

PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS® (PLACE®)

TEST OBJECTIVES FIELD 020: SPECIAL EDUCATION GENERALIST

Subarea	Range of Objectives	Approximate Test Weighting
I. Knowledge of Students with Disabilities	001–003	15%
II. Assessing Students with Disabilities and Developing, Implementing, and Monitoring Individualized Education Plans	004–007	25%
III. Promoting Development and Learning in Students with Disabilities	008–016	45%
IV. Foundations of Special Education and Working in the Professional Environment	017–020	15%

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TEST OBJECTIVES FIELD 020: SPECIAL EDUCATION GENERALIST

KNOWLEDGE OF STUDENTS WITH DISABILITIES

Understand human development and learning.

Includes:

- child and youth growth and development (e.g., behavioral, cognitive, communicative, emotional, physical, psychological, social)
- the development of language, literacy, and numeracy skills
- research-based learning theories and application to students with disabilities

Understand the various characteristics and needs of students with disabilities.

Includes:

- types and characteristics of various disabilities (e.g., cognitive, learning, communication, sensory, physical, emotional)
- definitions, issues, and trends related to the identification of individuals with disabilities
- health and physical requirements related to individual student needs

Understand factors that affect development and learning.

Includes:

- individual strengths and needs of students with disabilities as related to the acquisition of academic content, knowledge, and skills
- role of families in the development and learning of students
- role of the diverse backgrounds and needs of students

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**ASSESSING STUDENTS WITH DISABILITIES AND DEVELOPING, IMPLEMENTING,
AND MONITORING INDIVIDUALIZED EDUCATION PLANS**

Understand procedures for selecting and conducting assessments of individual strengths and needs of students to ensure appropriate identification and planning.

Includes:

- characteristics, strengths, and limitations of various formal and informal assessments (e.g., criterion- and norm-referenced tests, observations, record reviews, interviews, rubrics, checklists) for appropriate identification and progress monitoring
- procedures for selecting and using a variety of assessment tools in screening, prereferral, referral, multidisciplinary assessment, and progress monitoring
- development, selection, adaptation, and modification of assessments for students with diverse needs and/or from diverse backgrounds (e.g., related to age, communication modes, culture, language, nature and severity of disabilities, socioeconomic status)
- strategies for developing valid and reliable assessment tools for progress monitoring
- assessment techniques and appropriate accommodations to ensure student learning within a standards-based curriculum

Understand procedures for interpreting and communicating assessment results.

Includes:

- specialized terminology used in the assessment of students with disabilities
- knowledge of various types of formal and informal assessment data (e.g., proficiency levels, standard scores, percentile ranks, age/grade equivalents)
- procedures for interpreting assessment data for various purposes (e.g., determining an individual's level of functioning, appropriate identification of an educational disability, recommending services to meet identified needs, planning for standards-based instruction, monitoring individual progress)
- strategies for communicating assessment results to relevant stakeholders (e.g., students with disabilities, parents/guardians, general educators, administrators, other support personnel)
- knowledge of culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process

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Understand procedures for developing, implementing, monitoring, and amending individualized education plans (IEPs) for students with disabilities.

Includes:

- strategies and procedures for developing standards-based IEPs and other plans (e.g., transition plans, medical plans, behavioral intervention plans) in collaboration with students with disabilities, parents/guardians, and other education professionals
- strategies and procedures for implementing standards-based IEPs in collaboration with students with disabilities, parents/guardians, and other education professionals (e.g., transition plans, medical plans, behavioral intervention plans)
- procedures for assessing and reporting student progress and for modifying IEPs based on data related to students' performance
- strategies for using technology to manage student education plans and to communicate relevant information to a wide variety of stakeholders, and strategies for applying technology to data-driven assessment(s) of learning

Understand strategies for conducting functional behavioral assessments and for developing and implementing positive behavior support plans.

Includes:

- strategies and procedures for conducting and interpreting functional behavioral assessments
- techniques and procedures for collaboratively interpreting, designing, and implementing appropriate positive behavior support plans based on data drawn from functional behavioral assessments and other information sources (e.g., formal and informal measures)
- techniques for designing positive behavior support plans that incorporate research-based instructional strategies to foster skill development (e.g., problem-solving, conflict-resolution, and social-interaction skills)
- strategies and procedures for maintaining adequate and appropriate behavioral data to monitor progress and/or to determine whether student actions are a manifestation of a disability and to address the implications of such a determination

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PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH DISABILITIES

Understand strategies for planning and managing the learning environment for students with disabilities.

Includes:

- strategies for establishing a safe, equitable, and effective learning environment that is responsive to the needs of students (e.g., academic, cognitive, cultural, functional, linguistic, physical, social)
- effective classroom- and instructional-management techniques (e.g., time management, communication, accurate and timely record-keeping, consistent classroom routines, the application of consistent and fair disciplinary practices) that support student learning and foster self-management
- strategies for collaborating with general educators regarding research-based practices, including classroom-management, instructional, and organizational techniques that support students with varying needs

Understand collaborative principles and methods of curriculum planning for students with diverse needs.

Includes:

- techniques for designing short- and long-range instructional plans that are consistent with state content standards, accreditation requirements, and school and district priorities
- strategies for selecting and developing curricula to address the strengths and needs of students with disabilities, including students from a wide variety of cultural and socioeconomic backgrounds and English Language Learners
- specialized materials that are appropriate for students with disabilities (e.g., taking into account age, content, culture)
- strategies for enriching and enhancing the general education curriculum to extend student learning in the content areas
- strategies for collaborating with general educators to incorporate literacy and mathematics into standards-based, content-area instruction

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Understand principles and methods of delivering instruction for students with disabilities.

Includes:

- strategies for differentiating instruction to facilitate individual students' growth (e.g., academic, social), including students from a wide variety of cultural, linguistic, and socioeconomic backgrounds
- advantages and limitations of various research-based instructional strategies
- differences between and appropriate uses of accommodations and modifications
- instructional accommodations and modifications that promote students' success in the general academic content areas (e.g., history, science, music, visual arts)
- strategies for providing effective verbal and written feedback to students to help them meet content standards and raise their academic performance over time
- appropriate techniques for teaching cognitive and metacognitive processes, learning strategies, and study skills to enhance student learning
- strategies for using and maintaining appropriate educational and assistive technologies to deliver instruction and support student learning

Understand strategies for developing emergent literacy skills in students with disabilities.

Includes:

- skills and concepts related to emergent literacy skills (e.g., phonemic awareness, concepts of print, other word identification strategies)
- principles and methods for teaching emergent literacy skills to students, including students who are English Language Learners
- research-based practices that promote students' early reading success
- strategies for designing instruction in emergent literacy skills based on individual student strengths and needs

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Understand strategies for developing reading skills in students with disabilities.

Includes:

- strategies for designing, planning, and organizing reading instruction based on ongoing assessment to meet individual student strengths and needs
- research-based strategies for developing reading skills (e.g., phonics, comprehension, vocabulary, fluency) of diverse learners
- strategies for enhancing students' reading skills to access content-area literacy within a variety of genres
- methods for incorporating the Colorado Model Content Standards into strategies for teaching reading
- strategies for developing independent reading
- strategies for using assistive and instructional technology to support students' reading

Understand strategies for developing oral and written language skills in students with disabilities.

Includes:

- research-based strategies for developing oral and written language skills (e.g., voice, ideas, organization, fluency, vocabulary, conventions) of diverse learners
- strategies for designing, planning, and organizing oral and written language instruction based on ongoing assessment to meet individual student strengths and needs
- methods for incorporating the Colorado Model Content Standards into strategies for teaching writing
- strategies for using assistive and instructional technology to support students' writing

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Understand strategies for developing mathematical performance in students with disabilities.

Includes:

- appropriate methods for increasing and monitoring students' accuracy and proficiency in math calculations, applications, and problem solving
- collaboration with general educators to employ research-based strategies for developing students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions, and variables
- strategies for designing, planning, and organizing mathematics instruction based on ongoing student assessment to meet individual strengths and needs
- strategies for using assistive and instructional technology to support students' mathematical performance

Understand strategies for developing the communication skills and social competence of students with disabilities.

Includes:

- research-based strategies for developing, maintaining, and generalizing verbal and nonverbal communication skills (e.g., developing vocabulary, incidental teaching, oral language)
- strategies for providing instruction, in collaboration with other skilled/trained professionals, in the use of alternative and augmentative communication systems
- strategies for developing, maintaining, and generalizing social skills needed to be successful in educational and other environments (e.g., giving and receiving meaningful feedback, engaging in conversations, problem solving, conflict resolution, self-determination)
- strategies for designing, implementing, monitoring, and evaluating instructional programs that enhance social participation within and across environments

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Understand strategies for promoting post-school outcomes of students with disabilities.

Includes:

- research-based strategies for infusing self-care and independent living into the general education context and curriculum during typical daily routines
- strategies for designing and implementing standards-based, transition-focused instruction that reflects independent living (e.g., daily living skills; participation in civic, leisure, and recreational activities; self-management skills; self-advocacy skills) and career education
- strategies for assisting students in applying acquired knowledge and skills to home, community, and work life
- strategies for promoting students' successful transitions (e.g., between teachers, grade levels, and settings; to post-school and work life) in collaboration with students' families, educators, other professionals, and relevant community representatives

FOUNDATIONS OF SPECIAL EDUCATION AND WORKING IN THE PROFESSIONAL ENVIRONMENT

Understand the philosophical, historical, and legal foundations of the field of special education.

Includes:

- the foundations of special education (e.g., history, philosophy, funding, service delivery systems, the relationship of education to democracy)
- legal regulations and guidelines (e.g., federal, state, and local laws, rules, and policies)
- rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, community members, other professionals) related to the education of students with disabilities
- procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement
- issues and trends in the education of students with disabilities (e.g., access to technology, inclusion, the influence of nontraditional and nonpublic schools, least restrictive environment [LRE], person-centered planning, Positive Behavior Supports [PBS], Response to Intervention [RTI], standards-based reforms)

TEST OBJECTIVES
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Understand strategies for communicating and collaborating with students with disabilities and their families to help students achieve desired learning outcomes.

Includes:

- strategies for communicating with students and engaging them as active participants in their own educational planning (e.g., goal setting and attainment, self-determination, self-advocacy)
- strategies for communicating and collaborating effectively with parents/guardians to involve them as participants and partners in students' learning (e.g., information about resources, supporting students' academic and social/behavioral development)
- strategies and procedures for accessing resources, services, networks, and organizations that are responsive to the needs of students and families, including those with diverse needs and from diverse backgrounds
- strategies that promote effective partnerships among students, families, school and district programs, and community resources

Understand strategies and procedures for communicating and collaborating with colleagues, administrators, and service providers to support students with disabilities in achieving desired learning outcomes.

Includes:

- the roles and relationships of educational team members, including those in instructional, noninstructional, and administrative positions (e.g., student, family, educator, bus driver, related services providers, administrators)
- strategies for communicating with others regarding the characteristics, strengths, and needs of students
- models of service delivery and strategies of consultation, collaboration, and coaching and various implementations (e.g., co-planning, co-teaching)
- strategies for collaborating with and coordinating activities of related services providers to maximize instruction for students
- strategies and procedures for coordinating, scheduling, and supervising paraeducators to ensure that students' education plans are implemented effectively
- strategies for collaborating with school and community library-media personnel and resource specialists to incorporate information-gathering literacy skills (e.g., gaining access to, retrieving, analyzing, synthesizing, and evaluating information) into the curriculum

TEST OBJECTIVES
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Understand the professional, ethical, and legal roles and responsibilities of the special education teacher.

Includes:

- professional ethics and responsibilities of the special education teacher (e.g., treating students and families with dignity and respect, using person-first language, advocating for students with disabilities, making ethical decisions, maintaining confidentiality, serving as a role model, providing accurate documentation and reporting in a timely manner, promoting careers in education)
- strategies for evaluating one's professional performance and for participating in professional development opportunities and organizations
- strategies for analyzing and critically reviewing research-based information related to teaching students with disabilities