

Bridging the Gap (if Any) Between Theory and Practice: Special Education Teacher Licensure Validation in Light of a Job/Practice Analysis

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Abstract: *Licensure tests play an important role in ensuring that professionals possess the necessary knowledge and skills for their respective fields. This study examined the validity of the UAE special education teacher licensure test framework through the lens of job analysis. The study employed a mixed-method research approach, utilizing a job analysis questionnaire and in-depth semi-structured interviews. While 407 special educators completed the survey, 18 agreed to participate in interviews. The study revealed that the existing UAE special education teacher licensure test framework is largely valid with strong alignment to core professional responsibilities. However, the study also identified the need for reconsideration of content and/or weightage of a specific knowledge area (special education philosophy and history) in the framework to enhance relevance to actual practice. Based on findings, several recommendations were made to policymakers and licensure tests specialists. These included, but were not limited to, conducting a comprehensive job analysis before developing any future licensure tests frameworks and ensuring that existing licensure tests frameworks undergo empirical validation through job analysis.*

Keywords: Licensure, validation, job analysis, test framework

1. Introduction

According to United Nations Children's Fund (UNICEF), an estimated 240 million children globally have been identified as having some form of disability. This staggering figure underscores the imperative need for strenuous efforts from various entities, including governments, social institutions, educational systems, and cultural organizations, to implement supportive measures that cater to the unique needs of these disadvantaged children.

In response to the recognized needs of children with disabilities, the United Arab Emirates (UAE) government enacted comprehensive legislation aimed at protecting and supporting this vulnerable group. In 2004, a law was promulgated that not only established clear rights and entitlements for individuals with disabilities but also reframed the category as "people of determination", underscoring respect, dignity, and empowerment. This shift in terminology indeed reflects an affirmation of their capacity for autonomy, agency, and contribution to society.

In accordance with this legislation, the Ministry of Education (MoE) in the UAE implemented an inclusive education model that caters to the diverse needs of students with disabilities. The Emirati educational system—both public and private—provides a wide range of accommodations and supports, including access to assistive technologies, modifications to school infrastructure, and adaptive curricula and assessments. Furthermore, in 2022, the MoE introduced a standardized licensure test, which serves as a critical tool for ensuring educators possess the requisite knowledge and skills necessary to support students with disabilities effectively. The test provides a means of identifying educators who are qualified to work with this population, thereby filtering out those who lack the necessary competencies and retaining those who demonstrate the required expertise.

The Special Education Teacher licensure test is considered a recent addition to the suite of licensure tests developed by the National Tests Preparation Department (NTPD) at the MoE. The first administration of the test was launched in June 2022. To date, eight administrations have been conducted.

According to NTPD, the test framework was developed by a team of seven university professors with extensive experience in special education and within the UAE context. The framework's core domains and topics were benchmarked against a range of established and key frameworks, including but not limited to the UAE Special and Inclusive Teacher Standards, Praxis, Pearson, and the Council for Exceptional Children. The theoretical underpinnings of the framework underwent further validation by two additional experts in the field: one from a local university in the UAE and another from the People of Determination Department within the MoE. Subsequent to this review, a new round of theoretical refinement was conducted by three experts, resulting in proposed amendments to the framework.

Problem of Study

As obvious as can be from the introduction, all stages of validating and reviewing of the UAE special education licensure test framework were purely theoretical. As such, the validity and robustness of the test framework in its present state as well as the proposed amendments to it necessitate conducting a job/practice analysis to ensure conformance with empirical evidence (Raymond, 2001; Kane, 1982; American Educational Research Association, 2014; Lavelly et al., 1990). Furthermore, the test framework as well as the test itself were designed to license special educators who are already in-service, rather than those at the entry-level. This situation is neither ideal nor common practice. Typically, licensure tests are designed and developed to ensure that an individual has the requisite knowledge and skills before entering a profession, not after they have been practicing the profession for years. These are two different scenarios that could lead to substantially different licensure tests.

As the purpose of the study was to align the existing special education licensure test framework with critical knowledge and skills required of successful in-service special education teachers, two research questions—one main and another secondary—framed this research:

- **Main Research Question:** To what extent does the existing special education licensure framework align with the critical knowledge and skills expected of successful in-service special education teachers in the UAE?
- **Secondary Research Question:** What refinements, if any, are warranted in the existing special education licensure framework to ensure alignment with the critical knowledge and skills expected of successful in-service special education teachers in the UAE?

Significance of the Study

Primarily, this research aims to either provide corroborative empirical evidence that supports the content of the test framework and the proposed theoretical amendments or to contest them. In doing so, it will contribute to the validation of a framework that presently serves as the exclusive standard for assessing the essential knowledge and skills necessary for effective in-service special education teachers. This research should also pave the way for other UAE licensure tests developers and designers to validate their content similarly. Ultimately, this research should provide test developers within UAE MoE with insightful recommendations as to what to retain, what to eliminate, and what to modify in the existing special education framework based on empirical findings. All this should contribute to having a more valid and robust special education licensure test with a clear and defined purpose. Finally, this research should highlight to policy makers the paramount importance of conducting job analysis prior to taking decisions authorizing the development of any future licensure tests.

2. Review of Literature

Licensure and credentialing tests serve as a gatekeeping mechanism, verifying that individuals possess the knowledge and skills necessary to perform their duties competently and responsibly (National Research Council, 2001). The ultimate purpose of licensure and/or credentialing tests, regardless of the field of knowledge they are designed for, is to basically assure the public that persons in a particular occupation or profession have actually met specific established standards (American Educational Research Association; American Psychological Association). For instance, the Federation of State Medical Boards (FSMB, 2020) stresses the paramount importance of United States Medical Licensing Examination (USMLE) as a mechanism to not only assess a medical practitioner's ability to diagnose and treat illnesses but also as a mechanism to identify and filter out practitioners who are underqualified and could pose a risk to patient welfare or public safety. In engineering, similar licensing examinations, such as the Fundamentals of Engineering (FE) and Principles and Practice of Engineering (PE) exams, ensure that professionals possess the technical expertise required to design and execute projects safely (National Society of Professional Engineers, 2019).

It logically follows that since the goal of licensure tests is to determine whether an individual is well-prepared to work in a profession, "it is important that such tests sample the knowledge, skills, and abilities (KSAs) actually required in typical work settings." (Raymond and Luecht, 2012, p. 329). To identify the required knowledge, skills and abilities, a job analysis is usually conducted. Selecting the most appropriate job analysis method could, however, be a tricky task. This difficulty mainly stem from the wide variety of available methods or the diverse backgrounds and views of subject matter experts (SMEs) (Raymond, 2001). Nelson (1994), for instance, studied the job analyses and resulting licensure test plans of two different states and reported that only 50% of test plans content was in common. Contrary to this finding, which indeed casts doubt on the reliability of job analyses results, Levine, Ash, & Bennett (1980) investigated four job analysis methods that were different in many aspects yet led to producing remarkably similar test plans.

Although literature on job analysis, as it relates to licensure or credentialing tests, is considered relatively not sufficient, particularly in the UAE context, there is almost a consensus among scholars that it is essential to establish the content validity of licensure tests (Raymond & Neustel, 2006; Raymond, 2015). The lack of thorough job analysis can definitely produce poorly designed tests that fail to accurately capture the relevant and important skills and knowledge required for a particular role or contain irrelevant content, and therefore,

compromise test validity. Hence, Kane (1982) and D'Costa (1986) highlight the importance of conducting a comprehensive job analysis that is able to identify test specifications and content that align with real-world demands. In addition to this, job analysis results should enable test framework developers to determine the relative weightings that should be assigned to different competencies or domains, thereby ensuring that what is more important or less important is given its rightful emphasis (Raymond, 2001, 1996).

Among the other documented benefits of job analysis as far as credentialing or licensure tests are concerned, one finds legal defensibility; that is, a well-designed and thorough job analysis proves that the test is as objective as should be, henceforth, providing sort of shield against claims of bias or unfairness (Guin, 2011). Another benefit of conducting job analysis is related to keeping a licensure test up to date and adaptable to changes in professions, henceforth, maintaining the integrity and relevance of the test. A good example of this is the job analysis conducted by the American Chiropractic Board of Sports Physicians (ACBSP, 2023) to obtain empirical data to use to update the existing Certified Chiropractic Sports Physician (CCSP) exam. In harmony with this, Raymond and Luecht (2012) touch on the importance of recertification to “ensure that professionals remain competent beyond their initial licensure” (p. 410).

As for the models of job analysis available to use, Raymond (2001) conducted a comprehensive literature review on the different types—Task inventory, professional performance situation model, Functional job analysis, Comprehensive practice analysis questionnaire—showcasing and evaluating the merits and demerits of each model.

3. Methodology

Research Design

This research was conducted using a mixed-method research approach and design. Both qualitative and quantitative data were collected simultaneously; hence, design of the research was convergent. Incorporating both qualitative and quantitative data enabled the consolidation and triangulation of results. This research utilized a self-administered questionnaire (Appendix A) and in-depth semi-structured interviews with special education teachers in both public and private schools.

Population and Scope

Special education teachers in both the public and private sectors across all cycles (elementary and secondary).

Participants and Sampling

Out of a total of 1161 special educators in public (698) and private schools (463) across the seven Emirates of the UAE, 750 candidates in total were invited to participate in the study. Two separate lists of special educators were created: one for public schools and one for private schools. Simple random sampling method was applied to both lists. Out of 450 public school special educators invited, 260 agreed to participate and completed the job analysis questionnaire. Out of 300 private school special educators invited, 147 agreed to participate and completed the job analysis questionnaire. In total 407 public and private special educators participated in the study. Of those, 146 were males (35.9%) and 261 were females (64.1%). As for the qualitative part of the study, a total of 18 special educators were interviewed, of which 11 were from public schools and 7 from private schools. Purposive sampling was employed, with inclusion criteria requiring participants to have taken the special education licensure test

at least once and to have more than three years of experience working in the UAE school system context. Consent forms for both the questionnaire and interview were shared with participants stating the purpose of the research as well as the measures taken to ensure security of data and participants' confidentiality throughout all stages of data collection, storing, retention, and analysis. Hence, all data that could directly and/or indirectly disclose the identity of the participants or their schools were de-identified to ensure complete anonymity.

Instrumentation

Questionnaire

The questionnaire was designed to collect and analyze special education teacher job-related information, and it adopted the Task Inventory model, which is considered as the most commonly used method (Newman, Slaughter, & Taranath, 1999). The questionnaire went through four stages of development. The first stage involved sharing important documents (the existing detailed special education licensure test framework, official special education teacher job description, and UAE special education teacher national standards) with five SMEs working within the UAE Special education context and asking each of them to write KSAs statements they deem appropriate and relevant individually. During the second stage, those SMEs were asked to get together as a panel to discuss and agree on the final list of KSAs statements. The third stage involved sharing the agreed upon KSAs with a panel consisting of four coordinators from the special education department (People of Determination Department) in the MoE. They reviewed all the statements and proposed some amendments, additions and deletions. This necessitated going into a fourth stage, in which the five SMEs and the four coordinators from People of Determination Department got together, to discuss and finalize the domains and statements of the questionnaire. The final product was a questionnaire comprising 4 domains (Knowledge, Skills, Abilities, and Other characteristics) KSAOs, rather than only KSAs. Those four domains were reflected in 22 five-point Likert scale quite focused statements ranging from 1 = Not important to 5 = Very Important. In addition to this, the tool had a 'ranking' question in which candidates ranked 10 essential tasks—as per the special educator job description and input from the four coordinators—in terms of time and effort required to complete them.

Interviews

The qualitative component of this research employed in-depth semi-structured interviews. This approach allowed for flexibility and spontaneity to ask and/or adapt questions to uncover critical insights that might not have been anticipated beforehand (Merriam, 2009; Mason, 2002). Adopting a phenomenological framework, the interview questions were designed to probe participants' personal lived experiences in depth. To ensure the relevance and accuracy of the interview questions to the research purpose, three experts working directly with teachers in the field reviewed and refined the interview questions. Furthermore, the researcher piloted the interview with two special educators. The final version of the interview questions was further refined in response to expert comments and insights gathered during the pilot interviews.

Examples of interview questions included:

- What are some of the challenges you face in your job?
- Are there any tasks you currently perform but you think you should not be performing?
- Are there any tasks you do not currently perform but you think you should be performing?
- Have you encountered any items on the licensure test that you felt were irrelevant or unimportant?
- Were there any important practices you think the test did not cover?

Analysis

To organize and analyze qualitative data from interviews, the researcher used NVivo 20 software. A bottom-up inductive epistemological stance (Braun & Clark, 2006), guided by phenomenological analysis method (Moustakas, 1994) was adopted for the analysis. To ensure a neutral perspective, the first step of the analysis was ‘Epoche’, which means “staying away from or abstain” (Moustakas, 1994, p. 75). This step was critical as it allowed the researcher, who is an MoE employee, to acknowledge and set aside biases, assumptions, predictions, and to approach the data with an open mind. The next step in the analysis involved ‘phenomenological reduction’ of the data in two stages. While the first stage was ‘Bracketing’, where the researcher excluded any information unrelated to the research question or topic, the second stage involved ‘Horizontalization’, where significant statements from participants were grouped into distinct horizons. After reducing the data to its most relevant core, the researcher clustered similar statements into codes and then grouped these codes into overarching themes. As for quantitative data, the researcher utilized Microsoft Excell and Statistical Packages for Social Sciences (SPSS 23.0) software to organize and analyze data respectively. Analysis was limited to generating descriptive statistics, particularly means and standard deviations. The data from the ‘ranking question’ was mainly used to evaluate weightages assigned to topics in the test framework.

4. Results and Discussion

As explained earlier, the quantitative tool, questionnaire, was largely informed by the existing special education framework simply because it exists and is already in use. In other words, the tool items functioned as masked assumptions that candidates responded to by confirming or rejecting them. For clearer presentation, the five Likert scale was further rescaled into three categories in terms of alignment with test framework content and relative content weightage: ‘Quite in alignment’ with Mean ranging (3.68 – 5.00), ‘In alignment’ with Mean ranging (2.34 – 3.67), and ‘Not quite in alignment’ with Mean ranging (1.00 – 2.33).

The quantitative results, as shown in table (1.0) below, clearly indicated that the vast majority of job analysis items/masked assumptions were in harmony with the existing special education licensure test framework, suggesting that it is a well-designed framework that reflects reality in the field as well as captures the required KSAOs of in-service special educators. The only item suggesting a lack of alignment with the test framework was item 3, under Knowledge domain, with $M=2.3$. The item reads: The special education teacher has knowledge of history, philosophies, and theories of special education. Qualitative data from interviews provided further insight into such a low mean score, as several teachers were quite critical of questions related to history and philosophies. One teacher, for instance, voiced their dislike of questions touching on that saying, “our job is highly practical...history and philosophy do not help me much when teaching a class with several students from a range of disabilities”. Another teacher added “questions about philosophy and history seemed totally disconnected from what I do...”. A third teacher explained that “I cannot even remember when the last time I thought about special education philosophies and history was... my focus is on current evidence-based practical knowledge.” A fourth teacher also wondered “why waste questions asking about philosophy and history?! All questions should be directed at what we do and make a difference.” Such critical views on special education history and philosophies could indicate how unimportant or probably irrelevant historical and philosophical knowledge is to in-service/practicing special educators. After all, what matters is what practically helps students with disabilities. This, in one way or another, resonates with (Stotsky, 2009) as she advocated for special education licensure tests to embrace practices like ‘teacher-directed instruction’ and

move away from ones like ‘student-centered learning’, as the former proved to be of practical value and effectiveness for students of disabilities while the latter proved to be a failure.

Table 1: Descriptive Statistics

Domain		N	Mean	Std. Deviation	
Knowledge	Q1	407	4.71	.481	Quite in alignment
	Q2	407	4.76	.453	Quite in alignment
	Q3	407	2.31	.633	Not quite in alignment
	Q4	407	4.64	.571	Quite in alignment
	Q5	407	3.27	.915	In alignment
	Q6	407	4.13	.587	Quite in alignment
Skills	Q7	407	4.62	.574	Quite in alignment
	Q8	407	4.61	.545	Quite in alignment
	Q9	407	3.72	.642	Quite in alignment
	Q10	407	4.65	.503	Quite in alignment
	Q11	407	4.68	.526	Quite in alignment
	Q12	407	4.34	.575	Quite in alignment
Abilities	Q13	407	4.23	.603	Quite in alignment
	Q14	407	4.37	.549	Quite in alignment
	Q15	407	4.62	.510	Quite in alignment
	Q16	407	3.93	.619	Quite in alignment
	Q17	407	4.22	.589	Quite in alignment
Other Characteristics	Q18	407	3.38	.633	In alignment
	Q19	407	4.51	.473	Quite in alignment
	Q20	407	4.33	.510	Quite in alignment
	Q21	407	4.62	.478	Quite in alignment
	Q22	407	3.77	.467	Quite in alignment
	Valid N (listwise)	407			

It would be fair to argue that the qualitative results, as a whole, converged with quantitative results with two main themes emerging from the analysis: Matching Reality and Balanced. Such convergence provided further empirical support to the validity of both test content and framework. This was evident while interviewed special educators spoke about the type of knowledge and skills the licensure test items touched upon as well as their distribution and frequency across the test items. One teacher, for instance, described their experience with the test items as one that is very close to reality, saying:

I think some items were real cases from the field... many of the test items I encountered mirrored the daily challenges I face, such as developing Individualized Education Programs (IEPs), managing diverse classrooms as well as collaborating with parents and other professionals.

Another teacher captures such authenticity of test items as they noted:

Quite a good number of test items were about practical skills like behavior management, adapting teaching strategies and resources as well as the use of assistive technology, which are all very crucial for success in the field...those skills are part of our day-to-day practice.

A third teacher voiced their admiration of how the test tackled theoretical knowledge and framed it in practical application:

The test items on the understanding of the various disabilities and their characteristics were spot on. Questions did not touch on mere memorization and understanding, rather they were phrased in realistic case-like situations similar to those we deal with in the classroom.

Likewise, other teachers highlighted various aspects of the test that reflected reality on the ground; for instance, one praised the relevance and pertinence of test content stating, “questions on assessment to track student growth matched what I do every day...data collection and interpreting results to adjust instruction were quite relevant”. Another teacher expressed such relevance as they noted, “I appreciated the fact that besides knowledge of various disabilities questions, the test offered many questions on both national and international laws and standards, which guide everything we do”.

Furthermore, almost every interviewed teacher touched on how balanced the test they encountered was. While one teacher, for instance, spoke of how diverse questions “covered different age groups and different disabilities”, another spoke of how items related to instruction were “given the lion’s share”, which is in perfect alignment with the test framework as the domain on instructional planning and strategies makes up approximately 40% of the test. Several interviewed teachers echoed similar thoughts, directly and indirectly highlighting how well-balanced the test was. One of the teachers, for example, explained:

What I liked most about the licensure test I sat was the how it tackled a variety of roles we take on...legal compliance, IEP creation, setting goals, direct instruction and collaborating with general education teachers...the test was balanced and reflected the diversity of tasks we do on daily basis.

Another teacher further confirmed that the test was balanced as they noted:

The test had more questions on instruction and understanding disability categories and characteristics of learners...fewer questions were on collaborating with paraprofessionals and professional development. I think the test should have included more about those areas...maybe all areas should be given equal emphasis.

Although those last remarks by the teacher may sound negative, they are, in fact, positive and reinforce the test's alignment with its intended framework and weightage allocation to its topics. This finding is further supported by the ranking of essential tasks part of the questionnaire, table (2) below.

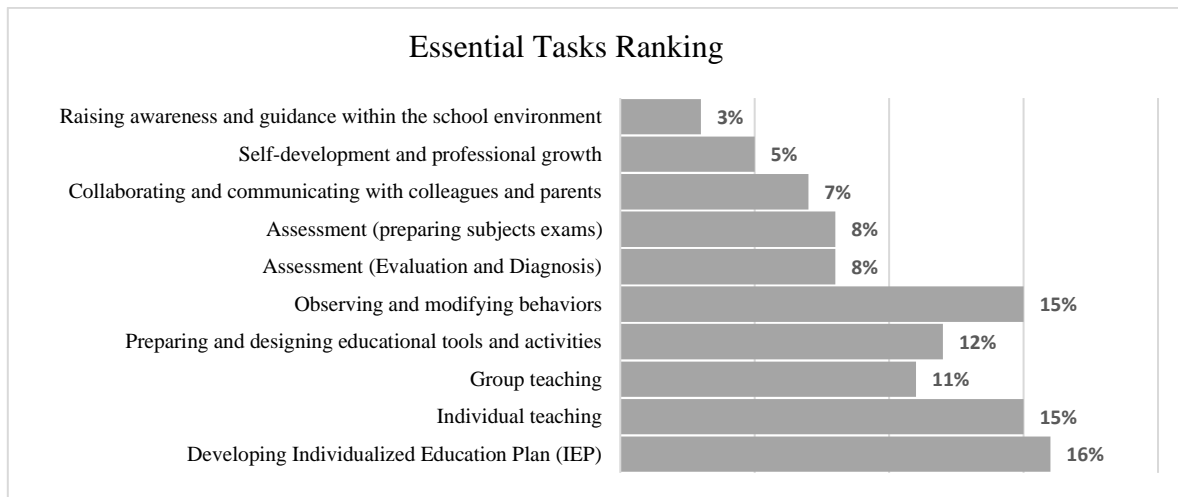


Table 2

When matching results of the ‘ranking question’ above with the actual weightage of domains as per the test framework, table (3) below, it becomes clear how true to reality the special education licensure test framework and content is. The weighting allocated to Instructional Planning and Strategies Domain of the existing test framework is around 40% of any test. This is indeed in utter harmony with the total percentage of essential tasks falling under it from the ‘ranking results’; that is 53%. The same is true for Assessment and Evaluation Domain and Professional Practice, Communication, and Collaboration Domain, with each of the two domains allocated only 15% in the existing test framework and the ‘ranking results’ 15% for the former and 16% for the latter. As for Foundations of Special and Inclusive Domain, which holds a 30% weight in the current test framework, only one task in the ranking questions was mapped against it due to its heavily theoretical nature. Nonetheless, this solo task still accounted for 15% of the responses, suggesting that the domain weighting accurately reflects the reality of special educators.

Table 3

Task	Test Framework Domain
Developing Individualized Education Plan (IEP)	Instructional Planning and Strategies (40%)
Individual teaching	
Group teaching	
Preparing and designing educational tools and activities	
Assessment (Evaluation and Diagnosis)	Assessment & Evaluation (15%)
Assessment (preparing subjects exams)	
Observing and modifying behaviors	Foundations of Special and Inclusive Education (30%)
Collaborating and communicating with colleagues and parents	Professional Practice, Communication, and Collaboration (15%)
Self-development and professional growth	
Raising awareness and guidance within the school environment	

To sum up, the convergence of results from both the qualitative and quantitative parts of the job analysis conducted clearly indicates that the existing special education teacher licensure test framework does largely align with actual practice in schools, thus offering empirical support for its validity. The only area where some re-consideration or refinement might be necessary is the part related to history and philosophies of special education. Although this might seem counter intuitive, as knowing the history and philosophy of any given field of

knowledge is essential to put the knowledge into context and practice, to practicing/in-service special educators it might not be strictly necessary to excel in their roles. Finally, it is worth noting here that due to the fact that the common practice is to conduct job analysis prior to designing a licensure test framework, (Raymond & Neustel, 2006; Raymond, 2015), this research could not compare results with established findings, for it approached the matter the other way around; that is, conducting job analysis to a profession that already has a licensure test developed and is in actual use.

5. Conclusion

The main takeaway from this research is that the existing special education teacher licensure test framework is a quite valid one—in terms of both content and weighting—even though it was developed via a purely theoretical approach. One reason for such validity could most likely be stemming from the fact that the UAE has one unified educational system and national special education teacher standards that guide both public and private sectors. Another reason contributing to creating a valid framework could also be due to the wise selection of SMEs who are quite knowledgeable of the UAE special education context. This, however, should not be standard practice, for literature clearly stresses identifying pertinent KSAs via job analysis before developing a framework. As such, it is highly recommended that policymakers and licensure tests specialists conduct thorough job analysis prior to developing any future licensure tests frameworks. It is also highly recommended that specialists responsible for other existing licensure tests follow suit and empirically validate and/or identify areas for refinement via conducting job analysis. Another key recommendation for policymakers is to authorize the sharing of data derived from each administration results with the professional development department. This would enable the design and implementation of tailored and pertinent training to either enhance the skills of in-service special educators who pass the test or to address knowledge and skills gaps for those who do not.

As for potential refinements to the current licensure framework, it is advisable for test specialists re-evaluate the pertinence and/or weighting of framework areas on history and philosophy of special education, as they have been highlighted as not quite pertinent to practice in both quantitative and qualitative data. A final recommendation for licensure tests specialists is to carefully evaluate the suitability of the test to entry-level teachers. Just because it has been proven to be appropriate for in-service special educators, does not necessarily mean it is equally appropriate for those entering the profession for the first time. As such, future research should examine how suitable the test is for beginning teachers. One reason to question the suitability of the test for entry-level teachers arises from interviewees' observations that most test items are presented in the form of realistic scenarios and cases. These could be more challenging for beginning teachers who may not yet have encountered as many actual practice situations as in-service teachers.

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Appendix A

Domain	#	Item
Knowledge	1	The special education teacher has knowledge of the different categories of disability, talent and the characteristics (physical, social-emotional, and cognitive) associated with each of them.
	2	The special education teacher has knowledge of developing Individualized Educational Plans (IEPs) and methods of implementation.
	3	The special education teacher has knowledge of history, philosophies, and theories of special education.
	4	The special education teacher has knowledge of the philosophies, theories and models of special education.
	5	The special education teacher has knowledge of the evaluation and diagnosis mechanisms used with different categories of disability and talent and ways of employing them in the educational process.
	6	The special education teacher has knowledge of the techniques of modifying and managing the behavior of students with disabilities within the school environment.
Skills	7	The special education teacher has the skills of meaningful and constructive communication with partners and those concerned with providing services to students with disabilities to ensure the achievement of the desired goals of inclusive education services.
	8	The special education teacher possesses the skills of analyzing assessment data as well as identifying strengths and challenges of students with disabilities through formal and informal techniques to develop appropriate educational programs and make educational decisions.
	9	The special education teacher possesses classroom management skills, and to modify and manage the behavior of students with disabilities from different cultural and ethnic backgrounds within the school environment.
	10	The special education teacher has the skills to employ assistive technologies to meet the needs of students with disabilities within an inclusive education environment.
	11	The special education teacher has the skills to work within a team with stakeholders such as teachers, specialists, and parents of students with disabilities.
	12	The special education teacher possesses the skills related to assessing the professional needs and competencies necessary to carry out job duties.
Abilities	13	The special education teacher possesses the ability to communicate and accept the views of students, parents, colleagues and other professionals.
	14	The special education teacher has the capabilities of planning, self-control and time management.
	15	The special education teacher possesses the ability to manage disputes, gain support for students with disabilities, and advocate for them.
	16	The special education teacher possesses the ability to implement effective strategies to enhance self-esteem, thinking skills, and motivate students with disabilities.
	17	The special education teacher possesses the capabilities associated with cooperative and collaborative work.
Other Characteristics	18	The special education teacher is flexible, open-minded, and receptive to advice and guidance.
	19	The special education teacher has a sense of responsibility towards his/her students with disabilities and their parents.
	20	The special education teacher is characterized by the ethics, ideals, and values of society.
	21	The special education teacher works to promote respect for and commitment to high-level practices that increase the potential of students with disabilities within the school environment and the larger community.
	22	The special education teacher is compassionate, persistent, and patient.