



## TEST DESIGN AND FRAMEWORK

### TEST DESIGN

#### Early Childhood Special Education General Curriculum

The **Early Childhood Special Education General Curriculum** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

##### ■ Test I (Test Code 003)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading and English Language Arts	0001–0005	20	1
➤ Mathematics	0006–0009	16	1
➤ Science, Social Studies, Health, Physical Education, and the Arts	0010–0015	24	
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>

##### ■ Test II (Test Code 004)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Understanding and Assessing Students with Disabilities	0016–0021	24	1
➤ Developing Programs and Promoting Learning for Students with Disabilities	0022–0026	20	1
➤ Working in a Professional Environment	0027–0030	16	
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>



Georgia Assessments for the  
Certification of Educators®

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### READING AND ENGLISH LANGUAGE ARTS

#### **0001 Understand concepts of print, phonological awareness, and word identification strategies, including phonics.**

For example:

- recognizing developmental stages in learning to write and read and how beginning writers and readers learn to apply knowledge of the relationship between letters and letter combinations of written words and the sounds of spoken words
- demonstrating knowledge of characteristics and purposes of printed information and developmentally appropriate strategies for promoting students' familiarity with concepts of print
- demonstrating knowledge of phonological awareness (i.e., awareness that spoken words consist of sound units such as syllables) and phonemic awareness (i.e., the ability to perceive and discriminate among the component sounds in words)
- analyzing the significance of phonological and phonemic awareness in reading acquisition
- recognizing developmentally appropriate strategies for promoting students' phonological and phonemic awareness (e.g., identifying rhyming words, segmenting words, blending phonemes)
- demonstrating knowledge of phonics skills and their application to decoding unfamiliar words; the use of spelling patterns and syllabication as decoding techniques; and structural analysis (e.g., identifying prefixes, suffixes, and roots) as a word identification strategy
- applying knowledge of developmentally appropriate instruction and curriculum materials for promoting students' decoding skills and word identification strategies

**0002 Understand the development of vocabulary knowledge and skills across the curriculum.**

For example:

- recognizing criteria for selecting appropriate words (e.g., synonyms, antonyms, words with multiple meanings, idioms, classifications) to increase students' vocabulary knowledge
- demonstrating knowledge of developmentally appropriate strategies for promoting and reinforcing students' oral and written vocabulary knowledge
- applying knowledge of how context is used to determine the meaning of unfamiliar words
- recognizing ways to help students identify and use tools such as dictionaries, thesauri, and technology for various purposes (e.g., determining word meanings and pronunciations, finding alternative word choices)

**0003 Understand reading fluency and strategies for the comprehension of literary and informational texts across the curriculum.**

For example:

- demonstrating knowledge of the concepts of rate, accuracy, expression, and phrasing in reading fluency; factors that affect fluency; and the relationship between reading fluency and comprehension
- recognizing the effects of various factors (e.g., prior knowledge, context, vocabulary knowledge, graphic cues) on reading comprehension and identifying strategies (e.g., predicting, rereading, retelling) that facilitate comprehension before, during, and after reading
- recognizing types and characteristics of literary and informational texts; distinguishing among literal, inferential, and evaluative comprehension; and identifying strategies for promoting students' literal, inferential, and evaluative comprehension
- demonstrating knowledge of characteristics and functions of literary elements and devices (e.g., plot, point of view, setting); genres, themes, authors, and works of literature written for children; and strategies for developing students' literary response skills (e.g., making connections between texts and personal experiences)
- applying knowledge of common patterns of organization in informational texts (e.g., chronological, cause-and-effect) and strategies for promoting comprehension of informational texts (e.g., identifying explicit and implicit supporting details, using a glossary, using a graphic organizer)



**0004 Understand skills and strategies involved in writing for various purposes across the curriculum and the conventions of standard English grammar, usage, and mechanics.**

For example:

- recognizing the developmental stages of writing, including the use of pictures and developmental spelling; the writing process (e.g., prewriting, drafting, editing, revising); and strategies for promoting students' writing skills
- analyzing factors to consider in writing for various audiences and purposes and in writing in various genres, formats (e.g., essay, poem), and modes (e.g., descriptive, persuasive, evaluative)
- demonstrating knowledge of the use of writing strategies and language to achieve various effects (e.g., creating a point of view, showing author's voice, persuading, establishing setting, describing sensory details)
- applying revision strategies to improve the unity, organization, clarity, precision, and effectiveness of written materials
- demonstrating knowledge of the use of research skills and computer technology to support writing
- demonstrating knowledge of the parts of speech, elements of appropriate grammar and usage (e.g., subject-verb agreement, antecedent-pronoun agreement, verb tense), and appropriate mechanics in writing (e.g., capitalization, punctuation)
- demonstrating knowledge of various types of sentence structures (e.g., declarative, interrogative) and identifying appropriate corrections of errors in sentence structure (e.g., run-on sentences, misplaced modifiers, sentence fragments)

**0005 Understand skills and strategies involved in speaking, listening, and viewing across the curriculum.**

For example:

- applying knowledge of conventions (e.g., turn taking, responding to questions with appropriate information) of one-on-one and group verbal interactions
- analyzing ways in which oral language (e.g., grammar, usage), verbal cues (e.g., word choice, tone, volume), and nonverbal cues (e.g., body language, eye contact) affect communication in various situations
- demonstrating knowledge of strategies for promoting effective listening skills
- recognizing types, characteristics, and roles of visual and oral media (e.g., television, film, radio, electronic media)
- demonstrating knowledge of the structures and elements of oral, visual, and multimedia presentations for diverse audiences and for various purposes

## MATHEMATICS

### 0006 Understand approaches for exploring mathematics and solving problems and concepts and skills related to numbers and mathematical operations and processes.

For example:

- applying concepts of quantities, numbers, and numeration to compare, order, estimate, and round
- demonstrating knowledge of the concepts of place value, prime numbers, multiples, and factors; equivalent forms of common fractions, decimal fractions, percentages, and ratios; and the properties of numbers and the number system (i.e., commutative, associative, distributive, identity, and property of zero)
- applying knowledge of the relationships among mathematical operations and strategies for using the four basic operations with variables and numbers
- performing calculations with whole numbers, decimals, and fractions and applying methods for making estimations and evaluating the accuracy of estimated solutions
- demonstrating knowledge of strategies for investigating, developing, and evaluating mathematical arguments and strategies (e.g., determining relevant information, estimating, simplifying) for solving single-step and multi-step problems
- demonstrating knowledge of the ways in which the language and vocabulary of mathematics are used to communicate ideas precisely and the variety of materials, models, and methods used to explore mathematical concepts and solve problems
- demonstrating knowledge of the interconnections among mathematical concepts; the applications of mathematics in other content areas; and the applications of measurement, geometry, algebra, and data analysis in everyday life

### 0007 Understand principles and skills of measurement and the concepts and properties of geometry.

For example:

- identifying appropriate measurement procedures, tools, and units (i.e., customary and metric) for problems involving length, perimeter, area, capacity, volume, weight, time, money, and temperature
- applying knowledge of approaches to direct measurement through the use of standard and nonstandard units and indirect measurement through the use of algebra or geometry
- classifying plane and solid geometric figures (e.g., triangle, quadrilateral, sphere, cone)
- applying knowledge of basic geometric concepts (e.g., similarity, congruence, parallelism) and knowledge of strategies for measuring the component parts (e.g., angles, segments) of geometric figures and computing the volume of simple geometric solids
- applying knowledge of coordinate systems to identify representations of basic geometric figures and concepts



**0008 Understand concepts and skills related to algebra.**

For example:

- recognizing the characteristics of patterns, identifying correct extensions of patterns, and recognizing relationships (e.g., color, shape, texture, number) among patterns
- applying knowledge of the concepts of variable, function, and equation to the expression of algebraic relationships
- identifying relationships among variables based on mathematical expressions, tables, graphs, and rules
- applying the methods of algebra to solve equations and inequalities
- analyzing how algebraic functions are used to plot points, describe graphs, and determine slope

**0009 Understand concepts and skills related to data analysis.**

For example:

- applying knowledge of methods for organizing and interpreting data in a variety of formats (e.g., tables, frequency distributions, line graphs, circle graphs)
- identifying trends and patterns in data
- demonstrating knowledge of standard measures (e.g., mean, median, mode, range) used to describe data
- drawing valid conclusions based on data

**SCIENCE, SOCIAL STUDIES, HEALTH, PHYSICAL EDUCATION, AND THE ARTS**

**0010 Understand the characteristics and processes of science and the concepts and principles of life science.**

For example:

- recognizing the nature of scientific knowledge; the values of science (e.g., importance of curiosity, honesty, openness, and skepticism; reliance on verifiable evidence); the unifying concepts of science (e.g., systems, models, scale); the principles of scientific inquiry; and the design of scientific investigations
- demonstrating knowledge of strategies for observing, collecting, analyzing, and communicating scientific data (e.g., using graphs, charts, and tables); appropriate tools, instruments, methods, process skills, and safety procedures associated with given scientific investigations; and the connections among science, mathematics, technology, society, and everyday life
- demonstrating knowledge of the differences between living and nonliving things; different types of organisms and methods of classification; and the basic needs, characteristics, structures, and life processes of organisms
- demonstrating knowledge of the interactions of organisms with one another and their environment, the flow of energy and matter within an ecosystem, the basic principles of heredity and life cycles, factors that affect the survival or extinction of species, and the effects of humans on the environment

**0011 Understand the concepts and principles of physical and earth science.**

For example:

- demonstrating knowledge of the structure and properties of matter (e.g., atoms, elements, molecules, density, boiling and freezing points); the differences between physical and chemical changes; and the concepts of conservation of matter and conservation of energy as they are applied to physical systems
- recognizing forms of energy (e.g., heat, light), processes of energy transfer, and the interactions of energy and matter; types of forces (e.g., gravity, friction) and their effects on the position, motion, and behavior of objects; the types and characteristics of simple machines (e.g., lever, pulley); and the characteristics of light, sound, electricity, and magnetism
- comparing characteristics of objects in the solar system and universe (e.g., stars, planets); analyzing the effects (e.g., seasons, phases of the moon) of the relative positions and motions of the earth, moon, and sun; and demonstrating knowledge of the composition, structure, and processes of the earth's lithosphere (e.g., rocks, minerals), hydrosphere, and atmosphere and the interactions among these systems (e.g., water cycle, weather patterns)
- demonstrating knowledge of strategies and tools for observing, measuring, predicting, and communicating weather data; the natural and human-caused constructive and destructive processes that shape the earth's surface; and how fossils are formed and provide evidence of organisms that lived long ago

**0012 Understand important events, concepts, and methods of inquiry related to Georgia, U.S., and world history.**

For example:

- recognizing chronological relationships among historical events and analyzing various perspectives, interpretations, and implications of events, issues, and developments in Georgia and the United States, including early Native American cultures in North America and their interactions with early explorers
- recognizing chronological relationships among historical events and analyzing various perspectives, interpretations, and implications of events, issues, and developments in world history
- demonstrating knowledge of the importance and lasting influence of diverse people, events, developments, and issues in Georgia, U.S., and world history (e.g., slavery, roots of democracy, the Civil War, women's suffrage, World War I, the Great Depression, World War II, the Cold War, the civil rights movement)

**0013 Understand important concepts and methods of inquiry related to geography, U.S. government and civics, and economics.**

For example:

- demonstrating knowledge of basic concepts of geography (e.g., location, movement of people, interaction among peoples); major physical and human-constructed features of the earth; the interactions between physical systems and human systems (e.g., economic, cultural, political); and applying knowledge of maps (e.g., political, physical, topographic, resource), globes, and other geographic tools (e.g., compass rose, legend, map scale)
- demonstrating knowledge of the functions of government; the basic principles of the U.S. government as a republic; and the roles and interrelationships of national, state, and local governments in the United States
- recognizing the roles and powers of the executive, legislative, and judicial branches of government; demonstrating knowledge of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights; and identifying the rights and responsibilities of U.S. citizenship
- recognizing basic economic concepts (e.g., scarcity, supply and demand, needs and wants, opportunity cost, trade), the purposes and functions of currency, the basic structure of the U.S. economy, and ways in which the U.S. economy relates to and interacts with the economies of other nations
- identifying the roles and interactions of consumers and producers in the U.S. economy; the functions of private business, banks, and the government in the U.S. economy; and the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and borrower in a market economy
- demonstrating knowledge of strategies (e.g., interpreting graphs and tables) and resources (e.g., Internet, mass communication) for inquiry related to history, geography, government, civics, and economics

**0014 Understand basic principles and practices related to health, safety, and physical education.**

For example:

- demonstrating knowledge of the primary functions of the human body systems; the processes of human growth and development; the basic principles of human nutrition; and the differences between communicable and noncommunicable diseases and strategies for prevention (e.g., handwashing, regular exercise, proper diet)
- recognizing characteristics of interpersonal relationships (e.g., within families, among peers) and strategies for maintaining healthy interpersonal relationships (e.g., using conflict resolution and positive character-development skills)
- recognizing the effects of substance abuse; factors contributing to substance abuse (e.g., media advertising, peer pressure); strategies for resisting pressure to use alcohol, tobacco products, and other drugs; safety practices to avoid accidents and injuries; and strategies for maintaining personal emotional and physical health (e.g., stress management, sleep, proper diet)
- demonstrating knowledge of the components of health-related fitness (e.g., cardiovascular endurance, muscular strength, flexibility) and appropriate activities for promoting them; activities that promote the development of locomotor, nonlocomotor, manipulative, and perceptual awareness skills in children; basic rules and strategies for developmentally appropriate physical activities, cooperative and competitive games, and sports; and the role that participation in physical activities can play in promoting positive personal and social behaviors

**0015 Understand basic elements, concepts, and techniques associated with the arts.**

For example:

- identifying the basic elements, concepts, and terms associated with dance, music, drama, and the visual arts (e.g., pathways, rhythm, plot, perspective)
- recognizing the basic techniques, processes, tools, and materials for creating, performing, and producing works in the various arts
- recognizing the connections among the arts as well as between the arts and other areas of the curriculum and everyday life
- recognizing how the arts can be used as a form of communication, self-expression, and social expression; the role and function of the arts in various cultures and throughout history; and diverse strategies for promoting critical analysis, cultural perspectives, and aesthetic understanding of the arts

## **UNDERSTANDING AND ASSESSING STUDENTS WITH DISABILITIES**

### **0016 Understand human development.**

For example:

- demonstrating knowledge of typical and atypical human growth and development (e.g., cognitive, linguistic, physical, social, emotional)
- demonstrating knowledge of the effects of various disabilities on physical, sensory, motor, cognitive, language, social, and emotional development and functioning
- recognizing the similarities and differences between individuals with and without disabilities in regard to growth and development
- recognizing the roles families and environment play in the development and learning of individuals with and without disabilities

### **0017 Understand the various characteristics and needs of students with disabilities.**

For example:

- demonstrating knowledge of types, prevalence, etiologies, and characteristics of high incidence disabilities
- demonstrating knowledge of causes and effects of common medical conditions and health impairments (e.g., diabetes, asthma, seizures) affecting students with disabilities
- recognizing the educational implications of various types of disabilities (e.g., emotional/behavioral disorders, learning disabilities, physical disabilities, mental retardation)
- recognizing the uses and possible effects of various types of medications (e.g., stimulant, antidepressant, seizure) in relation to students' learning, development, and functioning

### **0018 Understand factors affecting the learning and development of students with disabilities.**

For example:

- demonstrating knowledge of the effects (e.g., on education, recreation) of various disabilities on learning and behavior
- recognizing the impact of physical and health-related disabilities on individuals, their families, and society
- demonstrating knowledge of the effects of different learning environments, classroom management strategies, and intervention techniques on students' development and learning
- demonstrating knowledge of the effects of cultural, linguistic, and socioeconomic differences on learning and development and strategies for addressing such differences
- recognizing the impact of language development and listening comprehension on students' learning
- recognizing the impact of various disabilities on information-processing skills and expressive/receptive language skills

**0019 Understand types and characteristics of various assessments.**

For example:

- recognizing basic concepts and terminology used in assessment (e.g., reliability, validity, basal, ceiling)
- recognizing the uses and limitations of various formal and informal assessments
- demonstrating knowledge of assessment instruments used to evaluate students with disabilities
- demonstrating knowledge of how to collaborate with classroom teachers, parents/guardians, related service providers, and others to gather background information on students' academic, medical, and family history

**0020 Understand procedures for conducting assessment activities to address the individual needs of students with disabilities.**

For example:

- demonstrating knowledge of screening, prereferral (e.g., pyramids of intervention, response-to-intervention), referral, and eligibility determination, including early identification of young children who may be at risk for disabilities
- demonstrating knowledge of how to develop, select, adapt, and modify assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, communication, response modes, and language)
- demonstrating knowledge of how to administer nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds
- demonstrating knowledge of environmental factors (e.g., lighting, noise) that can affect the assessment of students with disabilities
- demonstrating knowledge of how to use ecological assessments, portfolio assessments, individualized inventories, task analyses, and functional assessments (e.g., behavioral, communication) to accommodate the unique strengths and needs of students with disabilities

**0021 Understand how to interpret and communicate assessment results.**

For example:

- applying knowledge of how to interpret the results of formal and informal assessments (e.g., standard score, percentiles)
- applying knowledge of how to use formal and informal assessments to evaluate the effectiveness of instruction and monitor students' ongoing progress
- applying knowledge of strategies for communicating assessment results to all stakeholders (e.g., students with disabilities, their parents/guardians, administrators)
- applying knowledge of strategies for recommending modifications and accommodations to the curriculum based upon assessment results

## DEVELOPING PROGRAMS AND PROMOTING LEARNING FOR STUDENTS WITH DISABILITIES

### 0022 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs).

For example:

- demonstrating knowledge of the continuum of placement and services available for students with disabilities
- applying knowledge of how to use assessment information to make appropriate eligibility, program, and placement recommendations for students with disabilities, including those from culturally and linguistically diverse backgrounds
- recognizing strategies for collaborating with students and their families in developing and monitoring progress toward instructional, behavioral, and social goals
- demonstrating knowledge of how to develop and implement comprehensive, longitudinal individualized programs (e.g., IEPs) in collaboration with students with disabilities, their parents/guardians, general education teachers, and other professionals
- demonstrating knowledge of how to prioritize goals and objectives within areas of the general curriculum for students with disabilities based on their present level of performance
- demonstrating knowledge of national, state, and local content and performance standards (e.g., Georgia Performance Standards)
- demonstrating knowledge of how to sequence, implement, and evaluate long-term individualized learning goals

### 0023 Understand strategies and techniques for promoting the development of communication, social, and life skills of students with disabilities and the uses of instructional and assistive technologies to support students' communication and learning.

For example:

- demonstrating knowledge of how to support and enhance communication skills (e.g., developing vocabulary, self-monitoring oral language) of students with disabilities
- demonstrating knowledge of the social skills needed for educational and other environments (e.g., giving and receiving meaningful feedback, engaging in conversations) and how to design instructional programs that enhance social participation across environments
- demonstrating knowledge of strategies for enhancing the self-esteem, self-advocacy, self-determination, and independence of students with disabilities
- demonstrating knowledge of resources, techniques, and procedures for transitioning students with disabilities into and out of school and alternative programs
- demonstrating knowledge of how to incorporate instructional and assistive technologies into IEPs in various settings (e.g., school, home)



**0024 Understand strategies for managing the learning environment.**

For example:

- applying knowledge of strategies for creating a safe, supportive, and positive classroom climate that fosters respect for diversity and positive interactions among all students
- demonstrating knowledge of strategies for addressing common barriers to accessibility and acceptance faced by students with disabilities and ways to design and adapt physical and learning environments to promote students' active participation, academic success, self-advocacy, and independence
- demonstrating knowledge of classroom management strategies, including structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional time
- analyzing the ways in which teacher attitudes and behaviors affect individuals with and without disabilities and recognizing effective strategies for establishing and maintaining rapport with all students
- demonstrating knowledge of strategies for preparing students to live harmoniously and productively in a culturally diverse world, including strategies for creating a learning environment that enables students to retain and appreciate their own and others' linguistic and cultural heritages
- demonstrating knowledge of how to use technology for planning and managing the teaching and learning environment

**0025 Understand strategies for developing and implementing effective behavior-management and behavior-intervention strategies for students with disabilities.**

For example:

- identifying individualized expectations for the personal and social behavior of students with disabilities in given settings
- demonstrating knowledge of how to use performance data and information from all stakeholders to modify the learning environment to manage behaviors
- demonstrating knowledge of ethics, laws, rules, and procedural safeguards related to implementing behavior management plans and disciplining students with and without disabilities
- demonstrating knowledge of the principle of using the least intrusive behavior-management strategy consistent with the needs of students with disabilities and the procedures for reviewing, evaluating, and amending behavior management and intervention strategies
- demonstrating knowledge of strategies for increasing students' self-awareness, self-control, and self-management
- demonstrating knowledge of strategies for crisis prevention, intervention, and management
- demonstrating knowledge of various reinforcement techniques and identifying strategies for planning and implementing individualized reinforcement systems and environmental modifications
- demonstrating knowledge of how to integrate academic instruction with behavior management, including knowledge of nonaversive techniques and controlling targeted behavior and how to maintain the attention of students with disabilities

**0026 Understand principles and methods of planning and delivering instruction for students with disabilities.**

For example:

- demonstrating knowledge of how to adapt or create learning plans for students with disabilities (e.g., sensory, mobility, cognitive, behavioral, pragmatic) in a variety of settings (e.g., classroom, resource room, community) using specialized materials, curricula, and resources
- applying knowledge of how to select, adapt, and use research-based instructional methods and materials to address the strengths and needs of students with disabilities
- demonstrating knowledge of strategies for helping students with disabilities maintain and generalize skills across learning environments
- applying knowledge of strategies for teaching students with disabilities how to use self-assessment, problem solving, metacognitive skills, and other cognitive strategies to identify and meet their own needs
- demonstrating knowledge of strategies (e.g., accommodations) for modifying classroom tests and for helping students with disabilities learn how to prepare for and take tests (e.g., development of learning strategies, study skills, and test-taking strategies)
- applying knowledge of how to modify instruction, adapt materials, and provide feedback based on formative assessment and student feedback (e.g., by scaffolding instruction, integrating student-initiated learning experiences into ongoing instruction)
- demonstrating knowledge of strategies for differentiating instruction based on students' academic and social abilities, attitudes, interests, and values

**WORKING IN A PROFESSIONAL ENVIRONMENT**

**0027 Understand how to communicate and collaborate with students with disabilities and their families to help students achieve desired learning outcomes.**

For example:

- demonstrating familiarity with typical concerns of parents/guardians of students with disabilities and recognizing effective strategies for addressing such concerns
- demonstrating knowledge of strategies for helping students with disabilities and their parents/guardians become active participants on the educational team (e.g., during assessment, during the development and implementation of an individualized program)
- demonstrating awareness of culturally responsive strategies for ensuring effective communication and collaboration among families of students with disabilities, school personnel, and representatives of community agencies
- demonstrating knowledge of family systems; the roles of families in the educational process; and the potential impact of differences in values, languages, and customs that can exist between the home and school



**0028 Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with disabilities achieve desired learning outcomes.**

For example:

- recognizing various roles and responsibilities that school personnel, service providers, and community agencies can take in planning an individualized program
- recognizing the roles and responsibilities of the special education teacher in regard to seeking assistance from and collaborating with other professionals to support student learning
- demonstrating knowledge of various models and strategies of collaboration (e.g., co-teaching, consultant teaching) and their implementation
- recognizing the roles and responsibilities of paraprofessionals (e.g., related to instruction, intervention, and direct services) and demonstrating knowledge of strategies and procedures for observing, evaluating, and providing feedback to paraprofessionals
- recognizing effective strategies for collaborating with school personnel, service providers, and community agencies to integrate students with disabilities into various settings and demonstrating knowledge of strategies for evaluating the effectiveness of collaborative activities
- demonstrating knowledge of strategies for providing information to general education teachers and other service providers about instructional methods, technology, and accommodations for students with disabilities
- recognizing how to communicate effectively with school personnel about the characteristics and needs of students with disabilities

**0029 Understand the historical, social, and legal foundations of the field of special education.**

For example:

- demonstrating knowledge of the theories and philosophies that form the foundation for special education practice
- demonstrating knowledge of the historical foundations of special education, including classic studies, landmark cases, major contributors, and important legislation (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, No Child Left Behind Act [NCLB])
- demonstrating knowledge of current issues and trends in the field of special education (e.g., inclusion, standards-based reforms)
- demonstrating knowledge of the definitions and issues in the identification of individuals with disabilities, including factors influencing the overrepresentation of students from culturally/linguistically diverse backgrounds in programs for students with disabilities
- demonstrating knowledge of the rights and responsibilities of all stakeholders (e.g., students, parents/guardians, teachers, schools) related to the education of students with disabilities
- demonstrating knowledge of the laws, litigation, policies, and ethical principles related to referral, assessment, eligibility, and placement within a continuum of services for students with disabilities, including issues, assurances, and due process rights



**0030 Understand the professional, ethical, and legal roles and responsibilities of the special educator.**

For example:

- applying knowledge of how to uphold high standards for professional practice, including participating in professional activities and organizations that benefit students with disabilities, their families, and colleagues
- demonstrating knowledge of how to use resources (e.g., professional organizations and journals, conferences, mentors) to enhance one's own professional knowledge (e.g., current research-validated practices, information about the characteristics and needs of students with disabilities) and engage in lifelong professional growth and development
- applying knowledge of the Council for Exceptional Children (CEC) Code of Ethics and the Georgia Professional Standards Commission Code of Ethics for Educators
- demonstrating knowledge of laws, policies, and ethical principles related to the provision of specialized health care in the educational setting and mandated reporting
- applying knowledge of how to uphold high standards of competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., local, state, and federal monitoring and evaluation requirements)
- recognizing effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's own personal cultural biases, improving instruction, and guiding professional growth
- demonstrating knowledge of how to advocate effectively for individual students with disabilities, their families, and the special education program in general
- recognizing appropriate procedures for creating and maintaining records regarding students with disabilities, including following legal and ethical guidelines for maintaining confidentiality