

5.08 Special Education Generalist (Ages 5-21)

To hold an endorsement as a special education generalist, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved program for the preparation of special education generalists, including prescribed field experience and student teaching requirements; have passed the approved elementary education content and special education assessments; and have demonstrated the competencies specified below:

5.08(1) The special education generalist is knowledgeable about student literacy and the development of reading, writing, communicating and listening skills in order to provide specially designed instruction and facilitate access to the general education curriculum in a variety of settings and is able to:

5.08(1)(a) plan and organize reading and writing instruction and interventions informed by a variety of ongoing student assessment.

5.08(1)(b) use knowledge of typical and atypical language and cognitive development to guide the choice of instructional strategies and interventions in meeting the learning needs of individual students.

5.08(1)(c) develop in students the phonological and linguistic skills related to reading, including, but not limited to, phonemic awareness, concepts of print, systematic explicit phonics and other word identification strategies to enhance vocabulary development and spelling instruction.

5.08(1)(d) develop reading comprehension skills in students, including, but not limited to, comprehension strategies within a variety of genres, literary response and analysis and content area literacy and the promotion of independent reading.

5.08(1)(e) increase oral and written English language arts skills and proficiency of students, including, but not limited to, the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure and spelling; as well as an understanding of the relationship(s) between reading, writing and communicating and is further able to:

5.08(1)(e)(i) design instruction and interventions based on the unique strengths and needs of students with disabilities to assist them in their acquisition of reading, writing and communicating skills;

5.08(1)(e)(ii) apply a variety of effective evidence- and/or research-based instructional strategies and curricular approaches to the teaching of reading and writing skills; and

5.08(1)(e)(iii) match appropriate instructional strategies to student needs related to the acquisition of knowledge and skills in required content areas, such as reading, writing and communicating.

5.08(1)(f) incorporate Colorado Academic Standards into instructional strategies and interventions for teaching reading, writing and communicating.

5.08(2) The special education generalist is knowledgeable about mathematics and mathematics instruction and is able to collaborate and consult with content-area teachers in developing students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions and the use of variables.

- 5.08(3) The special education generalist is knowledgeable about standards and assessment, instructional strategies and interventions, planning practices, assessment techniques and appropriate adaptations to ensure student learning within a standards-aligned curriculum and is able to:
- 5.08(3)(a) design short- and long-range standards-aligned instruction and intervention plans.
 - 5.08(3)(b) develop valid and reliable assessment tools for the classroom.
 - 5.08(3)(c) develop and utilize a wide variety of progress-monitoring tools.
 - 5.08(3)(d) develop and utilize a wide variety of informal and formal assessments, including, but not limited to, rubrics, and can:
 - 5.07(3)(d)(i) develop and utilize adapted assessment of student performance; and
 - 5.07(3)(d)(ii) communicate the strengths and limitations of a wide variety of formal and informal assessment tools; select and use these instruments in screening, pre-referral, referral and eligibility determination for special education and to guide instruction.
 - 5.08(3)(e) assess and evaluate the effects of a wide variety of teaching strategies and interventions on student performance related, but not limited to, academic standards as demonstrated by the special education generalist's ability to link appropriate adaptations of instructional strategies, interventions and assessments to student learner needs, based on evaluation(s) of those needs.
 - 5.08(3)(f) interpret and utilize assessment data in planning for standards-aligned instruction and incorporating scores, including grade score versus standard score, percentile ranks, age/grade equivalents and stanines, and is able to interpret and summarize the educational implications of these to relevant stakeholders.
 - 5.08(3)(g) provide effective and timely verbal and written feedback to students to guide and improve their academic performance related to meeting academic standards.
 - 5.08(3)(h) prepare students for the Colorado Measures of Academic Success (CMAS) and any other formal and informal assessments of academic achievement.
 - 5.08(3)(i) ensure that instruction is consistent with Colorado Academic Standards, Colorado accreditation requirements and school district and school priorities and objectives.
- 5.08(4) The special education generalist is knowledgeable about the general academic content of and basic concepts related to civics, economics, foreign language, geography, history, science, music, visual arts and physical education in order to collaborate with the general classroom teacher to provide the adaptations necessary for students to access and learn the content areas and is able to:
- 5.08(4)(a) analyze, critically review and incorporate effective documented evidence and/or research-based strategies and interventions into collaborative and/or consultative roles with other professionals as related to planning for instructional delivery to students.
 - 5.08(4)(b) collaborate and consult with other school professionals, families and students to assist learners in gaining access to learning accommodations that may be required for them to meet academic standards.

- 5.08(4)(c) assist in the adaptation of student content acquisition through general knowledge of the concepts incorporated in the Colorado Academic Standards and by:
 - 5.08(4)(c)(i) identifying the unique strengths and needs of students with disabilities as related to acquisition of content, skills and knowledge;
 - 5.08(4)(c)(ii) employing a wide variety of approaches to assist in the adaptation of the teaching of content areas to support students in meeting the academic standards;
 - 5.08(4)(c)(iii) collaborating and consulting with content-area teachers in adapting curriculum and instruction to support students with disabilities in meeting Colorado Academic Standards; and
 - 5.08(4)(c)(iv) collaborating and consulting with other professionals in the design and implementation of instruction to meet the needs of learners from a wide variety of cultures and socio-economic backgrounds.
- 5.08(4)(d) assist other educators in the enrichment and enhancement of content knowledge to extend student learning by demonstrating the ability to locate, analyze, select and apply evidence- and/or research-based best practices that have been proven to generate improved student outcomes.
- 5.08(4)(e) collaborate or consult with the general education classroom teacher with the incorporation of literacy and mathematics across content areas.
- 5.08(5) The special education generalist is knowledgeable about classroom and instructional management and is able to demonstrate such practices as effective time management, communication and accurate and timely record-keeping in support of increased student learning and outcomes and is able to:
 - 5.08(5)(a) create a learning environment characterized by appropriate student behavior, efficient use of time and disciplined student acquisition of content knowledge, skills and the application thereof through:
 - 5.08(5)(a)(i) the provision of a safe and productive learning environment responsive to the physical, social, cognitive, academic, linguistic, cultural and functional needs of student learners;
 - 5.08(5)(a)(ii) the provision of information to general classroom teachers about effective classroom management practices and organizational techniques that address the needs of individual or groups of students with varying instructional needs;
 - 5.08(5)(a)(iii) the utilization of management and organizational techniques designed for students with differing needs and levels of needs;
 - 5.08(5)(a)(iv) evaluation to determine specific learner academic needs and to match student strengths with appropriate curriculum and instructional delivery strategies in an environment organized to encourage optimal learning;
 - 5.08(5)(a)(v) the design of behavior plans that incorporate evidence- and/or research-based instructional strategies into teaching about and the student acquisition of problem-solving, conflict resolution and social interaction skills; and

- 5.08(5)(a)(vi) the creation of conditions and the teaching of skills that engage students as active participants in their own educational planning, including, but not limited to, goal-setting and goal attainment.
- 5.08(5)(b) apply consistent and fair disciplinary practices in the classroom and demonstrate the ability to:
- 5.08(5)(b)(i) maintain adequate and appropriate data regarding student behavior to determine whether student actions are a manifestation of a disability and/or to address such implication(s) in the expulsion process.
 - 5.08(5)(b)(ii) match classroom management and organizational techniques to the needs of groups of students.
 - 5.08(5)(b)(iii) apply effective evidence- and research-based classroom management and organizational techniques, including the implementation of positive behavior intervention support systems.
 - 5.08(5)(b)(iv) conduct and interpret functional behavioral assessments.
 - 5.08(5)(b)(v) develop and implement collaborative behavior support plans in cooperation with other team members, students and parents.
 - 5.08(5)(b)(vi) interpret, design and implement positive behavioral and intervention support systems based on data drawn from functional behavioral assessments.
- 5.08(5)(c) apply appropriate intervention strategies and practices to ensure that an effective learning environment is maintained and is able to:
- 5.08(5)(c)(i) provide information to general classroom teachers about how to evaluate and match specific learner needs and strengths with appropriate curriculum and instruction strategies to optimize student engagement and learning; and
 - 5.08(5)(c)(ii) implement a wide variety of effective research-based instructional strategies and explain the reasoning and purpose behind the implementation of specific teaching strategies.
- 5.08(5)(d) raise the academic performance level of a group of students to a higher level over time.
- 5.08(5)(e) teach strategies to improve cognitive processes associated with various kinds of learning, including but not limited to those related to critical and creative thinking; problem-structuring and problem-solving; invention; and memorization and recall and provide strategies to address each so that students are assisted in mastering academic standards through the educator's application of knowledge related to the 21st-century skills, cognitive, communication, physical, cultural, social, educational, self-determination, transitional and affective needs of all students, including those with disabilities.
- 5.08(5)(f) Collaborate with teacher-librarians and/or other library personnel and resource specialists to instruct students on how to gain access to, retrieve, analyze, synthesize and evaluate information and to incorporate information-gathering literacy skills into curriculum delivery and into the enhancements of standards-aligned learning.
- 5.08(5)(g) accurately assess, document and report ongoing student achievement in a timely and concise manner.

- 5.08(5)(h) communicate effectively with parents, families or guardians to involve them as participants and partners in student learning by providing them information about resources and by assisting and encouraging families in their efforts to support the academic progress of the learner from within the home environment by addressing cultural, socio-economic and linguistic diversity issues and other life-affecting conditions.
- 5.08(5)(i) communicate about a variety of assessment results and their implications for and to students, parents, guardians, professionals, administrators and the community:
 - 5.08(5)(i)(i) effectively interpret and communicate orally and in writing student assessment results to a variety of stakeholders, including, but not limited to, those involved in instructional and support services planning and delivery, students and their parents/guardians;
 - 5.08(5)(i)(ii) assist students in transferring and applying acquired knowledge and skills to home, community and work life;
 - 5.08(5)(i)(iii) assist students in their transition from one setting or level to another in collaboration with family, educators, other professionals and relevant community representatives as appropriate; and
 - 5.08(5)(i)(iv) identify and utilize resources and strategies that promote effective partnerships between students, families, school, district and other programs and the community.
- 5.08(6) The special education generalist is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the unique needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, age-appropriateness and innate learning abilities; understands learning exceptionalities and conditions that affect the rate and extent of student learning and the adaptation of instruction for all learners and is able to:
 - 5.08(6)(a) employ a wide variety of teaching techniques to match the intellectual, emotional, physical and social level of each student and is able to select a wide variety of age-appropriate teaching strategies and materials to achieve different curricular purposes by:
 - 5.08(6)(a)(i) analyzing the unique strengths and needs of students with disabilities in relation to the learning process and life experience and planning and implementing instruction for appropriate student outcomes; and
 - 5.08(6)(a)(ii) incorporating and utilizing strategies that mitigate the influence of diversity on assessment, eligibility, programming, accessibility and placement of students with exceptional learning needs.
 - 5.08(6)(b) assist in the design and/or adaptation of standards-aligned instructional delivery in response to identified student need, including that of exceptional learners and of English language-acquisition learners, and can effectively collaborate and consult with other professionals to:
 - 5.08(6)(b)(i) develop and provide appropriate curriculum, instruction and interventions that meet the unique needs of students with disabilities; and
 - 5.08(6)(b)(ii) gain access to services that meet the needs of learners and families from a variety of cultures.

- 5.08(6)(c) incorporate knowledge about the effect of educational disabilities and giftedness on student learning to optimize and individualize instruction and to assist in planning for students' transition to post-school and work life.
- 5.08(6)(d) follow procedures specified in state, federal and local regulation and policy and can:
- 5.08(6)(d)(i) identify and provide pre-referral intervention(s) to determine the least restrictive learning environment for a student, whether in special or general education setting(s), as determined by the special education assessment process;
 - 5.08(6)(d)(ii) communicate to a variety of stakeholders about the applicable history and foundations of federal, state and local policy and the legal requirements that provide the basis for special education and its practice(s);
 - 5.08(6)(d)(iii) communicate effectively to a variety of stakeholders about the procedural safeguards inherent in due process rights as related to assessment, eligibility and placement;
 - 5.08(6)(d)(iv) communicate to a variety of stakeholders about the rights and responsibilities of parents, students with disabilities, teachers, other professionals and schools as related to special education;
 - 5.08(6)(d)(v) make ethical decisions with regard to identification, assessment, instructional and service delivery for students in special education; and
 - 5.08(6)(d)(vi) coordinate, schedule and supervise para-educators to ensure that students' education programs are implemented effectively.
- 5.08(6)(e) develop and implement mandated and other individualized education programs related, but not limited, to:
- 5.08(6)(e)(i) student education, behavior and transition in collaboration with parents and families, students and other education professionals; and
 - 5.08(6)(e)(ii) measurable goals, objectives and adaptations based on student need.
- 5.08(6)(f) collect and utilize data on student achievement, incorporated into the development of individualized education plans (IEPs) and be able to:
- 5.08(6)(f)(i) assess and report progress regarding student attainment of annual goals and/or objectives; and
 - 5.08(6)(f)(ii) modify student plans in a timely way based on student data.
- 5.08(6)(g) collaborate and consult with other professionals on the development of a student education plan with regard to strategies that may be applied when a medical condition or medication must be considered in terms of its current or potential effect on a student's learning and/or behavior.
- 5.08(7) The special education generalist is knowledgeable about and skilled in technology and its instructional applications, the use(s) of technology in support of instruction delivery and the enhancement of student learning and is able to:
- 5.08(7)(a) collaborate and consult with the general education teacher with regard to the multiple use(s) of technology in the delivery of standards-aligned instruction.

- 5.08(7)(b) incorporate technology to increase student achievement by utilizing:
 - 5.08(7)(b)(i) assistive technology to support communication in collaboration or consultation with, and utilizing the expertise of, other skilled/trained professionals; and
 - 5.08(7)(b)(ii) current educational and assistive technologies to meet the instructional needs of students with disabilities.
- 5.08(7)(c) utilize technology to manage student education programs and to communicate relevant information to a wide variety of stakeholders.
- 5.08(7)(d) apply technology to data-driven assessment(s) of learning.
- 5.08(7)(e) instruct, or ensure instruction of, and support students with disabilities in their acquisition of technology skills according to need(s), level(s) of learning and requirements for assistive technology.
- 5.08(8) The special education generalist is knowledgeable about the relationship of education to democracy, including, but not limited to, the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching and the relationship(s) between the various governmental entities that create laws, rules, regulations and policies that determine education and special education practices and is able to:
 - 5.08(8)(a) model and articulate democratic ideals to students and other stakeholders as related, but not limited to:
 - 5.08(8)(a)(i) teaching about productive citizenship; and
 - 5.08(8)(a)(ii) teaching and perpetuating the principles of a democratic republic.
 - 5.08(8)(b) model for and develop in students positive and accepted behavior(s) to accepted standards and respect for the rights of others as necessary for successful personal, family and community involvement and well-being.
 - 5.08(8)(c) demonstrate respect for and effectively address in planning the influences that affect educational practice, including, but not limited to:
 - 5.08(8)(c)(i) federal and state constitutional provisions;
 - 5.08(8)(c)(ii) federal and state executive, legislative and legal policies;
 - 5.08(8)(c)(iii) the roles of elected officials in policy-making;
 - 5.08(8)(c)(iv) local board of education, school district and school administration policies and those of boards of cooperative services;
 - 5.08(8)(c)(v) the influence of nontraditional and nonpublic schools, including charter schools, private schools and home schooling; and
 - 5.08(8)(c)(vi) public sector input from business, advocacy groups and the public.
 - 5.08(8)(d) promote teaching as a worthy career and describe the wide variety of career paths in education.

5.08(8)(e) self-evaluate performance and participate in professional development options and organizations that can improve that performance.