| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Development and Characteristics of**  **Learners (approximately 14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Human development and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Theoretical approaches to student learning and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Basic characteristics and defining factors for each of the major disability categories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Impact of disabilities on individuals, families, and society across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Impact of language, cultural, and gender differences on the identification process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Co-occurring conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. How family systems contribute to the development of individuals with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Environmental and societal influences on student development and achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Planning and the Learning Environment**  **(approximately 17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Characteristics of good lesson plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Basic elements of effective lesson plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Learning objectives that are measurable and appropriately challenging |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Means of providing access to the curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Organizing the learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Understands how to manage student behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Design and maintenance of a safe and supportive classroom environment that promotes student achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instruction (approximately 17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Instructional strategies/techniques that are appropriate, considering students’ ages and abilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Instructional strategies that facilitate maintenance and generalization of concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Selection and implementation of research-based interventions for individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Selection and implementation of supplementary and/or functional curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Options for assistive technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Instructional strategies/techniques that support transition goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Preventive strategies and intervention strategies for at-risk learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Assessment (approximately 14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Evidence-based assessments that are effective and appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Defines and uses various assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Interprets assessment results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Understands and uses the results of assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations and Professional**  **Responsibilities (approximately 13%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Federal definitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Federal requirements for the pre-referral, referral, and identification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Federal safeguards of the rights of stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Components of a legally defensible individualized education program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Major legislation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Roles and responsibilities of the special education teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Roles and responsibilities of other professionals who deliver special education services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Strengths and limitations of various collaborative approaches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Communication with stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Potential bias issues that may impact teaching and interactions with students and their families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Federal definitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Federal requirements for the pre-referral, referral, and identification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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