

Missouri Educator Gateway Assessments

FIELD 083: MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION TEST FRAMEWORK

September 2021

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Students with Mild to Moderate 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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SPECIAL EDUCATION

STUDENTS WITH MILD TO MODERATE DISABILITIES

0001 Understand characteristics of students with mild to moderate disabilities.

For example:

- 1.1 Demonstrate knowledge of characteristics of typical and atypical human growth and development in various domains (e.g., cognitive, speech/language, social/emotional, physical).
- 1.2 Demonstrate knowledge of the types, characteristics, and etiologies of mild to moderate disabilities and the similarities and differences among students with and without mild to moderate disabilities.

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

For example:

- 2.1 Apply knowledge of the roles families and communities play in the development and learning of students with mild to moderate disabilities.
- 2.2 Apply knowledge of the implications of mild to moderate disabilities for education and learning, development, and other aspects of an individual's life (e.g., social relationships, communication, recreation and leisure, independent living, employment).
- 2.3 Demonstrate understanding of the unique medical needs that accompany mild to moderate disabilities.

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ASSESSMENT AND PROGRAM PLANNING

0003 Understand procedures for selecting, adapting, modifying, designing, and administering various types of formal and informal assessments used with students with mild to moderate disabilities.

For example:

- 3.1 Demonstrate knowledge of basic assessment terminology and specialized terminology used in the assessment of students with mild to moderate disabilities and knowledge of the characteristics, uses, and limitations of various types of formal, informal, and alternative assessments used with students with mild to moderate disabilities.
- 3.2 Apply knowledge of strategies for selecting, adapting, and modifying assessments for students with mild to moderate disabilities, including the assessment of students with mild to moderate disabilities who are nonverbal students or English language learners.
- 3.3 Apply knowledge of strategies and procedures for administering assessments, including strategies for using technology, the principles of universal design for learning (UDL), the effective use of assessment accommodations, and procedures to avoid bias during the assessment process.
- 3.4 Demonstrate knowledge of strategies for effectively communicating results of assessments to all stakeholders (e.g., students, parents/guardians, service providers, general education teachers).

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

For example:

- 4.1 Apply knowledge of screening, progress monitoring, prereferral, referral, and eligibility procedures.
- 4.2 Interpret results of formal and informal assessments and use information from assessments to collaborate with the team effectively in making eligibility, program, and placement decisions for students with mild to moderate disabilities; determining student goals; and planning and evaluating instruction.
- 4.3 Demonstrate knowledge of data procedures and strategies for using ongoing assessment of student progress (e.g., formative and summative assessment, performance assessments, data collection, task analysis), including the use of multiple measures of student assessment to effectively assess students' strengths and needs.
- 4.4 Demonstrate knowledge of components of Individualized Education Programs (IEPs) and the roles special education teachers, general education teachers, students, parents/guardians, related services providers, and others play in planning, implementing, and monitoring IEPs, transition plans, behavioral intervention plans (BIPs), and other individualized plans.
- 4.5 Apply knowledge of the continuum of placement and services available for students with mild to moderate disabilities, including knowledge of supports students need for integration into various program placements.
- 4.6 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 mild to moderate 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 mild to moderate disabilities.

For example:

- 5.1 Demonstrate knowledge of ways in which teacher attitudes and behaviors affect students and apply knowledge of effective strategies for establishing and maintaining rapport with all students.
- 5.2 Demonstrate knowledge of strategies for planning and managing the learning environment for students with mild to moderate disabilities, including strategies for establishing reasonable behavioral expectations, designing consistent daily routines, fostering students' independence, and engaging students.
- 5.3 Apply knowledge of strategies for creating a safe, supportive, positive, and equitable classroom and schoolwide climate that fosters respect for diversity, positive interactions among all students, and considerations for trauma-aware practices.
- 5.4 Demonstrate knowledge of barriers to accessibility and acceptance of students with mild to moderate disabilities and adaptations, including assistive technology, that can be made within the physical environment to provide optimal learning opportunities for students with mild to moderate disabilities.
- 5.5 Demonstrate knowledge of factors that influence, affect, and promote students' motivation and engagement in instruction and learning.
- 5.6 Apply knowledge of effective methods for fostering students' active engagement and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' integration into various settings.
- 5.7 Apply knowledge of strategies for modifying the learning environment to manage behaviors and strategies for crisis prevention, intervention, and trauma-aware practices.

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0006 Understand effective instructional practices for promoting success in the general curriculum for students with mild to moderate disabilities.

For example:

- 6.1 Demonstrate knowledge of national, state, and local curriculum standards and the scope and sequence of the general curriculum, including grade-level content-area curricula.
- 6.2 Demonstrate the ability to prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, differentiate instruction, and make responsive adjustments to instruction based on ongoing observations and formative or summative assessment data, according to the needs of students with mild to moderate disabilities.
- 6.3 Demonstrate the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with mild to moderate disabilities.
- 6.4 Demonstrate the ability to apply strategies for developing and selecting specialized instructional content, resources, and technologies for students with mild to moderate disabilities that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values.
- 6.5 Apply knowledge of research-supported methods and high-leverage practices for providing reading and written language instruction to all students with mild to moderate disabilities.
- 6.6 Apply knowledge of research-supported methods and high-leverage practices for providing mathematics instruction to all students with mild to moderate disabilities.
- 6.7 Apply knowledge of research-supported methods and high-leverage practices for providing science and social studies instruction to all students with mild to moderate disabilities.
- 6.8 Demonstrate knowledge of methods for teaching students with mild to moderate disabilities learning strategies for addressing areas of need in executive functioning (e.g., perception, attention, language processing, memory, retrieval).
- 6.9 Demonstrate knowledge of methods for teaching students to use self-assessment, problem-solving, and other cognitive strategies, including cognitive behavioral interventions, to meet their needs.
- 6.10 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 with mild to moderate disabilities 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 mild to moderate disabilities.

For example:

- 7.1 Demonstrate knowledge of research-based instructional strategies and high-leverage practices and the ability to select materials and technology for fostering the communication skills of students with mild to moderate disabilities, including students with mild to moderate disabilities who are from various cultural and linguistic backgrounds and students who use alternative and augmentative communication (AAC) systems.
- 7.2 Apply knowledge of appropriate strategies for fostering students' social skills; for increasing participation, self-awareness, self-management, and self-esteem; and for developing self-advocacy skills, resulting in self-determination.
- 7.3 Apply knowledge of appropriate expectations for an individual student's personal and social behavior in educational and community settings and strategies for teaching problem-solving and conflict-resolution skills.
- 7.4 Demonstrate understanding of components of functional behavioral assessments (FBAs) and behavioral support plans and the ability to use the results of functional behavioral assessments to develop behavioral support plans.
- 7.5 Apply knowledge of the characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with mild to moderate disabilities as well as knowledge of strategies for developing, implementing, modifying, and monitoring behavioral interventions, including strategies for providing positive behavioral supports.

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

For example:

- 8.1 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) and job-related social skills (e.g., time management, organization, interpersonal skills).
- 8.2 Apply knowledge of strategies for teaching skills to promote students' vocational/career competence, college readiness, and participation in civic, leisure, and recreational activities.
- 8.3 Demonstrate the ability to select, administer, and interpret transition assessments.
- 8.4 Demonstrate knowledge of sources of specialized materials, curricula, and resources for students with mild to moderate disabilities; effective career, vocational, and transition programs; and strategies for developing and selecting instructional content that is responsive to students' cultural, linguistic, and gender differences.
- 8.5 Utilize transition assessment data to identify strategies, resources, and programs 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) and prepare students with mild to moderate disabilities to live cooperatively and productively in a culturally diverse world.

FOUNDATIONS AND PROFESSIONAL PRACTICE

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

For example:

- 9.1 Apply knowledge of the historical and philosophical foundations of special education and of 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, inclusive practices, early intervention) in the field of special education.
- 9.2 Apply knowledge of federal and state 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).

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

For example:

- 10.1 Apply knowledge of effective strategies for communicating and collaborating with and advocating for students with mild to moderate disabilities and their parents/guardians to help students achieve desired learning outcomes, including students with mild to moderate disabilities from a variety of cultural and linguistic backgrounds.
- 10.2 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.
- 10.3 Demonstrate understanding of effective strategies for supervising and working with teachers' aides, teaching assistants, paraprofessionals, other school staff members, and volunteers.
- 10.4 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.
- 10.5 Demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and areas of growth, to become aware of cultural biases and differences, to improve instruction, and to determine goals for professional growth.