# **Colorado Department of Education LogoAdded Endorsement: Special Education Generalist (Ages 5-21) Foundational Knowledge Evaluation Worksheet**

Demonstration of Professional Competencies and Depth of Content Knowledge

## **Applicant**

Legal name:  Click or tap here to enter text. Date: Click or tap here to enter text.

## **Requirements**

Content competency must be demonstrated *for each row within each table.*

In the “Course #/Title/Grade” column, you may include any classes you have taken where you have earned a grade of B- or higher. In your submission, you must also upload official transcripts and an official course syllabus from the term in which the course was taken. If you include multiple transcripts, please specify on which transcript reviewers can find the listed course.

It is key to use a 1:1 naming convention between the items listed in the artifacts column and the documents you upload in the Colorado Online Licensing system (COOL). For instance, if you write “Classroom Intervention Unit Plan” on the worksheet, there must be a corresponding upload titled “Classroom Intervention Unit Plan” in COOL.

The same course *may* be used to show competency for multiple concepts.

**Special Education Foundational Knowledge**

* Coursework: Minimum of B-; syllabi and officialtranscript required

## **Special Education: Foundational Knowledge**

### **Development and Characteristics of Learners:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** |
| --- | --- |
| Understanding typical and atypical development | Click or tap here to enter text. |
| Knowledge of disability categories and their educational implications | Click or tap here to enter text. |
| Application of learning and motivation theories | Click or tap here to enter text. |
| Influence of language, culture, and family background on learning | Click or tap here to enter text. |

### **Learning Environments and Behavior:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** |
| --- | --- |
| Behavior intervention: utilize positive behavior intervention strategies | Click or tap here to enter text. |
| Effective classroom management strategies | Click or tap here to enter text. |
| Culturally responsive practices: create safe, inclusive, culturally responsive learning environments for all students, especially those with exceptionalities | Click or tap here to enter text. |

### **Instructional Planning and Delivery:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** |
| --- | --- |
| Lesson planning: based on a variety of settings (co-teaching, small group instruction, 1:1, etc) | Click or tap here to enter text. |
| Differentiating instruction for learners with diverse needs, using research-based and developmentally appropriate interventions | Click or tap here to enter text. |
| Transition and secondary services: transition goals, services, and instruction to support post-secondary readiness | Click or tap here to enter text. |
| Assistive technology: choose and implement assistive technology that enhances learning and access to instruction/assessment | Click or tap here to enter text. |

### **Assessment, Identification, and Eligibility:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** |
| --- | --- |
| Conducting formal and informal assessments | Click or tap here to enter text. |
| Using data to inform instruction and eligibility decisions | Click or tap here to enter text. |
| Understanding ethical and legal considerations in assessment | Click or tap here to enter text. |

### **Foundations and Professional Responsibilities:**

| **Candidates must demonstrate knowledge of each of the following concepts:** | **Course #/Title/Grade** |
| --- | --- |
| Understanding of federal laws and procedural safeguards | Click or tap here to enter text. |
| Demonstrating knowledge of the roles of individuals with exceptionalities, families, and school and community personnel in the planning of an IEP | Click or tap here to enter text. |
| Promoting inclusive practices and advocacy | Click or tap here to enter text. |
| Communicating and collaborating with families and teams | Click or tap here to enter text. |

08.01.2025 | Determination of qualification will be made by CDE upon evaluation of a complete submission