

POST-BACCALAUREATE ENDORSEMENT PROGRAM CHECKLIST
SPECIAL EDUCATION ADAPTED CURRICULUM K-12 (Revised 11.17.20)

NAME:	UIN:	DATE:
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Endorsement Competencies: VDOE Professional Studies	Courses	Semester	Grade	Met
Human growth & development (3cr)	SPED 313: Fundamentals of Human Growth & Development			
Curriculum & instructional procedures (3cr)	*SPED 415/515: Instructional Design II: Curricular Procedures & Individualized Education Planning			
Assessment of & for learning (3cr)	SPED 402/502: Instructional Design I: Learner Characteristics & Assessment			
Foundations of education & the teaching profession (3cr)	SPED 400/500: Foundations of Special Education: Legal Aspects & Characteristics			
Classroom & behavior management (3cr)	SPED 411/511: Classroom & Behavior Management Techniques for Students with Diverse Needs			
Language & literacy: Language Acquisition (3cr)	SPED 459/569: Communication/Language Development and Interventions for Students with Significant Disabilities			
Language & literacy: Reading & writing (3cr)	READ 614: Foundations of Language Learning			
Supervised classroom Experience (150-hours or 1-year teaching)	SPED 583 & SPED 586: Field Experience Seminar & Teacher Candidate Internship for Special Education (10-cr.)			
	SPED 669: Directed Field Internship- Special Education (1 cr.)			
Endorsement Competencies: Special Education Core	Courses			
Foundations (3cr)	SPED 400/500: Foundations of Special Education: Legal Aspects & Characteristics			
Assessment & Evaluation (3cr)	SPED 402/502: Instructional Design I: Learner Characteristics & Assessment			
Collaboration, consultation, case-management & co-teaching (3cr)	SPED 417/517: Collaboration & Transitions			
Management of classroom instruction & behavior (3cr)	SPED 411/511: Classroom & Behavior Management Techniques for Students with Diverse Needs			
Endorsement Competencies: Adapted Curriculum	Courses			
Characteristics (3cr)	SPED 504: Characteristics & Medical Aspects of Disabling Conditions			
Individualized education program implementation (3cr)	*SPED 415/515: Instructional Design II: Curricular Procedures & Individualized Education Planning			
Instructional methods & strategies for adapted curriculum (3cr)	*SPED 428/528: Characteristics and Instructional Strategies for Students Accessing the Adapted Curriculum			
Transitioning (3cr)	SPED 417/517: Collaboration & Transitions			
Individualized supports & specialized care of students w/ significant dis. (3cr)	*SPED 441/541: Teaching Students with Severe Physical and Sensorimotor Disabilities			

*Requires 45-hour early filed experience, OCE clearance/fingerprint check & passing scores on Praxis Core or equivalent

** Requires passing scores on Praxis Core or equivalent & completion of all required course work (including SPED 583), tests & completion of OCE application for teacher candidate internship.

***Requires student holds a current provisional, collegiate professional or postgraduate professional license from VDOE

Additional Program Completion/Exit Requirements	Date	Met
Praxis Core Academic Skills for Educators Test: Reading _____, Writing _____, Math _____		
Virginia Communication & Literacy Assessment (VCLA): Reading _____, Writing _____		
Certification/Training in First Aid/CPR/AED		
Certification of Child Abuse Recognition & Intervention Training		
Certification of Dyslexia Training		
Completion of Responsible Conduct of Research Training Modules (RCR)		

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Note: The Old Dominion University Post-baccalaureate endorsement Program in Special Education is a state approved endorsement program. You must complete all requirements of the program including student teaching for licensure recommendation from ODU. If you are currently teaching in the special education area for which you wish endorsement, then it becomes the student's responsibility to seek the alternative route to licensure through their school division.

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TESTS:

The Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) **require a passing score for each of the three subtests. There is not a composite passing score for the assessments.** If a passing score is not obtained on each subtest, a subtest may be retaken as a stand-alone test. On June 27, 2013, the Virginia Board of Education approved the following passing scores (raw scores). The passing scaled scores and passing raw scores are provided in the following table:

Test	Board Approved Passing Scores		Effective Date
	Raw Score	Scaled Score	
Praxis Core Academic Skills for Educators: Reading (5712)	31 out of 50 points	156	January 1, 2014
Praxis Core Academic Skills for Educators: Writing (5722)	44 out of 70 points	162	January 1, 2014
Praxis Core Academic Skills for Educators: Mathematics (5732)	29 out of 50 points	150	January 1, 2014

The Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) require a passing score for each of the three subtests. There is not a composite passing score for the assessments.

SUBSTITUTE TESTS FOR THE PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TESTS:

On June 27, 2013, the Board of Education approved currently approved SAT and ACT substitute tests and passing scores as substitute tests for the basic skills entry assessment to be accepted until comparison studies using the Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) can be completed.

SAT AS A SUBSTITUTE TEST:

The Board of Education approved the use of the SAT® as a substitute test for the Praxis Core Academic Skills for Educators Tests (Reading, Writing, and Mathematics) and the following scores until comparison studies can be completed.

SAT Taken Prior to April 1, 1995 -- a score of **1000** with at least **450** on the verbal and **510** on the mathematics tests;

SAT Taken After April 1, 1995 -- a score of **1100** with at least **530** on the verbal and **530** on the mathematics tests

ACT AS A SUBSTITUTE TEST:

The Board of Education approved the use of the ACT as a substitute test for the Praxis Core Academic Skills for Educators Tests (Reading, Writing, and Mathematics) and the following scores until comparison studies can be completed.

ACT Taken Prior to April 1, 1995 -- a composite score of 21, with the ACT mathematics score no less than 21, and an ACT English Plus Reading score no less than 37. [Please note that you must have taken and met passing scores for the ACT **Mathematics** and **English Plus Reading** tests. At one time, the English Plus Reading test was not offered.]

ACT Taken After April 1, 1995 -- a composite score of 24, with the ACT mathematics score no less than 22, and an ACT English Plus Reading score no less than 46.

VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (VCLA) AS A SUBSTITUTE TEST
(READING AND WRITING ONLY)

On March 18, 2010, the Board approved a recommendation of the Advisory Board on Teacher Education and Licensure to allow the use of the Virginia Communication and Literacy Assessment (Reading and Writing) as a substitute test for the Praxis I Reading and Writing tests for individuals seeking entry into a teacher preparation program. This action of the Board does not impact the licensure assessments required for individuals seeking a teaching license. The Board of Education allows the use of a composite score of the Praxis Reading, Writing, and Mathematics tests to meet the Praxis I assessment requirement and the use of the SAT® and ACT® as substitute tests for Praxis I (Reading, Writing, and Mathematics) for individuals seeking admission into a teacher preparation program. An individual choosing to use the VCLA (Reading and Writing) as an optional assessment for the Praxis Reading and Writing tests will be required to meet the Praxis Mathematics assessment requirement (or equivalent SAT® or ACT® test scores). The cut scores for the VCLA prescribed by the Board of Education are as follows:

Writing Sub Test: 235
Reading Sub Test: 235
Composite Score: 470