socio-economic, and linguistic diversity issues, and other life-affecting conditions.				1					1		1	1		1	5
i	communicate about a variety of assessment results, and their implications for and to students, parents, guardians, professionals, administrators, and the community.					1	1	1		1		1				5

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b	assist in the design and/or modification of standards-based instructional deliver, in response to identified student need, including that of exceptional learners, and English-language acquisition learners, and can effectively collaborate with other professionals to develop:											1				1
b(i)	and provide appropriate curriculum and instruction, that meets the unique needs of students with disabilities.				1							1				2
b(ii)	or gain access to services that meet the needs of learners and families from a variety of cultures.				1											1
c	incorporate knowledge about the effect of educational disabilities and giftedness on student learning, to optimize and individualize instruction; and to assist in planning for students' transition to post-school and work-life.				1							1	1			3
d	follow procedures specified in state, federal and local regulations and policy, and can:						1				1					2
d(i)	identify and provide pre-referral interventions(s) to determine the least restrictive learning environment for a student, whether in special or general education setting(s), as determined by the special education assessment process.						1				1					2
d(ii)	communicate to a variety of stakeholders, about the applicable history and foundations of federal, state, and local policy, and the legal requirements that provide the basis for special education and its practice(s).	1			1											2
d(iii)	communicate effectively, to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.								1							1
d(iv)	communicate to a variety of stakeholders about the rights and responsibilities of parent, students, especially those with disabilities, teachers, other professionals, and schools, as related to special education.				1				1							2
d(v)	make ethical decision, with regard to identification, assessment, instructional, and service delivery, for students in special education.												1			1
d(vi)	coordinate, schedule, and supervise para-educators, to ensure that students' education programs are implemented effectively.								1			1				2
e	develop and implement mandated, and other, individualized education plans related, but not limited to:				1							1	1			3

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e(i)	student education, behavior, and transition, in collaboration with parents, students, and other education professionals.				1					1		1				3
e(ii)	measurable goals, objectives, and adaptations, as based on student need.			1	1		1					1				4
f	collect data on student achievement, incorporated into the development of I.E.P.s and;						1					1	1			3
f(i)	assess and report progress regarding student attainment of annual goals and objectives.						1					1	1			3
f(ii)	modify student plans, in a timely way, based on student data					1										1
g	consult with other professionals on the development of a student education plan, with regard to strategies which may be applied when a medical condition or medication must be considered, in terms of its current or potential effect on a student's learning and/or behavior.												1			1
#7	The special education generalist is knowledgeable about, and skilled in, technology and its instructional applications; and the use(s) of technology in support of instruction delivery and the enhancement of student learning; and its able to:															
a	provide assistance to the general classroom teacher with regard to the multiple uses(s) of technology in the delivery of standards-based instruction.								1							1
b	incorporate technology, to increase student achievement, by utilizing:						1					1				2
b(i)	technology to support communication, in conjunction with, and utilizing the expertise of, other skilled/trained professionals.				1				1							2
b(ii)	current educational and assistive technologies, to meet the instructional needs of students with disabilities.				1				1							2
c	utilize technology to manage student education plans and to communicate relevant information to a wide variety of stakeholders.		1									1				2
d	apply technology to data-driven assessment(s) of learning.					1	1					1				3
e	instruct, or ensure instruction of, and support, students with disabilities, in their acquisition of technology skills, according to need(s), level(s) of learning, and requirements for assistive technology.		1							1						2

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#8	The special education generalist is knowledgeable about the relationship of education to democracy, including, but not limited to: the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various governmental entities which create laws, rules, regulations, and policies that determine education and special education practices; and is able to:															
a	model and articulate democratic ideals to students, and other stakeholders, as related, but not limited to:	1														1
a(i)	teaching about productive citizenship.				1							1	1			3
a(ii)	teaching and perpetuating the principles of a democratic republic.	1														1
b	model for and develop in students, positive and accepted behavior(s), to accepted standards, and respect for the rights of others, as necessary for successful personal, family, and community involvement, and well-being.			1	1					1		1	1			5
c	demonstrate respect for, and effectively address in planning, influences that affect educational practice, including, but not limited to:															
c(i)	federal and state constitutional provisions.	1														1
c(ii)	federal and state executive, legislative, and legal policies.	1														1
c(iii)	the roles of elected officials in policy-making.	1														1
c(iv)	local board of education, school district, and school administration policies, and those of boards of cooperative educational services.	1														1
c(v)	the influence of non-traditional and non-public schools, including charter schools, private schools, and home schooling.															0
c(vi)	public sector input from business, advocacy groups, and the public.				1											1
d	promote teaching as a worthy career and describe the wide variety of career paths in education.		1									1				2
e	self-evaluate performance and participate in professional development options and organizations that can improve that performance.		1									1	1			3
Totals		8	5	14	24	12	19	12	18	14	10	53	29	8	6	