



TEST SUMMARY AND FRAMEWORK

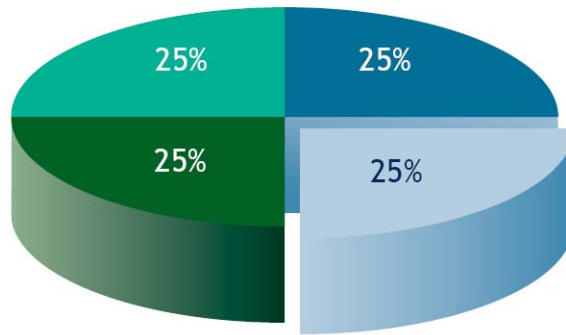
TEST SUMMARY

SPECIAL EDUCATION

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	070



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
Dark Blue	25%	Understanding Students with Disabilities	0001-0003
Light Blue	25%	Assessment and Program Development	0004-0006
Dark Green	25%	Promoting Development and Learning	0007-0009
Teal	25%	Foundations and Professional Practice	0010-0012



TEST FRAMEWORK

SPECIAL EDUCATION

UNDERSTANDING STUDENTS WITH DISABILITIES

0001 Demonstrate knowledge of human growth and development

For example:

- demonstrating knowledge of typical and atypical human growth and development in the cognitive, linguistic, and communicative domains
- demonstrating knowledge of typical and atypical human growth and development in the physical, motor, and sensory domains
- demonstrating knowledge of typical and atypical human growth and development in the social and emotional domains
- recognizing similarities and differences between individuals with and without disabilities

0002 Understand the characteristics and needs of students with disabilities.

For example:

- identifying types and characteristics of various disabilities (e.g., developmental delays, learning disabilities, autism spectrum disorders, intellectual disabilities)
- identifying etiologies of various disabilities
- demonstrating knowledge of common medical conditions that can affect students with disabilities (e.g., various types of seizures, asthma, diabetes)
- demonstrating knowledge of the unique physical and health needs of all students with disabilities (e.g., related to feeding, transferring, positioning, nutrition, toileting, sexuality)
- demonstrating familiarity with the use of universal precautions for health and safety



0003 Demonstrate knowledge of the factors affecting learning and development of students with disabilities.

For example:

- recognizing the educational implications (e.g., social, emotional, academic, behavioral) of various types of disabilities
- demonstrating knowledge of the effects that various disabilities can have on an individual's life (e.g., on education, career, vocation, recreation)
- recognizing the impact of various disabilities on individuals, their families, and society
- demonstrating knowledge of the influence of various factors (e.g., supportive relationships, stress and trauma, protective factors and resilience) on the development of individuals with disabilities
- demonstrating knowledge of the influence of cultural, linguistic, and socio-economic factors on the development and identification of individuals with disabilities

ASSESSMENT AND PROGRAM DEVELOPMENT

0004 Demonstrate knowledge of types and characteristics of assessments for students with disabilities.

For example:

- recognizing basic terminology used in assessing students with disabilities
- demonstrating knowledge of various formal and informal assessment instruments
- demonstrating knowledge of issues related to assessment (e.g., appropriate uses of given types of instruments and procedures, potential for cultural or linguistic bias, accessibility)
- demonstrating knowledge of curriculum-based assessment



0005 Demonstrate knowledge of procedures for conducting assessments to address the individual needs of students with disabilities.

For example:

- demonstrating knowledge of methods and procedures used for childfind screening, pre-referral, response to intervention (RTI), and referral
- demonstrating knowledge of methods and procedures used for determining eligibility for special education services
- demonstrating knowledge of methods and procedures used for planning the multiple transitions throughout a student's career
- demonstrating knowledge of procedures for administering nonbiased formal and informal assessments to all students, including those from cultural, linguistic, and other diverse backgrounds
- demonstrating knowledge of procedures for making appropriate modifications and accommodations to classroom, district, and state testing for students with disabilities, including alternative assessments
- demonstrating knowledge of strategies for using ongoing assessments, including curriculum-based assessments, to evaluate the effectiveness of instruction and monitor students' progress
- demonstrating knowledge of procedures used in Functional Behavioral Assessments (FBA) for students with disabilities

0006 Apply knowledge of procedures for developing and implementing individualized programs for students with disabilities.

For example:

- demonstrating knowledge of the components of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP)
- demonstrating knowledge of procedures for developing, implementing, reviewing, and amending IFSPs, IEPs, and transition plans
- demonstrating knowledge of the continuum of placement and service options available for students with disabilities
- demonstrating knowledge of effective strategies for collaborating with students with disabilities, their parents/guardians, school personnel, and service providers to develop, implement, and amend IFSPs, IEPs, positive behavior management plans, and transition plans for students with disabilities



PROMOTING DEVELOPMENT AND LEARNING

0007 Demonstrate knowledge of strategies for designing and managing learning environments to promote the learning, behavioral, and social interaction skills of students with disabilities in alignment with state standards.

For example:

- demonstrating knowledge of strategies for structuring safe environments that effectively promote students' learning in individual, small-group, and large-group settings
- demonstrating knowledge of how to modify instruction, adapt materials, and provide alternative learning opportunities for students with disabilities
- demonstrating knowledge of strategies to provide accessibility for and success of students with disabilities in inclusive environments
- demonstrating knowledge of strategies for evaluating students' need for assistive technology and for incorporating assistive technology as appropriate to support students' learning
- demonstrating knowledge of strategies for implementing positive behavioral supports for students with disabilities
- demonstrating knowledge of strategies used for crisis prevention and intervention
- recognizing social skills needed for educational, community living, and other environments
- demonstrating knowledge of strategies for fostering students' social interaction skills with peers and adults

0008 Demonstrate knowledge of research-based strategies that promote positive academic outcomes for students with disabilities.

For example:

- demonstrating knowledge of research-based strategies for providing reading instruction to all students with disabilities
- demonstrating knowledge of research-based strategies for providing instruction in written language to all students with disabilities
- demonstrating knowledge of research-based strategies for providing instruction in mathematics to all students with disabilities
- demonstrating knowledge of research-based strategies for skill acquisition in academic content areas (e.g., note-taking skills, reading comprehension skills, test-taking skills)
- demonstrating knowledge of various prevention and intervention strategies that are used as part of the tiers of response to intervention (RTI) in support of student learning



0009 Demonstrate knowledge of research-based methods for promoting students' adaptive, communication, and independent living skills.

For example:

- demonstrating knowledge of research-based methods for promoting students' acquisition of adaptive behavior skills (e.g., self-management skills, taking responsibility, following rules)
- demonstrating knowledge of research-based methods for promoting the communication skills of students with disabilities, including students who use augmentative and alternative communication (AAC) devices
- demonstrating knowledge of research-based methods for promoting students' acquisition of independent living skills (e.g., money management, food preparation, participation in leisure and recreational activities)
- demonstrating knowledge of strategies for supporting students' multiple transitions

FOUNDATIONS AND PROFESSIONAL PRACTICE

0010 Understand the philosophical, historical, and legal foundations in the education of individuals with disabilities.

For example:

- demonstrating knowledge of the models, theories, and philosophies that have provided the basis for special education practice
- demonstrating knowledge of the regulatory history (e.g., Americans with Disabilities Act [ADA], Section 504 of the Vocational Rehabilitation Act, Individuals with Disabilities Education Improvement Act [IDEA]) that has provided the basis for special education practice
- demonstrating familiarity with contemporary issues (e.g., the definition and identification of individuals with disabilities, factors that influence the overrepresentation and underrepresentation of students from culturally and linguistically diverse backgrounds in programs for individuals with disabilities) in the field of special education
- demonstrating knowledge of federal and state laws, key court cases, policies, and ethical principles related to referral, assessment, eligibility, placement within a continuum of services, behavioral intervention, discipline, manifestation determination, confidentiality, and due process rights



0011 Apply knowledge of strategies for communicating and collaborating with others to help students with disabilities achieve desired learning outcomes.

For example:

- demonstrating knowledge of effective strategies for communicating and collaborating with all students with disabilities and their families
- demonstrating knowledge of effective strategies for communicating and collaborating with general education teachers, paraeducators, other school personnel, members of community organizations and agencies to address the needs of all students with disabilities
- recognizing the rights, roles, and responsibilities of students with disabilities, their parents/guardians and families, general education teachers, paraeducators, other school personnel, and members of community organizations and agencies in identifying, assessing, and providing services to students with disabilities
- demonstrating knowledge of strategies for coordinating learning programs between general education and special education staff to meet students' needs
- demonstrating familiarity with family, community, and education programs that provide information and resources that support individuals with disabilities

0012 Demonstrate knowledge of the professional responsibilities of the special education teacher.

For example:

- demonstrating knowledge of the roles and responsibilities of the special education teacher
- demonstrating knowledge of strategies for providing appropriate supervision and training of paraeducators, classroom volunteers, and peer tutors
- demonstrating knowledge of methods for acquiring information about current research-validated practices and for determining whether instructional methods and curricular materials are research-based
- demonstrating familiarity with professional organizations and publications (e.g., professional journals, online resources) that benefit students with disabilities, their families, and teachers
- recognizing the importance of serving as an advocate for students with disabilities and their families