

SPECIAL EDUCATION STUDY PLAN

for

Name:

Date:

About Your Study Plan

This Study Plan details the materials and resources available to candidates in pursuit of a Special Education endorsement. We encourage you to use your American Board resource modules to target your learning needs and goals. Hyperlinked resources are integrated content for the Special Education endorsement certification. Please make sure that you visit the relevant pages to access all of the resources.

Your commitment to great teaching begins here. The effort you put in will not only help you pass the test but will also prepare you to become an informed and successful teacher.

Special Education Exam Snapshot

American Board is committed to providing you with the resources that will prepare you for the classroom. We will provide you with study resources to prepare you for the exam. It is your job to commit to preparing and to maintain focus while studying. Think of the snapshot below as an overview for what you need to know. For more detail in each topic, review the exam standards. The American Board exams are based on this blueprint, so consider the Special Education Study Plan as a syllabus detailing your study needs.



The best and most beautiful things in the world cannot be seen or even touched, they must be felt with the heart.

- Helen Keller

| | | |
|----------------------------|--|--|
| Time Allowed | 240 minutes for multiple-choice | |
| Format | Multiple-choice | |
| Number of Questions | 125 multiple-choice questions | |
| On-Screen Exhibits | None | |
| Passing Score | Proficient: 278 Distinguished: 312 | (The number of questions answered correctly is converted to a scaled score ranging from 0 to 500. Writing component scores range from 0 to 6.) |
| Exam Summary | Content Domains | Approximate Percentage of Examination |
| | Professional Skills and Background Knowledge | 22% |
| | Understanding the Special Needs Student | 23% |
| | General Special Education Practices | 37% |
| | Language Development Strategies | 18% |

About This Exam The American Board for Certification of Teacher Excellence believes that highly skilled special education teachers should possess a comprehensive body of knowledge that is research-based and promotes student achievement. The special education exam is designed for candidates who intend to teach in any K-12 special education program. The topics assessed include the basic principles and foundations of special education, language development, assessment, and instructional delivery.

"The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things." -Jean Piaget

American Board's Standards Stepwise Method

The right way to get started: Use the standards as your syllabus

Your self-assessment is a summary of the standards; by doing it, you have identified which ones need the most attention. The standards are your study lifeline; you can find them on your American Board home page. Throughout the course of your study you will learn all of them. How to begin? Here is American Board's Standards Stepwise method:

1 Approach in bite-sized chunks: don't be overwhelmed or paralyzed by how many standards there are, simply pick a topic of a domain and get started.

2 Define the terms: take the first three items in the topic and make sure you know all the terms. Look up any vocabulary that you do not recognize.

Domain 1: Instructional Design

Topic 1: Selects, Organizes, Plans, and Designs Content

| | |
|--------|--|
| 1.1.01 | Writes measurable objectives for both individual or classroom performance based on student data and subject matter. |
| | Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment) |
| 1.1.04 | Substantiates or illustrates ideas. |
| 1.1.05 | Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples. |
| 1.1.06 | Plans lessons, depending on size and content of unit, so that important ideas or skills are studied on several occasions rather than all at once. |
| 1.1.07 | Selects lessons. |

Guides **curricular planning** (e.g., **content clusters**, instructional methods, learning activities and assessment tools) based on goals of the instruction.

3 Use the required resources in your Study Plan or a broad survey text to refresh your memory on the topic.

4 Use the appropriate recommended resources to provide depth of understanding. These hyperlinked sources reinforce core content and define terms.

5 Your notes: use this area as a space to highlight content, terms, ideas, and questions.

6 Check for understanding and reflect: think about how you would use this in a classroom or how you would teach the subject. Use your quizzes to check for understanding and move on.

7 Wash, rinse, and repeat: once you finish a chunk of three, go back and attack the next three.

PROFESSIONAL TEACHING KNOWLEDGE STUDY PLAN

for _____

The Study Plan:
Your study plan includes direction on how to use ABCTE's resources. We also include recommended resources to aid in your mastery. The full description of these can always be found at: www.abcte.org/teach/assess/preparation. You should also rate these resources whenever possible.

This plan was designed for a 9 month period (4 months for Professional Teaching Knowledge (PTK); 4 months for the subject matter, 2 weeks to take each test) in which most people are able to complete the program. Many have completed the program in a shorter amount of time. Your advisor will provide you with a more efficient, customized plan based on your needs.

| Area of Study | Required Resource | Recommended Resource | (Time) |
|---|---|---|--------|
| <input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Communicating effectively <input type="checkbox"/> Presents clear and focused instruction <input type="checkbox"/> Effective questioning techniques <input type="checkbox"/> Makes efficient use of learning time <input type="checkbox"/> Applications <input type="checkbox"/> Research Strategies | <input type="checkbox"/> Review the specific PTK standard http://www.abcte.org/teach/teaching/standards The corresponding Prepare to Teach Workshops can be found at: http://www.abcte.org/prepare/prepare-to-teach-workshops.html The Characteristics of Successful Teachers <input type="checkbox"/> Characteristics 1 - 8 <input type="checkbox"/> Characteristics 9 - 16 <input type="checkbox"/> VIDEO CASE STUDIES: Characteristics of Successful Teachers (1:3:57) Pedagogy and Instructional Design <input type="checkbox"/> How Students Learn <input type="checkbox"/> Whole Group Strategies Part 1 <input type="checkbox"/> Whole Group Strategies Part 2 <input type="checkbox"/> Small Group Strategies and Individual Instruction <input type="checkbox"/> Lesson Closure <input type="checkbox"/> VIDEO CASE STUDIES: Pedagogy and Instructional Design (1:4:58) | Web Resources <input type="checkbox"/> Instructional Design <input type="checkbox"/> Classroom Management <input type="checkbox"/> Assessment <input type="checkbox"/> Library of Educational Terms Books <input type="checkbox"/> Effective Teaching Methods: Research-based practice <input type="checkbox"/> The First Days of School: How to be an Effective Teacher <input type="checkbox"/> Effective Teaching Techniques These and other resources can be found at: <input type="checkbox"/> http://www.abcte.org/teach/assess/preparation/Professional-Standards-Knowledge/Instructional-Resource-Index | |

Your Notes:

Note: The resources recommended outside of the ABCTE program are often freely accessible online or can be found in your library. To ease your search we have hyperlinked them.

Have a Plan

Identify available study time and outline learning goals for these slots. Schedule your study time weekly to include flexibility in case your priorities change or new ones pop up. Use your monthly schedule to mark dates for beginning and/or completing smaller tasks with the end goal in mind.

SPECIAL EDUCATION STUDY PLAN

for

Name:

Date:

The Study Plan:

Your study plan includes direction on how to use American Board's resources. We also include recommended resources to aid in your mastery. Use the hyperlinks and recommended resources below to guide your studies and notetaking.

| American Board Standards | Resources and Recommended Texts | Core Content Terms | Timeline |
|---|--|--|----------|
| American Board Domain 1: Professional Skills and Background Knowledge Topic 1: Philosophical, Historical, and Legal Foundations | <ul style="list-style-type: none"> ▪ United States Department of Education: Office for Civil Rights ▪ Council for Exceptional Children (CEC) Family Educational Rights and Privacy Act (FERPA) ▪ Office of Special Education and Rehabilitation Services <p>Recommended Text</p> <ul style="list-style-type: none"> ▪ Teaching in Today's Inclusive Classroom: A Universal Design for Learning Approach (3rd ed.) | <ul style="list-style-type: none"> • Individual Education Plan (IEP) • Individuals with Disabilities Education Act (IDEA) • Section 504 • Family Educational Rights and Privacy Act (FERPA) • Americans with Disabilities Act (ADA) • Free and Appropriate Public Education (FAPE) | {Time} |
| Topic 2: Professional and Ethical Practice | <ul style="list-style-type: none"> ▪ Council for Exceptional Children (CEC) ▪ Family Educational Rights and Privacy Act (FERPA) <p>Recommended Text</p> <ul style="list-style-type: none"> ▪ Teaching in Today's Inclusive Classroom: A Universal Design for Learning Approach (3rd ed.) ▪ High-leverage Practices in Special Education | | {Time} |
| Topic 3: Professional Communication and Collaboration | <p>Recommended Text</p> <ul style="list-style-type: none"> ▪ Teaching in Today's Inclusive Classroom: A Universal Design for Learning-Approach (3rd ed.) ▪ High-leverage Practices in Special Education | | {Time} |

Your Notes:

Note: The resources recommended outside of the American Board program are often freely accessible online or can be found in your library. To ease your search we have hyperlinked them.

SPECIAL EDUCATION STUDY PLAN

for

Name:

Date:

Study Tip:

One effective way of using the practice quizzes is to look at the incorrect answer choices before looking at the correct explanation to see if you can understand why those options are wrong. If you can understand how a test maker uses distractors, you will be able to eliminate wrong answer choices faster on test day.

| American Board Standards | Resources and Recommended Texts | Core Content Terms | Timeline |
|--|--|--|----------|
| American Board Domain2 : Understanding the Special Needs Student Topic 1: Characteristics of Learners with Disabilities | <ul style="list-style-type: none"> ▪ Council for Exceptional Children (CEC) ▪ LD Online: The educator's guide to learning disabilities and ADHD ▪ GADOE: Special Education Services and Supports Recommended Text <ul style="list-style-type: none"> ▪ How the Special Needs Brain Learns | Eligibility Categories <ul style="list-style-type: none"> • Autism • Deafblind • Deaf/Hard of Hearing (D/HH) • Emotional & Behavioral Disorder • Intellectual Disabilities • Orthopedic Impairment | {Time} |
| Topic 1: Characteristics of Learners with Disabilities Topic 2: Cultural Competence | <ul style="list-style-type: none"> ▪ Making Connections: Culturally Responsive Teaching and the Brain ▪ How the Stress of Racism Affects Learning ▪ Teach Kids, Not Stereotypes | <ul style="list-style-type: none"> • Significant Developmental Delay • Specific Learning Disability • Speech Language Impairment • Traumatic Brain Injury • Visual Impairment & Blindness | {Time} |
| Topic 3: Family Participation | <ul style="list-style-type: none"> ▪ Family Educational Rights and Privacy Act (FERPA) ▪ Rights and Responsibilities of Parents of Children with Disabilities | <ul style="list-style-type: none"> • Parental Rights- Due Process • Consent for Placement • Consent to Evaluate • Manifestation Determination • Prior Written Notice | {Time} |
| Topic 4: Learning Environment and Social Interactions | <ul style="list-style-type: none"> ▪ Redesigning District-wide Special Education Services ▪ Academic Success for All Students: A Multi-Tiered Approach Recommended Text <ul style="list-style-type: none"> ▪ High-Leverage Practices in Special Education | <ul style="list-style-type: none"> • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan (BIP) • Positive Behavior Interventions and Supports (PBIS) • Multi-tiered System of Supports (MTSS) • Response to Intervention (RTI) • Least Restrictive Environment | {Time} |

Your Notes:

"I can give children the inspiration and encouragement to confront their own challenges, surpass negativity and persevere....Without this program, I wouldn't have had the opportunity to pursue teaching."

–Traci Brown, American Board Teacher, FL

SPECIAL EDUCATION STUDY PLAN

for

Name:

Date:

Testing on the Computer:

This may be your first time taking a test on a computer. On average, people read 20% slower on a screen vs. paper. Because of this and other issues, practice as much as you can on the computer to become comfortable working in that environment. Familiarity with the test and its standards will go a long way towards your American Board success.

| American Board Standards | Resources and Recommended Texts | Core Content Terms | Timeline |
|---|---|--------------------|----------|
| American Board Domain 3: General Special Education Practice Topic 1: Assessment | <ul style="list-style-type: none"> ▪ Alternate Assessments for Students with Disabilities ▪ Department of Justice: ADA Testing Accommodations ▪ What is Data Driven Instruction? | | {Time} |
| Topic 2: Effective Instructional Delivery | <ul style="list-style-type: none"> ▪ The Importance of High Quality General Education for Students in Special Education Recommended Resources <ul style="list-style-type: none"> ▪ Teaching in Today's Inclusive Classroom: A Universal Design for Learning Approach (3rd ed.) ▪ The Inclusive Education Checklist: A Self-Assessment of Best Practices ▪ How the Special Needs Brain Works | | {Time} |
| Topic 3: Instructional Planning | Recommended Resources <ul style="list-style-type: none"> ▪ Teaching in Today's Inclusive Classroom: A Universal Design for Learning Approach (3rd ed.) ▪ The Inclusive Education Checklist: A Self-Assessment of Best Practices ▪ How the Special Needs Brain Works | | {Time} |
| Topic 4: Student Self-Determination and Transition | <ul style="list-style-type: none"> ▪ ERIC Clearinghouse on Disabilities and Gifted Education: Self-determination and Education of Students with Disabilities | | {Time} |

Your Notes:



Did you know that American Board is on Facebook? Come be an American Board fan. <http://www.facebook.org/ABCTE>

SPECIAL EDUCATION STUDY PLAN

for

Name:

Date:

We love to highlight American Board teachers by sharing their stories with local news outlets. Not only does this provide publicity for a potential job search, it can also help highlight your school as one that is committed to providing students with the best possible teacher. Email pr@americanboard.org if you are interested in this opportunity to share why you became a teacher and how American Board helped you earn certification.

| American Board Standards | Resources and Recommended Texts | Core Content Terms | Timeline |
|---|--|--------------------|----------|
| <p>American Board Domain 4: Language Development</p> <p>Topic 1: Reading Acquisition Topic 2: Spelling Topic 3: Language Acquisition and Development Topic 4: Writing Strategies</p> | <ul style="list-style-type: none">▪ Read Right from the Start▪ Free Reading▪ Reading Rockets▪ Thirty Million Word Initiative▪ Read Write Think | | {Time} |

Your Notes:

Questions and concerns can be directed to the Help Desk within your learning platform.
Or contact Candidate Services at: cs@americanboard.org