

Alignment of OAE Early Childhood Special Education Framework Assessment with Ohio-specified Standards

This alignment study identifies the national and/or Ohio educational standards that are addressed in whole or in part by each competency of the assessment framework. An indication of alignment does not necessarily imply complete congruence of the content of an OAE test competency with the relevant standard. The information in this document is subject to change if revisions are made to the assessment framework. Any changes will fully supersede the information contained in this document.

Competencies		Ohio Educational Preparation Standards	Ohio Educators Standards
Prekindergarten Special Needs		Prekindergarten Special Needs Endorsement Ages 3-5– Modified Ohio/NAEYC/Ohio's Early Learning Content Standards/Council for Exceptional Children/DEC, 2008	Ohio Standards for the Teaching Profession
<u>Understanding Young Children with Special Needs</u>			
0001	Understand typical processes of human growth and development.	1	1
0002	Analyze the developmental significance of disabilities.	1	1
0003	Understand learning processes.	3	1; 4
0004	Analyze the significance of disabilities for learning.	3	1
0005	Understand assessment procedures for evaluating individual differences and making placement and programming decisions for young children with disabilities.	4	3
0006	Understand medical aspects and physical management implications of disabilities.	2	1

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<u>Promoting Young Children's Growth and Development</u>			
0007	Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with disabilities.	2-3	2; 5
0008	Apply procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children's learning.	2	2; 5
0009	Apply procedures for establishing a positive and supportive classroom climate that promotes all children's self-esteem and sense of competence.	2	2; 5
0010	Understand how to promote young children's self-discipline and autonomy.	2-3	4-5
0011	Understand how to promote young children's social development.	2-3	4-5
0012	Understand how to promote young children's receptive language development.	2-3	2; 4-5

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0013	Understand how to promote young children's expressive language development.	2-3	2; 4-5
0014	Understand emergent literacy and how to encourage the emergence of literacy in young children.	2-3	2; 4-5
0015	Understand how to promote young children's daily living skills.	2-3	2; 4-5
0016	Understand how to promote young children's cognitive development.	2-3	2; 4-5
0017	Understand how to promote young children's understanding of their world through exploration of content-area skills and concepts.	2-3	2; 4-5
0018	Understand aesthetic development and the role of the arts in young children's overall development.	2-3	1-2; 4-5
0019	Understand how to promote young children's physical development.	2-3	2; 4-5
<u>Working in a Collaborative Learning Community</u>			

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0020	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.	5	6
0021	Understand how to foster strong school-home partnerships.	5	6
0022	Understand how to encourage school-community interactions that enhance young children's opportunities for learning and development.	5	6
0023	Understand requirements, responsibilities, and constraints associated with teaching young children with disabilities.	4, 6	7
0024	Understand the history and philosophy of early childhood special education and key issues, trends, practices, and research relating to the education of young children with disabilities.	1	2; 7