

**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 Severe/Profound-Multiple Disabilities and CEOE Competencies**

NCATE Curriculum Guidelines	CEOE Competencies
<b>CC: Common Core</b>	
<b>1. Foundations</b>	
<i>Knowledge:</i>	
K1 Models, theories, and philosophies that form the basis for special education practice.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.	0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K3 Relationship of special education to the organization and function of educational agencies.	0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education,

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	key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
<p>K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>K7 Family systems and the role of families in the educational process.</p>	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>
<p>K8 Historical points of view and contribution of culturally diverse groups.</p>	<p>0020 Demonstrate knowledge of the history and philosophy of special education,</p>

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	key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.	<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 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>
K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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 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>
<i>Skill:</i>	

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S1 Articulate personal philosophy of special education.	N/A
<b>IIC: Individualized Independence Curriculum</b>  <b>1. Foundations</b>	
K1 Definitions and issues related to the identification of individuals with disabilities.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K2 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K3 The legal, judicial, and educational systems to assist individuals with disabilities.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K4 Continuum of placement and services available for individuals with disabilities.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound

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	disabilities.
K5 Laws and policies related to provision of specialized health care in educational settings.	0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.
K6 Principles of normalization and concept of least restrictive environment.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K7 Theory of reinforcement techniques in serving individuals with disabilities.	0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.
K8 Theories of behavior problems of individuals with disabilities.	0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.
<i>Skills:</i>	N/A
<b>CC: Common Core</b>  <b>2. Development and Characteristics of Learners</b>	
<i>Knowledge:</i>	
K1 Typical and atypical human growth and development.	0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.  OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that

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	<p>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 Educational implications of characteristics of various exceptionalities.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p>
<p>K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</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>K4 Family systems and the role of families in supporting development.</p>	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>

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<p>K5 Similarities and differences of individuals with and without exceptional learning needs.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for 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>K6 Similarities and differences among individuals with exceptional learning needs.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p>
<p>K7 Effects of various medications on individuals with exceptional learning needs.</p>	<p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p>
<p><b>IIC: Individualized Independence Curriculum</b></p>	

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<b>2. Development and Characteristics of Learners</b>	
<i>Knowledge:</i>	
K1 Etiology and diagnosis related to various theoretical approaches.	0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.
K2 Impact of sensory impairments, physical and health disabilities on individuals, families and society.	0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.  0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.  0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.
K3 Etiologies and medical aspects of conditions affecting individuals with disabilities.	0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.  0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.
K4 Psychological and social-emotional characteristics of individuals with disabilities.	0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.
K5 Types and transmission routes of infectious disease.	0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.
<i>Skills:</i>	N/A

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<p><b>CC: Common Core</b></p> <p><b>3. Individual Learning Differences</b></p>	
<p><b><i>Knowledge:</i></b></p>	
<p>K1 Effects and exceptional condition(s) can have on an individual's life.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p>
<p>K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive</p>

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	<p>learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</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 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with</p>

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	<p>severe and profound disabilities and ways to promote positive school-home relationships.</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 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 Cultural perspective influencing the relationships among families, schools and communities as related to instruction.</p>	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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>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>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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><b>IIC: Individualized Independence Curriculum</b></p> <p><b>3. Individual Learning Differences</b></p>	
<p><i>Knowledge:</i></p>	
<p>K1 Effects of visual impairment on the family</p>	<p>0002 Demonstrate knowledge of</p>

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and the reciprocal impact on the individual's self-esteem.	physical/medical conditions commonly associate with severe and profound disabilities.
K2 Impact of additional exceptionalities on individuals with visual impairments.	0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.
K3 Attitudes and actions of teachers that affect the behaviors of individuals with visual impairments.	0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.
<i>Skills:</i>	
S1 Relate levels of support to the needs of the individual.	0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.
<b>CC: Common Core</b>  <b>4. Instructional Strategies</b>	
<i>Skill:</i>	
S1 Use strategies to facilitate integration into various settings.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.  0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.
S2 Teach individuals to use self-assessment, problem solving, and other cognitive	0012 Demonstrate knowledge of research-based strategies and techniques for

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strategies to meet their needs.	promoting the cognitive development and academic achievement of students with severe and profound disabilities.
<p>S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
S4 Use strategies to facilitate maintenance	0012 Demonstrate knowledge of research-

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<p>and generalization of skills across learning environments.</p>	<p>based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p>S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p>	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>

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<p>S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p><b>IIC: Individualized Independence Curriculum</b></p> <p><b>4. Instructional Strategies</b></p>	
<p><i>Knowledge:</i></p>	
<p>K1 Specialized materials for individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound</p>

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	<p>disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<p>K2 Prevention and intervention strategies for individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p>
<p>K3 Strategies for integrating student initiated learning experiences into ongoing instruction.</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 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,</p>

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	<p>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 Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p><i>Skills:</i></p>	
<p>S1 Use research-supported instructional strategies and practices.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and</p>

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	<p>motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound 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> <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</p>

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	<p>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>S2 Use appropriate adaptations and assistive technology for all individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<p>S3 Use a variety of nonaversive techniques to</p>	<p>0014 Demonstrate knowledge of research-</p>

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control targeted behavior and maintain attention of individuals with disabilities.	based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.
S4 Identify and teach basic structures and relationships within and across curricula.	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound 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>
S5 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.
S6 Use responses and errors to guide instructional decisions and provide feedback to learners.	<p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound 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</p>

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	<p>based upon assessment and reflection.</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><b>CC: Common Core</b></p> <p><b>5. Learning Environments and Social Interactions</b></p>	
<p><b><i>Knowledge:</i></b></p>	
<p>K1 Demands of learning environments.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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>K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound 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>K3 Effective management of teaching and</p>	<p>0011 Demonstrate knowledge of ways to</p>

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learning.	<p>establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound 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 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>
K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for</p>

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	<p>managing and enhancing the behavior and social interactions of students with severe and profound 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>K5 Social skills needed for educational and other environments.</p>	<p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p>
<p>K6 Strategies for crisis prevention and intervention.</p>	<p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</p>	<p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<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>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to</p>

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	<p>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>
<p>K9 Ways specific cultures are negatively stereotyped.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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>K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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><b>Skills:</b></p>	
<p>S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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>S2 Identify realistic expectations for personal and social behavior in various settings.</p>	<p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students</p>

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	with severe and profound disabilities.
S3 Identify supports needed for integration into various program placements.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.
S4 Design learning environments that encourage active participation in individual and group activities.	0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.
S5 Modify the learning environment to manage behaviors.	0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.  0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.
S6 Use performance data and information from all stakeholder to make or suggest modifications in learning environments.	0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.  0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.  0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.  0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for

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	students with severe and profound disabilities.
S7 Establish and maintain rapport with individuals with and without exceptional learning needs.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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>
S8 Teach self-advocacy.	0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.
S9 Create an environment that encourages self-advocacy and increased independence.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
S10 Use effective and varied behavior management strategies.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students</p>

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	<p>with severe and profound 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>S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.</p>	<p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p>
<p>S12 Design and manage daily routines.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p>
<p>S16 Use universal precautions.</p>	<p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p>

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<p><b>IIC: Individualized Independence Curriculum</b></p> <p><b>5. Learning Environments and Social Interactions</b></p>	
<i>Knowledge:</i>	
<p>K1 Specialized health care interventions for individuals with physical and health disabilities in educational settings.</p>	<p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p>
<p>K2 Barriers to accessibility and acceptance of individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>K3 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>K4 Methods for ensuring individuals academic success in one-to-one, small-group, and large-group settings.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>K5 Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<i>Skills:</i>	
<p>S1 Provide instruction in community-based settings.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for</p>

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	<p>promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<p>S2 Use and maintain assistive technologies.</p>	<p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<p>S3 Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction,</p>

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	self-motivation, and active engagement in learning, thus providing opportunities for success.
S4 Plan instruction in a variety of educational settings.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
S5 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.
S6 Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities.	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
S7 Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.	<p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>

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S8 Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.	0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.
S9 Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.	0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.  0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.
S10 Use skills in problem solving and conflict resolution.	0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.  0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.
S11 Design and implement sensory stimulation programs.	0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&M) for students with severe and profound disabilities.
S12 Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.	0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.  0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.  0016 Demonstrate knowledge of research-

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	<p>based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p><b>CC: Common Core</b></p> <p><b>6. Communication</b></p>	
<p><b><i>Knowledge:</i></b></p>	
<p>K1 Effects of cultural and linguistic differences on growth and development.</p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for 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 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>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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</p>

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	<p>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>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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 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>K4 Augmentative and assistive communication strategies.</p>	<p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for</p>

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	<p>managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p>
<i>Skills:</i>	
<p>S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</p>	<p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p>
<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>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p>
<p><b>IIC: Individualized Independence Curriculum</b></p> <p><b>6. Communication</b></p>	
<i>Knowledge:</i>	
<p>K1 Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.</p>	<p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p>
<p>K2 Communication and social interaction alternatives for individuals who are nonspeaking.</p>	<p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-</p>

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	based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.
<b>Skills:</b>	
S1 Teach individuals with disabilities to monitor for errors in oral and written language.	0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.
S2 Teach methods and strategies for producing legible documents.	0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.
S3 Plan instruction on the use of alternative and augmentative communication systems.	0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.
<b>CC: Common Core</b>  <b>7. Instructional Planning</b>	
<b>Knowledge:</b>	
K1 Theories and research that form the basis of curriculum development and instructional practice.	<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 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</p>

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	<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>
<p>K2 Scope and sequences of general and special curricula.</p>	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound 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>
<p>K3 National, state or provincial, and local curricula standards.</p>	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound 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>
<p>K4 Technology for planning and managing the teaching and learning environment.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>

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K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.	0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.
<i>Skills:</i>	
S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.
S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.
S3 Involve the individual and family in setting instructional goals and monitoring progress.	0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S4 Use functional assessments to develop intervention plans.	0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.  0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.  0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.

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	<p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
S5 Use task analysis.	0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.
S6 Sequence, implement, and evaluate individualized learning objectives.	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students</p>

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	<p>with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p>S7 Integrate affective, social, and life skills with academic curricula.</p>	<p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
<p>S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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>S9 Incorporate and implement instructional and assistive technology into the educational program.</p>	<p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students</p>

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	<p>with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p>
S10 Prepare lesson plans.	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound 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>
S11 Prepare and organize materials to	OPTE 0005 The teacher plans instruction

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implement daily lesson plans.	<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>
S12 Use instructional time effectively.	<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 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>
S13 Make responsive adjustments to instruction based on continual	0011 Demonstrate knowledge of ways to establish a positive and productive

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observations.	<p>learning environment for students with severe and profound 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>
S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.	<p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<b>IGC: Individualized General Curriculum</b> <b>7. Instructional Planning</b>	
<i>Knowledge:</i>	
K1 Model career, vocational, and transition programs for individuals with disabilities.	<p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<i>Skills:</i>	
S1 Plan and implement individualized reinforcement systems and environmental modifications.	0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of

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	<p>students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p>
<p>S2 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.</p>	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills,</p>

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	<p>vocational skills, and transition readiness of students with severe and profound disabilities.</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>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>S3 Select and plan for integration of related services into the instructional program.</p>	<p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p>

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	<p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p>
<p>S4 Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.</p>	<p>0002 Demonstrate knowledge of physical/medical conditions commonly associate with severe and profound disabilities.</p> <p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p>
<p>S5 Interpret sensory and physical information to create or adapt appropriate learning plans.</p>	<p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p>

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	0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and to integrate related therapies (e.g., OT, PT, SLP, O&M) for students with severe and profound disabilities.
S6 Design and implement instructional programs that address independent living and career education.	0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.  0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.
S7 Design and implement curriculum strategies for medical self-management procedures.	0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.
S8 Design, implement, and evaluate instructional programs that enhance social participation across environments.	0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.  0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.
<b>CC: Common Core</b>  <b>8. Assessment</b>	
<b><i>Knowledge:</i></b>	
K1 Basic terminology used in assessment.	0006 Demonstrate knowledge of assessment instruments and procedures used with students who

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	<p>have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound 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>K2 Legal provisions and ethical principles regarding assessment of individuals.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound 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>K3 Screening, pre-referral, referral, and classification procedures.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound</p>

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	disabilities.
<p>K4 Use and limitations of assessment instruments.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p>
<p>K5 National, state or provincial, and local accommodations and modifications.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for</p>

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	students with severe and profound disabilities.
<i>Skills:</i>	
S1 Gather relevant background information.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p>
S2 Administer nonbiased formal and informal assessments.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p>

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	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>S3 Use technology to conduct assessments.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p>
<p>S4 Develop or modify individualized assessment strategies.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe</p>

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	<p>and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>S5 Interpret information from formal and informal assessments.</p>	<p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</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 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>S7 Report assessment results to all stakeholders using effective communication skills.</p>	<p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social</p>

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	skills and functional living competence of students with severe and profound disabilities.
S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
S9 Develop or modify individualized assessment strategies.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of</p>

NCATE Curriculum Guidelines	CEOE Competencies
	<p>procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
S10 Create and maintain records.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.
<p><b>IIC: Individualized Independence Curriculum</b></p> <p><b>8. Assessment</b></p>	
<i>Knowledge:</i>	
K1 Specialized terminology used in the assessment of individuals with disabilities.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for</p>

NCATE Curriculum Guidelines	CEOE Competencies
	students with severe and profound disabilities.
<p>K2 Laws and policies regarding referral and placement procedures for individuals with disabilities.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>K3 Types and importance of information concerning individuals with disabilities available from families and public agencies.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>

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<i>Skills:</i>	
S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.
S2 Use exceptionality-specific assessment instruments with individuals with disabilities.	0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.  0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.  0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.  0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.  0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.
S3 Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.	0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.  0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.  0008 Demonstrate knowledge of procedures for assessing the physical

NCATE Curriculum Guidelines	CEOE Competencies
	<p>and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>S4 Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p>S5 Develop and use a technology plan based on adaptive technology assessment.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p>

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	<p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>
<p>S6 Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.</p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p>
<p>S7 Monitor intragroup behavior changes across subjects and activities.</p>	<p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p>
<p><b>CC: Common Core</b></p> <p><b>9. Professional and Ethical Practice</b></p>	

NCATE Curriculum Guidelines	CEOE Competencies
<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 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K3 Continuum of lifelong professional development.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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.
K4 Methods to remain current regarding research-validated practice.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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.

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<i>Skills:</i>	
S1 Practice within the CEC Code of Ethics and other standards of the profession.	<p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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>
S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.	<p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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>
S3 Act ethically in advocating for appropriate services.	<p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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>
S4 Conduct professional activities in	0010 Demonstrate knowledge of policies

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<p>compliance with applicable laws and policies.</p>	<p>and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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>S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in 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 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>S6 Demonstrate sensitivity for the culture, language, religion, gender, disability,</p>	<p>0006 Demonstrate knowledge of assessment instruments and</p>

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<p>socio-economic status, and sexual orientation of individuals.</p>	<p>procedures used with students who have severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>S7 Practice within one's skill limit and obtain assistance as needed.</p>	<p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>S8 Use verbal, nonverbal, and written language effectively.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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> <p>OGET 0006 Recognize effective</p>

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	<p>organization in writing.</p> <p>OGET 0007 Recognize sentences that effectively communicate intended messages.</p> <p>OGET 0008 Recognize standard conventions of formal written English usage in the United States.</p> <p>OGET 0021 Prepare an organized, developed composition in edited English in response to instructions regarding content, purpose and audience.</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 community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
S10 Access information on exceptionalities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S11 Reflect on one's practice to improve instruction and guide professional growth.	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.
S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
<b>IIC: Individualized Independence Curriculum</b>	

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<b>9. Professional and Ethical Practice</b>	
<i>Knowledge:</i>	
K1 Sources of unique services, networks, and organizations for individuals with disabilities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
K2 Organizations and publications relevant to individuals with disabilities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
<i>Skills:</i>	
S1 Participate in the activities of professional organizations in the field of visual impairment.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S2 Ethical responsibility to advocate for appropriate services for individuals with disabilities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S3 Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
<b>CC: Common Core</b> <b>10. Collaboration</b>	
<i>Knowledge:</i>	
K1 Models and strategies of consultation and collaboration.	0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe

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	<p>and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>
<p>K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.</p>	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</p>	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>
<p>K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe</p>

NCATE Curriculum Guidelines	CEOE Competencies
	<p>and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special 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>
<i>Skills:</i>	
S1 Maintain confidential communication about individuals with exceptional learning needs.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of</p>

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	families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.
S3 Foster respectful and beneficial relationships between families and professionals.	<p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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>
S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</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</p>

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	and well-being.
<p>S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>S7 Use group problem solving skills to develop, implement and evaluate collaborative activities.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>S8 Model techniques and coach others in the use of instructional methods and accommodations.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>S9 Communicate with school personnel about the characteristics and needs of</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other</p>

NCATE Curriculum Guidelines	CEOE Competencies
individuals with exceptional learning needs.	members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.
S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.	0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.
S11 Observe, evaluate and provide feedback to paraeducators.	0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.
<p><b>IIC: Individualized Independence Curriculum</b></p> <p><b>10. Collaboration</b></p>	
<i>Knowledge:</i>	
K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.	0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.
K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.	<p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical</p>

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	issues in special education.
K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
<i>Skills:</i>	
S1 Participate in the selection and implementation of augmentative or alternative communication systems.	0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.  0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound disabilities.  0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.  0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.
S2 Use local community, and state and provincial resources to assist in programming with individuals with disabilities.	0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
S3 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.
S4 Collaborate with team members to plan	0010 Demonstrate knowledge of policies

NCATE Curriculum Guidelines	CEOE Competencies
<p>transition to adulthood that encourages full community participation.</p>	<p>and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home-and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p>S5 Collaborate with families of and service providers to individuals who are chronically or terminally ill.</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>