

**Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Matrix Showing Match between NCATE Curriculum Guidelines for Mild/Moderate Disabilities and CEOE Competencies

| NCATE Curriculum Guidelines | CEOE Competencies |
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| CC: Common Core | |
| 1. Foundations | |
| <i>Knowledge:</i> | |
| K1 Models, theories, and philosophies that form the basis for special education practice. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K2 Laws, policies, and ethical principles regarding behavior management planning and implementation. | 0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities. |
| K3 Relationship of special education to the organization and function of educational agencies. | 0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities. 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. | 0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with |

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| | <p>mild/moderate disabilities.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |
| <p>K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |

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| K7 Family systems and the role of families in the educational process. | 0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education. |
| K8 Historical points of view and contribution of culturally diverse groups. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them. | 0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities. 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K10 Potential impact of differences in values, languages, and customs that can exist between the home and school. | 0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education. OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. |
| <i>Skill:</i> | |
| S1 Articulate personal philosophy of special education. | N/A |
| IGC: Individualized General Curriculum 1. Foundations | |
| <i>Knowledge:</i> | |
| K1 Definitions and issues related to the identification of individuals with disabilities. | 0002 Understand types and characteristics of specific learning disabilities and their significance for human development |

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| | <p>and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| K2 Models and theories of deviance and behavior problems. | 0004 Understand types and characteristics of emotional disturbance and their significance for development and learning. |
| K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K4 The legal, judicial, and educational systems to assist individuals with disabilities. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing</p> |

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| | <p>and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>K5 Continuum of placement and services available for individuals with disabilities.</p> | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>K6 Laws and policies related to provision of specialized health care in educational settings.</p> | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>K7 Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |

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| <p>K8 Principles of normalization and concept of least restrictive environment.</p> | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>K9 Theory of reinforcement techniques in serving individuals with disabilities.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> |
| <p>CC: Common Core</p> <p>2. Development and Characteristics of Learners</p> | |
| <p><i>Knowledge:</i></p> | |
| <p>K1 Typical and atypical human growth and development.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> |

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| | 0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. |
| K2 Educational implications of characteristics of various exceptionalities. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. 0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning. 0004 Understand types and characteristics of emotional disturbance and their significance for development and learning. 0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. |
| K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| K4 Family systems and the role of families in supporting development. | 019 Understand how to promote positive school-home relationships. |
| K5 Similarities and differences of individuals | 0001 Understand processes of human |

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| <p>with and without exceptional learning needs.</p> | <p>development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |
| <p>K6 Similarities and differences among individuals with exceptional learning needs.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of</p> |

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| | other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. |
| K7 Effects of various medications on individuals with exceptional learning needs. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. |
| IGC: Individualized General Curriculum 2. Development and Characteristics of Learners | |
| <i>Knowledge:</i> | |
| K1 Etiology and diagnosis related to various theoretical approaches. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. 0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning. 0004 Understand types and characteristics of emotional disturbance and their significance for development and learning. 0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. 0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities. |

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| | 0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities. |
| K2 Impact of sensory impairments, physical and health disabilities on individuals, families and society. | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |
| K3 Etiologies and medical aspects of conditions affecting individuals with disabilities. | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and</p> |

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| | <p>learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |
| <p>K4 Psychological and social-emotional characteristics of individuals with disabilities.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |
| <p>K5 Common etiologies and the impact of sensory disabilities on learning and experience.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> |
| <p>K6 Types and transmission routes of</p> | <p>0005 Understand types and characteristics of other categories of disabilities (i.e.,</p> |

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| infectious disease. | autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. |
| CC: Common Core 3. Individual Learning Differences | |
| <i>Knowledge:</i> | |
| K1 Effects an exceptional condition(s) can have on an individual's life. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. 0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning. 0004 Understand types and characteristics of emotional disturbance and their significance for development and learning. 0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning. |
| K2 Impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. 0003 Understand causes and characteristics |

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| | <p>of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> |

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| | <p>OPTE 0009 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</p> |
| <p>K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| <p>K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.</p> | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| <p>K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |

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| | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> |
| <p>IGC: Individualized General Curriculum</p> <p>3. Individual Learning Differences</p> | |
| <p><i>Knowledge:</i></p> | |
| <p>K1 Impact of disabilities on auditory and information processing skills.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their</p> |

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| | <p>significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> |
| <i>Skills:</i> | |
| <p>S1 Relate levels of support to the needs of the individual.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> |

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| | <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| <p>CC: Common Core</p> <p>4. Instructional Strategies</p> | |
| <p><i>Skill:</i></p> | |
| <p>S1 Use strategies to facilitate integration into various settings.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> |
| <p>S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12)</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with</p> |

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| | <p>mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| <p>S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.</p> | <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> |
| <p>S5 Use procedures to increase the individuals' self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0017 Understand principles and procedures</p> |

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| | for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles). |
| S6 Use strategies that promote successful transitions for individuals with exceptional learning needs. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. 0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles). |
| IGC: Individualized General Curriculum 4. Instructional Strategies | |
| <i>Knowledge:</i> | |
| K1 Sources of specialized materials, curricula, and resources for individuals with disabilities. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K2 Strategies to prepare for and take tests. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. 0013 Understand evidence-based strategies and techniques for improving the social competence of students with |

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| | <p>mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> |
| K4 Prevention and intervention strategies for individuals at-risk for a disability. | 0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities. |
| K5 Strategies for integrating student initiated learning experiences into ongoing instruction. | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0004 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</p> |
| K6 Methods for increasing accuracy and proficiency in math calculations and applications. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| K7 Methods for guiding individuals in identifying and organizing critical content. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| <i>Skill:</i> | |
| S1 Use research-supported methods for academic and non-academic instruction of | 0011 Understand how to establish positive and productive learning environments |

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| <p>individuals with disabilities.</p> | <p>for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of</p> |

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| | critical thinking, problem solving, and performance skills and effective use of technology. |
| <p>S2 Use strategies from multiple theoretical approaches for individuals with disabilities.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| <p>S3 Teach learning strategies and study skills to acquire academic content.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |

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| <p>S4 Use reading methods appropriate to individuals with disabilities.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S5 Use methods to teach mathematics appropriate to the individuals with disabilities.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S6 Modify pace of instruction and provide organizational cures.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S7 Use appropriate adaptations and technology for all individuals with disabilities.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with</p> |

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| | <p>mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| <p>S8 Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| <p>S9 Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.</p> | <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> |
| <p>S10 Identify and teach basic structures and relationships within and across curricula.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |

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| <p>S12 Use responses and errors to guide instructional decisions and provide feedback to learners.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0004 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S15 Teach strategies for organizing and</p> | <p>0012 Understand evidence-based strategies</p> |

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| composing written products. | and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>CC: Common Core</p> <p>5. Learning Environments and Social Interactions</p> | |
| <i>Knowledge:</i> | |
| K1 Demands of learning environments. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |
| K2 Basic classroom management theories and strategies for individuals with exceptional learning needs. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |

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| <p>K3 Effective management of teaching and learning.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> |
| <p>K5 Social skills needed for educational and</p> | <p>0013 Understand evidence-based strategies</p> |

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| other environments. | <p>and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| K6 Strategies for crisis prevention and intervention. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. | <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |

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| K9 Ways specific cultures are negatively stereotyped. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| <i>Skills:</i> | |
| S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |
| S2 Identify realistic expectations for personal and social behavior in various settings. | 0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities. |
| S3 Identify supports needed for integration into various program placements. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |

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| <p>S4 Design learning environments that encourage active participation in individual and group activities.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |
| <p>S5 Modify the learning environment to manage behaviors.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> |
| <p>S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</p> | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> |
| <p>S7 Establish and maintain rapport with individuals with and without exceptional learning needs.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in</p> |

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| | <p>their children's education.</p> <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| S8 Teach self-advocacy. | 0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles). |
| S9 Create an environment that encourages self-advocacy and increased independence. | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| S10 Use effective and varied behavior management strategies. | <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to</p> |

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| | create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success. |
| S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. | 0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities. |
| S12 Design and manage daily routines. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success. |
| S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success. |
| S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors. | 0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities. OPTE 0012 The teacher fosters positive |

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| | interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being. |
| S16 Use universal precautions. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| IGC: Individualized General Curriculum 5. Learning Environments and Social Interactions | |
| <i>Knowledge:</i> | |
| K1 Barriers to accessibility and acceptance of individuals with disabilities. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| <i>Skills:</i> | |
| S1 Provide instruction in community-based settings. | 0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills. |
| S2 Use and maintain assistive technologies. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with |

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| | mild/moderate disabilities. |
| S3 Plan instruction in a variety of educational settings. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| S5 Use skills in problem solving and conflict resolution. | 0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities. 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| S6 Establish a consistent classroom routing for individuals with disabilities. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| CC: Common Core 6. Communication | |
| <i>Knowledge:</i> | |
| K1 Effects of cultural and linguistic differences on growth and development. | OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary. OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. |

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| <p>K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.</p> | <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
| <p>K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</p> | <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>K4 Augmentative and assistive communication strategies.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> |
| <p><i>Skills:</i></p> | |
| <p>S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with</p> |

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| | mild/moderate disabilities. |
| <p>S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> |
| <p>IGC: Individualized General Curriculum</p> <p>6. Communication</p> | |
| <p><i>Knowledge:</i></p> | |
| <p>K1 Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.</p> | <p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> |
| <p>K2 Communication and social interaction alternatives for individuals who are nonspeaking.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> |

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| | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| K3 Typical language development and how that may differ for individuals with learning disabilities. | 0001 Understand processes of human development and factors, including disability, that affect development and learning. 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. |
| <i>Skills:</i> | |
| S1 Enhance vocabulary development. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| S2 Teach strategies for spelling accuracy and generalization. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| S3 Teach individuals with disabilities to monitor for errors in oral and written language. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| S4 Teach methods and strategies for producing legible documents. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| S5 Plan instruction on the use of alternative and augmentative communication systems. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| CC: Common Core | |

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| 7. Instructional Planning | |
| <i>Knowledge:</i> | |
| <p>K1 Theories and research that form the basis of curriculum development and instructional practice.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>K2 Scope and sequences of general and special curricula.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>K3 National, state or provincial, and local</p> | <p>OPTE 0005 The teacher plans instruction</p> |

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| curricula standards. | <p>based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| K4 Technology for planning and managing the teaching and learning environment. | <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| Skills: | |
| S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate |

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| needs. | <p>disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in</p> |

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| | <p>their children's education.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S3 Involve the individual and family in setting instructional goals and monitoring progress.</p> | <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S4 Use functional assessments to develop intervention plans.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for</p> |

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| | <p>assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| S5 Use task analysis. | 0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills. |
| S6 Sequence, implement, and evaluate individualized learning objectives. | 0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities. |
| S7 Integrate affective, social, and life skills with academic curricula. | <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| S8 Develop and select instructional content, | 0011 Understand how to establish positive |

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| resources, and strategies that respond to cultural, linguistic, and gender differences. | <p>and productive learning environments for students with mild/moderate disabilities.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| S9 Incorporate and implement instructional and assistive technology into the educational program. | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| S10 Prepare lesson plans. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive |

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| | <p>communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> |
| <p>S11 Prepare and organize materials to implement daily lesson plans.</p> | <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>S12 Use instructional time effectively.</p> | <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing</p> |

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| | <p>opportunities for success.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> |
| <p>S13 Make responsive adjustments to instruction based on continual observations.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>OPTE 0004 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| <p>S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</p> | <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> |
| <p>IGC: Individualized General Curriculum</p> <p>7. Instructional Planning</p> | |
| <p><i>Knowledge:</i></p> | |
| <p>K1 Integrate academic instruction and</p> | <p>0011 Understand how to establish positive</p> |

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| behavior management for individuals and groups with disabilities. | <p>and productive learning environments for students with mild/moderate disabilities.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> |
| K2 Model career, vocational, and transition programs for individuals with disabilities. | <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> <p>OPTE 0009 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</p> |
| K3 Interventions and services for children who may be at risk for learning disabilities. | 0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning. |
| K4 Relationships among disabilities and reading instruction. | 0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities. |
| Skills: | |
| S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. | 0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities. |

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| <p>S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.</p> | <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S3 Plan and implement age and ability appropriate instruction for individuals with disabilities.</p> | <p>0002 Understand types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understand types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically</p> |

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| | <p>impaired) and their significance for human development and learning.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S4 Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.</p> | <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> |
| <p>S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.</p> | <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| <p>S6 Design and implement instructional programs that address independent living and career education for individuals.</p> | <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to</p> |

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| | <p>adult life roles).</p> <p>OPTE 0009 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</p> |
| S7 Design and implement curriculum and instructional strategies for medical self-management procedures. | 0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills. |
| S8 Design, implement, and evaluate instructional programs that enhance social participation across environments. | <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> |
| CC: Common Core 8. Assessment | |
| <i>Knowledge:</i> | |
| K1 Basic terminology used in assessment. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| K2 Legal provisions and ethical principles regarding assessment of individuals. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized</p> |

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| | <p>Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| K3 Screening, pre-referral, referral, and classification procedures. | 0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities. |
| K4 Use and limitations of assessment instruments. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| K5 National, state or provincial, and local accommodations and modifications. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <i>Skills:</i> | |
| S1 Gather relevant background information. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and</p> |

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| | Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities. |
| S2 Administer nonbiased formal and informal assessments. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| S3 Use technology to conduct assessments. | 0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities. |
| S4 Develop or modify individualized assessment strategies. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| S5 Interpret information from formal and informal assessments. | 0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate |

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| | <p>disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| <p>S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with</p> |

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| | mild/moderate disabilities. |
| <p>S7 Report assessment results to all stakeholders using effective communication skills.</p> | <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| <p>S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with</p> |

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| | <p>mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| <p>S9 Develop or modify individualized assessment strategies.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |
| <p>S10 Create and maintain records.</p> | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| <p>IGC: Individualized General Curriculum</p> <p>8. Assessment</p> | |
| <p><i>Knowledge:</i></p> | |
| <p>K1 Specialized terminology used in the assessment of individuals with disabilities.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> |

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| | <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| <p>K2 Laws and policies regarding referral and placement procedures for individuals with disabilities.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |
| <p>K3 Types and importance of information concerning individuals with disabilities available from families and public agencies.</p> | <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| <p>K4 Procedures for early identification of</p> | <p>0006 Understand assessment instruments and</p> |

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| young children who may be at risk for disabilities. | <p>procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> |
| <i>Skills:</i> | |
| S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. | 0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities. |
| S2 Use exceptionality-specific assessment instruments with individuals with disabilities. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> |
| S3 Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p> |

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| S4 Assess reliable method(s) of response of individuals who lack typical communication and performance abilities. | 0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities. |
| S5 Monitor intragroup behavior changes across subjects and activities. | 0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. |
| CC: Common Core 9. Professional and Ethical Practice | |
| <i>Knowledge:</i> | |
| K1 Personal cultural biases and differences that affect one's teaching. | OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. |
| K2 Importance of the teacher serving as a model for individuals with exceptional learning needs. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. |
| K3 Continuum of lifelong professional development. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning |

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| | community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. |
| K4 Methods to remain current regarding research-validated practice. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
| <i>Skills:</i> | |
| S1 Practice within the CEC Code of Ethics and other standards of the profession. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |

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| <p>S3 Act ethically in advocating for appropriate services.</p> | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |
| <p>S4 Conduct professional activities in compliance with applicable laws and policies.</p> | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |
| <p>S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p> | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.</p> | <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to</p> |

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| | create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success. |
| S7 Practice within one's skill limit and obtain assistance as needed. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p>OPTE 0011 The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.</p> |
| S8 Use verbal, nonverbal, and written language effectively. | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> |
| S9 Conduct self-evaluation of instruction. | OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning |

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| | community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. |
| S10 Access information on exceptionalities. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
| S11 Reflect on one's practice to improve instruction and guide professional growth. | <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p>OPTE 0011 The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.</p> |
| S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued</p> |

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| | professional growth. |
| IGC: Individualized General Curriculum 9. Professional and Ethical Practice | |
| <i>Knowledge:</i> | |
| K1 Sources of unique services, networks, and organizations for individuals with disabilities. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| K2 Organizations and publications relevant to individuals with disabilities. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. |
| <i>Skills:</i> | |
| S1 Participate in the activities of professional organizations relevant to individuals with disabilities. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. |
| S2 Ethical responsibility to advocate for appropriate services for individuals with disabilities. | 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education. OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher. |
| CC: Common Core | |

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| 10. Collaboration | |
| <i>Knowledge:</i> | |
| <p>K1 Models and strategies of consultation and collaboration.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.</p> | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| <p>K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</p> | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| <p>K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community</p> | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0007 The teacher develops a knowledge</p> |

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| members. | <p>of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <i>Skills:</i> | |
| S1 Maintain confidential communication about individuals with exceptional learning needs. | <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> <p>OPTE 0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/ families, as well as the legal rights and responsibilities of the teacher.</p> |
| S2 Collaborate with families and others in assessment of individuals with exceptional learning needs. | <p>0006 Understand assessment instruments and procedures evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| S3 Foster respectful and beneficial relationships between families and professionals. | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive</p> |

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| | interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being. |
| S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| S7 Use group problem solving skills to develop, implement and evaluate collaborative activities. | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> |

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| | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S8 Model techniques and coach others in the use of instructional methods and accommodations.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> |
| <p>S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.</p> | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S11 Observe, evaluate and provide feedback to</p> | <p>0018 Understand how to establish</p> |

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| paraeducators. | <p>partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| IGC: Individualized General Curriculum 10. Collaboration | |
| <i>Knowledge:</i> | |
| K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities. | 0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education. |
| K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities. | <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p> <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> |
| K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities. | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |

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| <p>K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <i>Skills:</i> | |
| <p>S1 Use local community, and state and provincial resources to assist in programming with individuals with disabilities.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p> |
| <p>S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.</p> | <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> |
| <p>S3 Teach parents to use appropriate behavior management and counseling techniques.</p> | <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |
| <p>S4 Collaborate with team members to plan transition to adulthood that encourages full community participation.</p> | <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to</p> |

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| | <p>employment and/or post-secondary education and training, from school to adult life roles).</p> <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p> |