

OHIO ASSESSMENTS FOR EDUCATORS (OAE)

FIELD 043: SPECIAL EDUCATION

ASSESSMENT FRAMEWORK

June 2013

Content Domain	Range of Competencies	Approximate Percentage of Assessment Score
I. Students with Disabilities	0001–0002	20%
II. Assessment and Program Planning	0003–0004	20%
III. Learning Environments and Instructional Practices	0005–0008	40%
IV. Foundations and Professional Practice	0009–0010	20%

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STUDENTS WITH DISABILITIES

0001 Understand characteristics of students with disabilities.

Includes:

1. Demonstrate knowledge of characteristics of typical and atypical human growth and development in various domains (e.g., cognitive, speech/language, social/emotional, physical).
2. Demonstrate knowledge of the types and characteristics of various disabilities and the similarities and differences among students with and without disabilities.

0002 Understand factors that affect development, learning, and daily living in students with disabilities.

Includes:

1. Apply knowledge of the roles families and communities play in students' development and learning.
2. Apply knowledge of the implications of various disabilities for education and learning, development, and other aspects of an individual's life (e.g., attitudes, values, social relationships, recreation and leisure, independent living, employment).
3. Recognize the unique medical needs that accompany various disabilities and the possible effects of medications.

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ASSESSMENT AND PROGRAM PLANNING

0003 Understand procedures for selecting, adapting, modifying, designing, and using various types of formal and informal assessments.

Includes:

1. Demonstrate knowledge of basic assessment terminology and the characteristics, uses, and limitations of various types of formal, informal, and alternative assessments.
2. Apply knowledge of strategies for selecting, adapting, and modifying multi-level assessments (e.g., Response to Intervention) to identify students at risk, provide evidence-based interventions and instruction, and monitor student progress.
3. Apply knowledge of strategies and procedures for administering assessments, including strategies for using technology and procedures to avoid bias during the assessment process.
4. Apply knowledge of how to collect, organize, interpret, and evaluate assessment data to inform and improve instruction and interventions.

0004 Understand strategies and procedures for developing, implementing, and monitoring individualized programs.

Includes:

1. Apply knowledge of screening, prereferral, referral, and eligibility procedures.
2. Interpret and use information from formal and informal assessments to collaborate with the team in making eligibility, program, and placement decisions; and planning, monitoring, and evaluating instruction.
3. Identify components of the Evaluation Team Report (ETR) and Individualized Education Programs (IEPs) and the roles special education teachers, general education teachers, students with disabilities, parents/guardians, related services providers, and others play in planning and implementing IEPs, transition plans, behavioral intervention plans, and other individualized plans.
4. Apply knowledge of procedures for developing IEPs and other individualized plans, and criteria and strategies for determining goals and objectives for IEPs and other individualized plans.
5. Apply knowledge of the continuum of placement and services available for students with disabilities, including knowledge of state-approved supports to enhance students' integration into various program placements.
6. Apply knowledge of strategies for integrating affective, social, and life skills with academic curricula; for incorporating and implementing instructional and assistive technology into students' educational programs; and for prioritizing areas of the general curriculum for students with disabilities.

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LEARNING ENVIRONMENTS AND INSTRUCTIONAL PRACTICES

0005 Understand strategies and procedures for planning, managing, and modifying the learning environment for students with disabilities.

Includes:

1. Apply knowledge of ways in which teacher attitudes and behaviors affect students with and without disabilities and effective strategies for establishing and maintaining rapport with all students.
2. Demonstrate knowledge of strategies for planning and managing the learning environment for students with disabilities, including strategies for establishing reasonable behavioral expectations, designing consistent daily routines, fostering students' independence, and maintaining students' attention.
3. Apply knowledge of strategies for creating a safe, supportive, and positive classroom and schoolwide climate that fosters respect for diversity and positive interactions among all students.
4. Demonstrate knowledge of barriers to accessibility and acceptance of students with disabilities and adaptations that can be made to the physical environment to provide optimal learning opportunities for students with disabilities.
5. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' integration into various settings.
6. Apply knowledge of strategies for modifying the learning environment to manage behaviors and strategies for crisis prevention and intervention.

0006 Understand effective instructional practices for promoting students' success in the general curriculum.

Includes:

1. Apply knowledge of research-supported methods for providing reading and written language instruction to all students with disabilities.
2. Apply knowledge of research-supported methods for providing mathematics instruction to all students with disabilities.
3. Demonstrate knowledge of methods for teaching students learning strategies to compensate for deficits in perception, attention, language processing, memory, and retrieval; and methods for teaching students to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
4. Demonstrate knowledge of effective strategies for teaching essential concepts, vocabulary, and content across the general curriculum; for facilitating maintenance and generalization of academic skills; and for helping students recognize relationships across disciplines.

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0007 Understand strategies for developing students' communication and social skills and for providing effective behavioral interventions for students with disabilities.

Includes:

1. Demonstrate knowledge of instructional strategies and technological and media resources for fostering the communication skills of students with disabilities, including students from various cultural and linguistic backgrounds and students who use alternative and augmentative communication systems.
2. Apply knowledge of strategies for fostering students' social skills; for increasing self-awareness, self-management, and self-esteem; and for developing self-advocacy skills, resulting in self-determination.
3. Apply knowledge of strategies for conducting and interpreting functional behavior assessments (FBAs) and for developing, implementing, modifying, and monitoring behavioral intervention plans (BIPs) for students with disabilities, including strategies for providing positive behavioral supports.
4. Apply knowledge of appropriate expectations for personal and social behavior in educational and community settings and strategies for teaching problem-solving and conflict-resolution skills.

0008 Understand strategies for teaching functional living skills and promoting successful transitions for students with disabilities.

Includes:

1. Apply knowledge of strategies for teaching daily living skills (e.g., food preparation, money management, medical self-management, use of assistive technology, accessing community resources).
2. Apply knowledge of strategies for teaching skills to promote students' vocational/career competence and participation in civic, leisure, and recreational activities.
3. Demonstrate knowledge of sources of specialized materials, curricula, and resources for students with disabilities; effective career, vocational, and transition programs for students with disabilities; and strategies for developing and selecting instructional content that is responsive to students' cultural, linguistic, and gender differences.
4. Apply knowledge of strategies that promote successful transitions between various environments (e.g., classroom to classroom; school to school; school to adult life roles, employment, or postsecondary education or training).

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FOUNDATIONS AND PROFESSIONAL PRACTICE

0009 Understand the historical, legal, and ethical foundations of the field of special education.

Includes:

1. Apply knowledge of the historical and philosophical foundations of special education and contemporary issues (e.g., the identification of students with disabilities, factors influencing the overrepresentation of students from various cultural and linguistic backgrounds in programs for students with disabilities) and trends (e.g., advances in technology, inclusion, early intervention) in the field of special education.
2. Apply knowledge of federal laws and policies (e.g., IDEA, ADA, Section 504) and ethical guidelines related to the education of students with disabilities (e.g., related to behavior management, confidentiality, rights and responsibilities of all stakeholders).

0010 Understand the professional roles and responsibilities of the special education teacher.

Includes:

1. Apply knowledge of effective strategies for communicating and collaborating with students with disabilities and their parents/guardians to help students achieve desired learning outcomes, including students from a variety of cultural and linguistic backgrounds.
2. Apply knowledge of effective strategies for communicating, collaborating, and consulting with general education teachers, related services providers, other school staff members, and representatives of community agencies in providing learning opportunities for students with disabilities and knowledge of effective strategies for supervising and working with teachers' aides, teaching assistants, paraprofessionals, and volunteers.
3. Demonstrate knowledge of the importance of upholding high standards for professional practice through participation in professional activities and organizations and knowledge of resources for enhancing one's professional skills and for engaging in lifelong professional growth and development.
4. Demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and weaknesses, to become aware of cultural biases and differences, to improve instruction, and to determine goals for professional growth.