

**Advisement Manual
Undergraduate & Graduate Programs**

2009-2010

Learning & Behavior Specialist I

Learning & Behavior Specialist II

*Behavior Intervention Specialist
Curriculum Adaptation Specialist
Multiple Disabilities Specialist
Transition Specialist*

General Masters Degree

Research Practitioner Masters Degree

**Department of Special Education
University of Illinois at Urbana-Champaign**

Role of the Academic Advisor for Undergraduate and Master's Programs

Academic advisors for Undergraduate and Master's Programs assist students in developing and maintaining academic schedules, providing career planning, monitoring student progress toward graduation, and in interacting with program faculty to assure quality professional development. The primary role of the academic advisor is to share program information with students and ensure that they are successfully fulfilling program requirements in a timely fashion. The advisor also should be familiar with campus facilities and services for students who need assistance. Students see their advisors as excellent resources who may provide letters of recommendation, or information about funding and career opportunities.

The academic advisor works with the LBS-I and Master's Program Coordinators to monitor and evaluate student performance and resolve issues that may arise. Advisors of students in the *LBS-I program* will meet with program faculty to discuss their students' progress in the program including performance in coursework and practica. Advisors should schedule appointments with students to:

- plan a program of study
- discuss progress in the program (this may be a mid-semester review)
- discuss remediation plans (as needed).

Advisors should meet with their students at least once each semester.

As an academic advisor please be sure that you:

- understand program requirements
- understand how to read the DARS reports for undergraduate students to determine whether general education requirements have been met
- monitor student progress in courses and practicum
- examine student ledgers online to ensure that students enrolled in the correct courses
- check in regularly with students having difficulty in the program
- develop and follow up on any remediation plans that have been implemented for your student
- understand certification procedures (including portfolio)
- understand process for petitioning

Students have been told to schedule a meeting with their advisors to:

- discuss their general education or SPED program requirements
- discuss options for completing a course at another school (i.e., general education requirement)
- discuss changing majors (please inform program faculty)
- learn about support services available on campus
- learn about academic or certification requirements and deadlines
- discuss problems with falling behind in coursework
- discuss extended absences (please inform program faculty)
- discuss employment options
- request letters of recommendation

Undergraduate Advisement (LBS-I Program)

College of Education: Undergraduates

College of Education Office of Student Academic Affairs

<http://education.illinois.edu/saao/>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Council on Teacher Education

<http://www.cote.illinois.edu/>

General Tips for Undergraduate Advisement

Time-to-Degree Limit

Students must petition to extend their bachelors degree program beyond the 10 semester limit.

Degree Audit (DARS)

Degree audits are the official University record of a student's progress toward completion of their bachelor degree. Each student's Degree Audit produced at the midpoint of each term is kept in the student's file in the Department of Special Education office. Students may access a current Degree Audit on-line at <http://www.registrar.illinois.edu/dars/index.html>.

General Education Requirements

In order to adhere to course sequences and time expectations for practicum experiences, students should not enroll in General Education courses during semesters #4, 5, 6, 7, and 8.

Double Dipping: When possible, advise students to select courses that meet two requirements (Examples: EPS 202 also counts for Advanced Comp; some Quantitative II also count for Physical Science; Also check Non-Western, Humanities, and Social Science). These courses are all cross-listed in the online catalog and students can be directed to find them.

If you have questions about general education requirements contact: Todd Spinner (spinner@illinois.edu), 120 Education, phone: 333-2800

Students who have not completed General Education Requirements

- If students have not completed all of their General Education Requirements, advisors can recommend that students look into **on-campus options** such as taking proficiency exams, or Guided Individual Study courses.
- If students want to enroll in an **off-campus course** to meet a General Education Requirement, they must get approval *in advance*. Students can obtain an approval form from the Student Academic Affairs Office in 120 Education. The form will be approved by Todd Spinner (spinner@illinois.edu), 120 Education, 333-2800.
- As a last resort, there is some **flexibility in the course sequence**, so that a student might fit a General Education Requirement into their schedule. This is a difficult option, because it may interfere with practicum and will require that they be enrolled in another course on top of their already very tedious and difficult course schedule.

Semester #6

SPED 438 is offered in the Spring and Summer (a student may choose to stay in the summer to take this course)

Residency Requirement

At least 21 hours must be completed at the 300 and 400 level and at least 60 hours must be completed at UIUC. The clinical year must also be completed in residence at UIUC.

The Residency Requirement and Hours-to -Graduation are reported on the Audit Form.

GPA Requirement

The GPA must be maintained at a minimum of 2.5 (A= 4.0) for program continuation. Candidates who are not making adequate progress (i.e., grades of C+ or below in **two** or more major courses) will be offered a remediation plan (see next section) in those areas of weakness identified in coursework as determined by their advisor and other LBS-I program staff. Students also must meet the professional and program GPA requirements.

Remediation Plans

Candidates who are not making adequate progress in coursework (grades of “C+” or below in two or more major courses) or practicum will be offered a **single opportunity** to remediate areas of weakness as determined by their advisor and other LBS-I program staff. In the case of coursework remediation, the advisor, course instructor and program coordinator will develop an academic remediation plan. The advisor is responsible for following through on the plan, for giving students feedback and for assuring that the plan is implemented and completed.

Performance in practicum and on written practicum assignments is evaluated by the candidate’s supervisor according to criteria specified in the program manual. If frequent, extensive revisions of written work are required, the candidates’ continuation in the LBS-I Program may be affected. Furthermore, if critical performance criteria are not met at any point during the program, the teacher candidate, university supervisor, practicum coordinator, and faculty advisor will meet to develop a remediation plan. A practicum remediation plan may include additional coursework in a specific area, additional practicum assignments, additional practica, alterations in the observation schedule, or intensive work with the supervisor. Plans also will be made regarding the process for monitoring candidate progress after the meeting.

If the teacher candidate does not make satisfactory progress on either the academic remediation plan or the practicum remediation plan, withdrawal from the program may be advised.

Portfolio Review Process

E-Portfolios are required of all LBS-I students. E-portfolios will contain a teaching philosophy and address all standard areas (Illinois Professional Teaching, Language Arts, Technology, LBS-I, General Education Standards for Special Educators, and CoTE Pillars). Advisors will be asked to participate in the portfolio review process at various points in the students’ program. Participation will include engaging in portfolio presentations and providing feedback on components of the eportfolio such as the philosophy of teaching statement. See the *LBS-I Program Handbook* and the *LBS-I e-portfolio Moodle web site* (<http://moodle.ed.uiuc.edu>) for specific information about e-portfolios.

Council on Teacher Education (CoTE) Common Assessment Plan (CAP)

The CoTE requires that all students meet the Common Assessment Plan (CAP) for graduate and undergraduate students (<http://education.illinois.edu/cote/about/professional/cap.html>).

UNDERGRADUATE PROGRAM – LBS-I CERTIFICATION

The following courses are required of all bachelor's degree candidates in the Learning and Behavior Specialist I (LBS-I) program in the Department of Special Education.

General Education Requirements*

All courses must be selected from the campus general education course list.

GENERAL EDUCATION REQUIREMENTS	
HOURS 1 1 Total	ORIENTATION SEMINAR (for students entering as freshman in fall of 2005) Educ 101- Education Orientation Seminar
HOURS 4-6 0-3 4-9 Total	COMMUNICATION SKILLS Composition I Advanced Composition
HOURS 3 6 9 Total	NATURAL SCIENCES/TECHNOLOGY MCB 103- Intro to Human Physiology Life and/or Physical Sciences
HOURS 3-4 3 6-7 Total	QUANTITATIVE REASONING MATH 103-Theory of Arithmetic (or other course satisfying Quant. Reasoning I) Elective (selected from either the Quantitative Reasoning I or Quant. Reasoning II list)
HOURS 3 6 9 Total	HUMANITIES/ARTS SPED 117 - The Culture of Disability Elective (Recommended 1 Western/ comparative cultures and 1 non-Western/US minorities cultures course)
HOURS 0-12 Total	FOREIGN LANGUAGE Three years of one foreign language in high school or completion of third semester of college-level foreign language.
HOURS 4 3 3 10 Total	SOCIAL/BEHAVIORAL SCIENCES PSYC 100 -Intro to Psych PSYC 216 -Child Psychology (or EPSY 236) KIN 262 - Motor Develop, Growth, & Form

*All courses must be selected from the Campus General Education Approved Course List (<http://courses.illinois.edu/cis/index.html>).

HOURS	PROFESSIONAL EDUCATION REQUIREMENTS
3-4	EPS 201 or 202 -Foundations of American Education
3	SHS 320 - Development of Spoken Language
3	SPED 312 –Intro to Ed Technology
4	ED PR 250 LBS - School & Community Experience
6	ED PR 420 LBE – Ed Prac Students with Sp Needs (Elem.)
6	ED PR 420 LBS – Ed Prac Students with Sp Needs (Sec.)
6	ED PR 420 LBT – Ed Prac Students with Sp Needs (Student Teaching)
3	C & I 475 - Teach Elem Rdg & Lang Arts, I or equivalent
4	C & I 431 - Tchg Elementary Mathematics or equivalent
38-39	Total Credit Hours

HOURS	SPECIAL EDUCATION CORE REQUIREMENTS
3	SPED 317 – Characteristics & Eligibility
2	SPED 424 - Formal Assessment in SPED
4	SPED 426 - Collaboration and Teaming in Schools
2	SPED 431 – Assistive Tech & Phys Disab
3	SPED 438 – Collaborating with Families
4	SPED 440 - Instructional Strategies, I
4	SPED 441 - Instructional Strategies, II
1	SPED 444 - Career Development for Individuals with Disabilities
4	SPED 446 - Curriculum Development, I
4	SPED 447 - Curriculum Development, II
4	SPED 448 - Curriculum Development, III
2	SPED 450 - Introduction to ECSE
2	SPED 461 - Augmentative Communication
3	SPED 470 - Learning Environments, I
3	SPED 471 - Learning Environments, II
44	Total Hours Core Coursework
125	TOTAL CREDIT HOURS (May be higher if foreign language requirement not met in HS)

**LBS-I Undergraduate Course Sequence
Sample Program of Study**

Semester 1		Semester 2	
RHET 105	3	PSYC 100	3
Western Hum/Arts	3	Nat Sci	3
Nat Sci	3	NW Hum/Arts	3(4)
Quant I (Math 103)	3(4)	EPS 201 or 202	3
SPED 117	3	MCB 103	3
EDUC 101	1		
Total	(16 or 17)	Total	(15 or 16)
Semester 3		Semester 4	
PSYC 216	3	CI 475 or equivalent	3
Quant II	3	CI 431 or equivalent	4
SHS 320	3	SPED 424	2
KIN 262	3	SPED 317	3
		SPED 312	3
Total	(12)	Total	(15)
Semester 5		Semester 6	
SPED 431	2	SPED 447	4
SPED 446	4	SPED 448	4
SPED 470	3	SPED 441	4
SPED 440	4	SPED 438	3
EDPR 250 (LBS)	2	EDPR 250 (LBS)	2
Total	(15)	Total	(17)
Semester 7		Semester 8	
SPED 450	2	SPED 426	4
SPED 471	3	EDPR 420 (LBS)	6
SPED 461	2	EDPR 420 (LBT)	6
SPED 444	1		
EDPR 420 (LBE)	6		
Total	(14)	Total	(16)

Graduate Advisement LBS-I Certification Program

Graduate College

<http://www.grad.uiuc.edu/>

College of Education: Graduate Student Resources

<http://education.illinois.edu/saao/>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Council on Teacher Education

<http://www.cote.illinois.edu/>

Graduate Student Advisement Tips

Incoming students

- Graduate students in the LBS-I Program are asked to begin the program in summer. A typical initial summer sequence includes SPED 438, SPED 517, and EPSY or EPS.
- Students in the LBS-I Program must complete certification and degree requirements at the same time, since certification is attached to a degree.
- In addition to program requirements, all masters students take the following: SPED 517, SPED 526, & SPED 591.

Innovative Project

As a department requirement, all masters' students must complete an Innovative Project. This is usually completed during the SpEd 591 A & B course sequence.

Time-to-Degree Limit

Students must petition to extend their master degree program beyond the 5-year limit.

Residency Requirement

The Graduate College requires a minimum of 32 semester hours of graduate credit for the master's degree, although a number of programs require more. The Graduate College requires that at least twelve hours be in 500-level courses, and eight of these twelve hours be in the major field. Half or more of the hours applied to a master's degree must be earned in courses counted for residence credit.

****Petitions**

All **petitions** filed to the grad college that alter the program of an LBS-I student seeking certification, must be sent to the CoTE (Attn: Certification Officer). If petitions are not forwarded, the processing of a student's certification application upon completion of the program will be delayed.

GPA Requirement

The GPA must be maintained at a minimum of 3.0 (A= 4.0) for program continuation. Students also must meet the professional and program GPA requirements.

Remediation Plans

Graduate student candidates in the LBS-I program who do not make adequate progress in the program will be offered a **single opportunity** to remediate areas of weakness as determined by their advisor and other LBS-I program staff. In the case of coursework remediation, the advisor, course instructor and program coordinator will develop an academic remediation plan. The advisor is responsible for following through on the plan, for giving students feedback and for assuring that the plan is implemented and completed.

Performance in practicum and on written practicum assignments is evaluated by the candidate's supervisor according to criteria specified in the program manual. If frequent, extensive revisions of written work are required, the candidates' continuation in the LBS-I Program may be affected. Furthermore, if critical performance criteria are not met at any point during the program, the teacher candidate, university supervisor, practicum coordinator, and faculty advisor will meet to develop a remediation plan. A practicum remediation plan may include additional coursework in a specific area, additional practicum assignments, additional practica, alterations in the observation schedule, or intensive work with the supervisor. Plans also will be made regarding the process for monitoring candidate progress after the meeting.

If the teacher candidate does not make satisfactory progress on either the academic remediation plan or the practicum remediation plan, withdrawal from the program may be advised.

Portfolio

E-Portfolios are required of all LBS-I students. E-portfolios will contain a teaching philosophy and address all standard areas. Advisors will be asked to participate in the portfolio review process at various points in the students program. Participation will include engaging in portfolio presentations and providing feedback on components of the e-portfolio such as the philosophy of teaching statement. See the *LBS-I Program Handbook and the LBS-I e-portfolio Moodle web site* (<http://moodle.ed.uiuc.edu/>) for specific information about e-portfolios.

Requirements for Certification (CoTE) Common Assessment Plan (CAP)

The CoTE requires that all students seeking certification meet the Common Assessment Plan (CAP) requirements for graduate and undergraduate students (<http://www.cote.illinois.edu/about/professional/cap.html>).

GRADUATE PROGRAM – LBS-I CERTIFICATION AND DEGREE REQUIREMENTS

The following courses are required of all master's degree candidates in the Learning and Behavior Specialist I (LBS-I) program in the Department of Special Education.

Courses	Hours
SPED 424 Formal Assessment in SPED	2
SPED 517 Disability Issues in SPED	4
SPED 431 Assistive Tech & Phys Disab	2
SPED 446 Curriculum Development, I	4
SPED 447 Curriculum Development, II	4
SPED 448 Curriculum Development, III	4
SPED 440 Instructional Strategies, I	4
SPED 441 Instructional Strategies, II	4
SPED 450 Introduction to ECSE	2
SPED 470 Learning Environments, I	3
SPED 471 Learning Environments, II	3
SPED 438 Collaborating with Families	4
SPED 461 Augmentative Communication	2
SPED 444 Career Development & Indiv with Disab	1
SPED 538 Interdisciplinary Teaming	4
SPED 524 Supervised Prac in SPED (LBS, LBE, LBT)	14
SPED 591* Field Study and Thesis Seminar	6
SPED 526* Collaborative Leadership	4
C&I 475** Teach Elem Rdg and Lang Arts, I or equivalent*	3
C&I 431** Tchg Elementary Mathematics or equivalent*	4
EPS 2 hours from History and 2 hours from Philosophy of Education	4
EPSY 2 hours from Foundations of Learning and 2 hours from Personality Development	4
Total	86

Applicants may present a portfolio, based on prior teaching experiences, addressing the Common Core Standards for All Special Educators, the Learning Behavior Specialist I Standards, or technology, language arts. Portfolios will be evaluated on an individual basis to determine whether program requirements can be waived.

*Additional Requirements to receive a master's degree in special education.

**C&I 431 and 475 may be waived based upon candidate's prior certification.

LBS-I Graduate Course Sequence
SAMPLE Program of Study

Su I (2009)*	Hours	Fall (2009)	Hours	Spring (2010)	Hours
SPED 517	4	SPED 431	2	SPED 447	4
SPED 438	4	SPED 440	4	SPED 448	4
CI 431	4	SPED 446	4	SPED 441	4
		SPED 470	3	SPED 524	2
		SPED 524	2	CI 475	3
Total	12	Total	15	Total	17
Su II (2010)*	Hours	Fall II (2010)	Hours	Spring II (2011)	Hours
SPED 424	2	SPED 444	1	SPED 526	4
SPED 538	4	SPED 450	2	SPED 524	6
Foundations	2	SPED 471	3	SPED 591	2
Foundations	2	SPED 524	4		
		SPED 461	2		
		SPED 591	4		
Total	10	Total	16	Total	12
Su III (2011)*	Hours				
Foundations	2				
Foundations	2				
Total	4				

- * Summer offerings vary and program of study may need to be revised accordingly.
- A *Program of Studies* form must be completed so that teacher candidates and their academic advisors can record the advisement process.

Educational Foundations Course Requirements

2 hours - Psychological foundations of learning	EPSY 400, 401, 402, 485
2 hours - Psychological foundations of personality and development	EPSY 404, 405, 406, 407, 430
2 hours - Social foundations requirement	EPS 400, 402, 403, 404, 420, 421, 423, 424, 426
2 hours - Philosophical foundations	EPS 401, 410, 411, 412, 413, 414

Learning and Behavior Specialist II (LBS-II) and Areas of Emphasis

Graduate Advisement

Masters Degrees can be completed focusing on the following areas: Behavior Intervention Specialist (BI), Curriculum Adaptation Specialist (CA), Specialist in Multiple Disabilities, and Transition Specialist (TS)

***Note: Advanced Illinois teacher certification (LBS-II) is available for those who qualify.**

Graduate College

<http://www.grad.uiuc.edu/>

College of Education: Graduate Students

<http://education.illinois.edu/saao/>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Council on Teacher Education

<http://www.cote.illinois.edu/>

Graduate Student Advisement Tips

When you meet with the student for the first time, give them a packet with all the necessary LBS-II information. You can get this packet from the Special Education Department Admissions Secretary or download it from the Special Education Department website. Be sure to use the packet that matches the LBS-II option the student is pursuing. Each packet contains: (a) Graduate Student Advisement Tips, (b) course requirements, (c) procedures for the SPED 524 experience, (d) a matrix of the standards and courses that may satisfy the standards (which is also used to meet the portfolio requirement), and (e) portfolio guidelines. You will also want to have the student's personal file with you during your first advisement session, in case the student wants to petition out of a class.

Incoming Students

1. Graduate students may start their LBS-II program during any semester, and may complete their program as a part-time or full-time student.
2. Each LBS-II option has a set of required courses (see Table of Course Requirements). Up to 2 Level I courses may be waived without replacement based on previously taking these courses. This may occur if the student obtained his/her LBS-I certificate from UIUC. Such waivers will be negotiated with an advisor and an individual plan for meeting the LBS II requirements will be designed by the student and his/her advisor. If waivers exceed 2 courses, additional courses must be selected to fill the 36-hour minimum requirement.

3. If the student did not obtain his/her LBS-I certificate from UIUC, waivers must be done by petition and given to the Chair of the Curriculum Committee, who then submits the petition to CoTE with the student's certification audit request. (See **Petitions** below)
4. LBS-II course requirements consist of Common Core, Level I, and Level II courses. All students must take the Common Core classes (517, 591A, 591B, 524, and 526) and most of the Level II classes (see individual requirements for LBS-II options on course requirement charts). **NOTE: Before students take 526, they must have previously taken collaboration (SPED 426), teaming (SPED 538), or some other collaboration course as a prerequisite.**
5. All students must meet the College requirements, which consist of 8 hours of additional classes. Student must take particular classes that meet two different sets of foundation courses for Educational Policy Studies (EPS) (2 classes, each of 2 hours) and two different sets of foundation courses for Educational Psychology (EPSY) (2 classes, each of 2 hours). On occasion, EPS and EPSY will offer one class for 4 hours that meets the foundation requirement. If these classes are offered, they generally occur in the summer and the student and the advisor should be on the look out for them.

Course Sequence

There is no particular course sequence to the LBS-II options. However, it is recommended that students take SPED 517 and Level I courses early in the program. Level II courses should be taken later in the program, along with SPED 526 and SPED 524. During the last year of the program, students should take SPED 591A (only offered during fall semester) and SPED 591B (only offered during spring semester). The courses that fulfill the College requirements can be taken at any time during the student's program.

The course requirements' sheets list the courses for all of the LBS-II options. Course offerings for **some** of the LBS-II courses are listed by semester, however, the advisor and student should always check to make sure the information is accurate. For other courses, the advisor and student should write down the semester the student plans to take the course. For all courses, the advisor and student should write down the year the course is going to be taken.

Innovative Project

As a department requirement, all master's students must complete an Innovative Project. During fall semester of their last year, LBS-II students take SPED 591A (a research course where students write the proposal for their project) and in the spring, students take SPED 591B, which is the implementation of their project. Students' innovative projects should be in their LBS-II area (e.g., Transition Specialist) and should meet some of the state standards.

Time-to Degree Limit

Students must petition to extend their master's degree program beyond the 5-year limit.

Residency Requirement

Half or more of the basic courses required for the master's degree must be courses in which the student is enrolled on the UIUC campus.

Petitions

1. If the student obtained his/her LBS-I teaching certificate from the UIUC, it is quite likely that the student will want to waive **two courses** from Level I. The student may waive additional courses from Level I, but any additional waived course will need to be replaced by another 400 or 500 level course that meets the state standards for the LBS-II option. Past UIUC graduates **do not** need to fill out petitions if they are waiving courses, but they must tell the chair of the Special Education Department Curriculum Committee what two courses they plan to waive. Such waivers will be negotiated with an advisor and an individual student plan for meeting the LBS-II requirements will be designed by the student and his/her advisor.

If students waive more than two courses, then they must tell the Chair of the Curriculum Committee which additional course(s) they are going to waive and which course is going to replace the waived course. The Chair of the Curriculum Committee will then convey this information to the Certification Officer at the CoTE.

2. If the student wants to waive a course, and did not attend UIUC, then the student will need to bring in the syllabus for that course. The syllabus should be attached to a petition and given to the Chair of the Curriculum Committee. All petitions should be completed as soon as possible because the student's audit request to CoTE cannot be submitted until all petitions are filled out.
3. It is possible that the student will want to submit other petitions during the course of the LBS-II program (e.g., if the student wants to substitute an independent study for one of the Level II courses). Petitions filled out later to the grad college that alters a student's program in any way must be sent to CoTE (Attn: Certification Officer). Unless this is done, the processing of a student's certification application upon completion of the program will be delayed.

GPA Requirement

The GPA must be maintained at a minimum of 3.0 (A=4.0) for program continuation. Students must also meet the professional and program GPA requirements.

Remediation Plans

Candidates who are not making adequate progress in coursework (grades of C+ or below in two or more major courses) or practicum will be offered a single opportunity to remediate areas of weakness as determined by their advisor and the Curriculum Committee. In the case of remediation, the advisor, course instructor and program coordinator will develop a remediation plan. The advisor is responsible for following through on the plan, for giving students feedback and for assuring that the plan is implemented and completed.

If the candidate does not make satisfactory progress on the plan, withdrawal from the program may be advised.

Portfolio Review Process

See the *Portfolio Guidelines* and matrix of LBS-II standards. The student should contact the Chair of the Curriculum Committee for an explanation of the portfolio process, especially if the *Portfolio Guidelines* are not clear.

Practicum Requirement or SPED 524

The practicum requirement should not occur until later in the student's program. There are special procedures that should be followed for the experience, with the main one being that the plan for SPED 524 should be submitted as an e-mail attachment to the Chair of Curriculum Committee **a semester in advance of when it will occur** (February 15th for Fall; October 15th for Spring). Please see the section on *SPED 524 Requirements and Forms*.

Council on Teacher Education (CoTE) Common Assessment Plan (CAP)

All students should be familiar with CoTE website. The COTE requires that all students meet the Common Assessment Plan (CAP) for graduate students.

<http://www.cote.illinois.edu/about/professional/cap.html>

Note: In addition to completing the required coursework and a portfolio, all students seeking Illinois teacher certification must also pass the State of Illinois LBS-II content test in their area of specialization. The student should review the CoTE website for specific information regarding timelines for certification, the LBS-II certification exams, and submitting an application for certification.

<http://www.cote.illinois.edu/certification/requirements/index.html>

LBS-II and Master's Degree Course Requirements Area of Emphasis: Behavior Intervention

Common Core

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
517	Disability Issues	4 hours	<i>Summer or Fall</i>
526*	Collaborative Leadership	4 hours	<i>Spring</i>
591	Innovative Project/Research Methods	4 hours	<i>Fall</i>
591	Conduct Innovative Project	2 hours	<i>Spring</i>
524	Supervised Practice in SPED	4 hours	

***Before Students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a pre-requisite.**

Level 1

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 438	Collaborating with Families	3 hours	<i>Summer or Spring</i>
SPED 440	Instructional Strategies I	4 hours	<i>Fall</i>
SPED 470	Learning Environments I	3 hours	<i>Fall</i>
SPED 471	Learning Environments II	3 hours	<i>Fall</i>

Note: Up to two Level 1 courses may be waived without replacement based on previously taking these courses.

Level 2 (Select one of the 590 Courses)

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 590 SE** or	Seminar for Advanced Topics	4 hours	
SPED 590 BI**	Seminar for Advanced Topics	4 hours	
EPSY 420 Required	Theories of Psychotherapy	4 hours	<i>Fall</i>

** or equivalent advanced topic course (e.g., Psychology 465)

College Requirements

Course Title	# Of Hours	Sem. & Yr. Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412, 413, or 414	2 hours	
Learning Foundations – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours but 407 is for students who are going to work with adults)	2 hours	

LBS-II and Master's Degree Course Requirements Area of Emphasis: Curriculum Adaptation

Common Core

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
517	Disability Issues	4 hours	<i>Summer or Fall</i>
526*	Collaborative Leadership	4 hours	<i>Spring</i>
591	Innovative Project/Research Methods	4 hours	<i>Fall</i>
591	Conduct Innovative Project	2 hours	<i>Spring</i>
524	Supervised Practice in SPED	4 hours	

***Before Students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a pre-requisite.**

Level 1

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 446	Curriculum Development I	4 hours	<i>Fall</i>
SPED 447	Curriculum Development II	4 hours	<i>Spring</i>
SPED 448	Curriculum Development III	4hours	<i>Spring</i>

Note: Up to two Level 1 courses may be waived without replacement based on previously taking these courses.

Level 2

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 416	Perspectives on Gifted Education	3 hours	<i>Spring</i>
SPED 590 CA	Seminar for Advanced Topics	4 hours	
Advanced Topics Course	Example: C & I 501	4 hours	

College Requirements

Course Title	# Of Hours	Sem. & Yr. Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412, 413, or 414	2 hours	
Learning Foundations – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours but 407 is for students who are going to work with adults)	2 hours	

LBS-II and Master's Degree Course Requirements
Area of Emphasis: Multiple Disability

Common Core

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
517	Disability Issues	4 hours	<i>Summer or Fall</i>
526*	Collaborative Leadership	4 hours	<i>Spring</i>
591	Innovative Project/Research Methods	4 hours	<i>Fall</i>
591	Conduct Innovative Project	2 hours	<i>Spring</i>
524	Supervised Practice in SPED	4 hours	

***Before Students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a pre-requisite.**

Level 1

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 440	Instructional Strategies I	4 hours	<i>Fall</i>
SPED 448	Curriculum Development III	4 hours	<i>Spring</i>
SPED 471	Learning Environments II	3 hours	<i>Fall</i>

Note: Up to two Level 1 courses may be waived without replacement based on previously taking these courses.

Level 2

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 432	Multiple Disabilities	3 hours	
SPED 460	Communication and Physical Disabilities	4 hours	
SPED 590 MD*	Seminar for Advanced Students	4 hours	

****or equivalent advanced topic course (e.g., Rehab 444)**

College Requirements

Course Title	# Of Hours	Sem. & Yr. Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412, 413, or 414	2 hours	
Learning Foundations – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours but 407 is for students who are going to work with adults)	2 hours	

LBS-II and Master's Degree Course Requirements Area of Emphasis: Transition

Common Core

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
517	Disability Issues	4 hours	<i>Summer or Fall</i>
526*	Collaborative Leadership	4 hours	<i>Spring</i>
591	Innovative Project/Research Methods	4 hours	<i>Fall</i>
591	Conduct Innovative Project	2 hours	<i>Spring</i>
524	Supervised Practice in SPED	4 hours	

***Before students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a prerequisite.**

Level 1

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 438	Collaborating with Families	3 hours	<i>Summer or Spring</i>
SPED 440	Instructional Strategies I	4 hours	<i>Fall</i>
SPED 448	Curriculum Development III	4 hours	<i>Spring</i>
SPED 444	Career Development and Individuals with Disabilities	1 hour	<i>Fall</i>

***Note: Up to two Level 1 courses may be waived without replacement based on previously taking these courses.**

Level 2

Course #	Course Title	# Of Hours	Sem. & Yr. Taken
SPED 590 TR**	Seminar for Advanced Topics	4 hours	
SPED 545	Transition and Vocational Planning	3 hours	
SPED 520	Psycho-Social Aspects	4 hours	<i>Spring</i>

****or equivalent advance topic course *e.g., REHAB 445)**

College Requirements

Course Title	# Of Hours	Sem. & Yr. Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412, 413, or 414	2 hours	
Learning Foundations – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours but 407 is for students who are going to work with adults)	2 hours	

LBS-II Portfolio Guidelines

LBS-II Matrices

LBS-II Portfolio Guidelines

1. The portfolio is a requirement, which demonstrates how you have met the Illinois State Board of Education (ISBE) teaching standards for the LBS-II Certificate through coursework, experience, or continuing education/professional development.
2. Use the LBS-II Standards Matrix to indicate how you have addressed each of the standards listed in the matrix. We have provided **examples** of course numbers where standards may have been addressed. If you have had additional experiences or coursework which have addressed the standards, please include these in the center column of the matrix.

EXAMPLE 1:

SPED 416

“Attended three-day workshop sponsored by Champaign School District on the use of different software programs that can be used for differentiating instruction in mathematics.”

EXAMPLE 2:

SPED 448

“Developed longitudinal curricula areas looking at range of post-school options.”

3. In the third column include the assignment title, exam title, practicum assessment, course title and grades obtained for each assessment that demonstrates performance level on standards addressed. You can also include certificates of attendance for in-services or workshops or other evidence that demonstrates how your experiences addressed standards (see ***EXAMPLE 3***).

For example:

SPED 517: Issues in Special Education	A
Exams	A
Case Study Assignment	A

EXAMPLE 3:

“Conducted an in-service training with teachers about procedures to use to adapt instruction in language arts to meet students’ individualized needs” (put in column 2).

“Syllabus from 4-hour in-service/workshop attached; Evaluations from teachers attached” (put in column 3).

4. **Submit the completed LBS-II Standards Matrix, addressing ALL of the standards as part of your portfolio.** Do not leave any standards blank; address all standards or your portfolio will not receive a passing grade.
5. As part of your portfolio you are required to store each of the artifacts (assignments, exams, etc.) in an organized manner, which demonstrates how you have met the standard and your performance. You are not required to submit these artifacts at this time. However, once all portfolios are submitted, we will randomly select 3 portfolios, for which artifacts must be submitted. Please keep your assessment artifacts stored and organized in case you are requested to submit.

6. If you use other experiences, coursework, workshops, and/or continuing education provided beyond the courses taken at UIUC, you must submit these artifacts with your completed LBS-II Standards Matrix.
7. **Include a Philosophy of Teaching statement.** In order to **meet expectations** the candidate's philosophy must include their view of education with respect to the UIUC Conceptual Framework. <http://www.cote.illinois.edu/about/professional/cf.html>
8. **Include between 2 and 5 reflections that demonstrate an integration of the standards in your teaching practice.** Your reflective statements should discuss how you address the standards in your current teaching and make reference to artifacts you included as part of your assessment results. Discuss your skills and knowledge in relationship to the standards and demonstrate how you have integrated these into your teaching practices through citation of evidence you have presented as artifacts (column 3). Your artifacts should demonstrate how you have addressed the standards in your teaching. If you want, you can organize your reflections around a couple of themes. For example, you might write one reflection on an instructional program you designed and implemented and another one on collaborative teaming, covering all the standards within these two reflections. Please note, however, that you must address **every** standard in the combined reflections. In addition, discuss the skills, knowledge, and standards, which you will continue to develop in your future teaching. The criteria for reflections in order to "meet expectations" are:
 - clearly identifies the standard(s) the artifact is addressing,
 - states why the artifact was chosen,
 - states why the artifact is an appropriate representation of the standard(s) and,
 - states what the artifact demonstrates about the candidate's growth and development as a teacher
9. **Include a reflection about how you have impacted students' learning.** In order to "meet expectations" the work sample(s) selected must clearly illustrate growth in student learning and the reflective statement must meet the following criteria:
 - states why the work sample was chosen,
 - states how the work sample made an impact on P-12 learning and,
 - describes how these activities have enhanced their ability to understand and assess student learning.
10. The LBS-II Standards Matrix to be completed and the CoTE LBS-II Portfolio Scoring Rubric for each certification area that will be used to assess your portfolio are included in this packet.
11. Submit a portfolio of all materials to the Chair of the Curriculum Committee and store artifacts in case you are randomly selected for submission.
12. **The portfolio must be submitted by the first day of the month that you intend to graduate (May 1st, December 1st, August 1st) to the Chair of the Curriculum Committee.** Late submissions will not be accepted.

Standards for the LBS-II/Behavior Intervention Specialist [28.350]

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>STANDARD 1 – Foundations The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education. [28.350(a)]</p>		
<p>Knowledge - The competent behavior intervention specialist understands: 1A. positive theoretical approaches and landmark research on behavior.</p>	<p>SPED 590 BI or SPED 590 SE EPSY 420 SPED 471</p>	
<p>1B. current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation.</p>	<p>SPED 517; SPED 470</p>	
<p>1C. relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs.</p>	<p>SPED 517; SPED 590 BI or SPED 590 SE</p>	
<p>1D. crisis prevention and intervention research and issues.</p>	<p>SPED 470; SPED 590 BI or EPSY 420</p>	
<p>1E. the impact of cultural and linguistic diversity on student behavior and learning.</p>	<p>SPED 470 and SPED 517; SPED 526 or SPED 438 or EPSY 420</p>	
<p>1F. the impact of multiple disabilities on behavior and learning.</p>	<p>SPED 517; SPED 461 or SPED 590 BI or SPED 590 SE</p>	
<p>1G. biophysical and environmental effects on behavior.</p>	<p>SPED 517; SPED 590 BT or EPSY 420</p>	
<p>1H. relationships between individual school discipline policies and students with IEPs.</p>	<p>SPED 470; SPED 590 BI</p>	
<p>Performance - The competent behavior intervention specialist: 1I. articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws.</p>	<p>SPED 517, SPED 470; also Portfolio requirement</p>	
<p>1J. recognizes students' behaviors as age-appropriate based on observation and social validation.</p>	<p>SPED 471; SPED 524 or SPED 591</p>	
<p>STANDARD 2 - Characteristics of Learners</p>		

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.350(b)]</p>		
<p>Knowledge - The competent behavior intervention specialist understands: 2A. similarities and differences of behavior of individuals with and without disabilities.</p>	<p>SPED 517, SPED 470; EPSY 420</p>	
<p>2B. the impact of varying disabilities on behavior.</p>	<p>SPED 517, SPED 590 BI or SPED 590 SE</p>	
<p>2C. the communicative aspects of behavior.</p>	<p>SPED 440, SPED 471, SPED 590 BI</p>	
<p>2D. the effects of various medications on student behavior.</p>	<p>SPED 470, SPED 517; SPED 590 BI or EPSY 420</p>	
<p>2E. the relationship between learners' behaviors and intensity of service provision.</p>	<p>SPED 517, SPED 590 BI or SPED 590 SE or EPSY 420</p>	
<p>Performance - The competent behavior intervention specialist: 2F. matches service provision to learners' academic and behavioral needs.</p>	<p>SPED 524; SPED 591</p>	
<p>STANDARD 3 – Assessment The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.350(c)]</p>		
<p>Knowledge - The competent positive behavior intervention specialist understands 3A. terminology used in functional and positive behavioral assessment.</p>	<p>SPED 470, SPED 471; SPED 590 BI or SPED 590 SE</p>	
<p>3B. state and federal laws and regulations and ethical considerations of functional and positive behavioral assessment.</p>	<p>SPED 470, SPED 471, SPED 517</p>	
<p>3C. the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment and/or functional assessment.</p>	<p>SPED 471, SPED 590 BI</p>	
<p>3D. duration and intensity of behavior and the</p>	<p>SPED 471, SPED 590 BI or EPSY 420</p>	

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

	influence on learner performance on formal and informal assessments.		
3E.	behavior as a form of communication.	471, SPED 590 BI or SPED 590 SE	
3F.	the relationship between determination of behavioral interventions and issues of screening, referral, and placement.	SPED 517, SPED 524 or SPED 590 BI or SPED 590 SE	
	Performance - The competent behavior intervention specialist:	SPED 470, SPED 524	
3G.	uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs.		
3H.	interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities.	SPED 440, SPED 471, SPED 524; SPED 590 BI or SPED 591	
3I.	communicates results of positive behavioral assessments to the learner and all stakeholders.	SPED 471, SPED 524, SPED 590 BI or SPED 591	
3J.	adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner.	SPED 524 or SPED 591	
3K.	identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.	SPED 471; SPED 524 or SPED 590 BI or SPED 591	
	STANDARD 4 - Planning for Instruction The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.350(d)]		
	Knowledge - The competent behavior intervention specialist understands:	SPED 470, SPED 471, SPED 524; SPED 590 BI or SPED 591	

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

4A.	behavioral demands of various learning environments.		
4B.	the impact of learners' behaviors on instruction.	SPED 470, SPED 471, SPED 440; SPED 590 BI or SPED 590 SE	
4C.	the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers.	SPED 517, SPED 526; EPSY 420	
4D.	positive behavioral intervention strategies.	SPED 470, SPED 471; SPED 590 BI or SPED 590 SE	
4E.	positive behavior management plan guidelines and key components.	SPED 470, SPED 471; SPED 590 BI	
4F.	the rationale for targeting specific behaviors and selecting positive behavior management techniques.	SPED 471, SPED 590 BI or SPED 590 SE or EPSY 420	
Performance - The competent behavior intervention specialist:			
4G.	develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders.	SPED 440, SPED 470, SPED 471, SPED 524; SPED 590 BI or SPED 591	
4H.	implements positive behavior management plans.	SPED 471, SPED 524 or SPED 591	
4I.	facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel.	SPED 524, SPED 526 or SPED 438; SPED 591	
4J.	evaluates the effectiveness of positive behavior management plans and revises as needed.	SPED 471, SPED 524; SPED 591	
4K.	plans for effective transition and integration across settings.	SPED 590 BI or SPED 590 SE	
STANDARD 5 - Learning Environment The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.350(e)]			
Knowledge - The competent behavior intervention specialist understands:			
5A.	reinforcement theories, techniques, and	SPED 440, SPED 470, SPED 471; SPED 590 BI or SPED 590 SE or EPSY 420	

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

application.		
5B. ways to create and positively modify learning environments that respect and value diversity.	SPED 470, SPED 438; SPED 590 SE or SPED 590 BI or EPSY 420	
5C. the continuum of placement and services, including alternative programs for individuals whose behavior is interfering with learning.	SPED 517, SPED 590 BI or SPED 590 SE	
5D. issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments.	SPED 517, SPED 590 BI or SPED 590 SE	
<i>Performance - The competent behavior intervention specialist:</i>	SPED 471, SPED 524; SPED 591	
5E. uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments.		
5F. teaches individuals to use problem solving and self-regulation strategies to promote independence and successful transitions.	SPED 524; SPED 590 BI or EPSY 420	
5G. designs learning environments that provide behavioral feedback from peers, teachers, and related service personnel.	SPED 524; SPED 591	
5H. directs, observes, evaluates, and provides feedback to paraeducators and teachers in the implementation of positive behavioral interventions and management plans.	SPED 438, SPED 526, SPED 524 or SPED 438	
5I. implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments.	SPED 438, SPED 524; EPSY 420	
5J. monitors intragroup behavior changes across activities and learning environments.	SPED 471, SPED 524; SPED 591	
5K. facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments.	SPED 470, SPED 471, SPED 524; SPED 591	
<i>STANDARD 6 - Instructional Delivery</i>		

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.350(f)]</p>		
<p>Knowledge - The competent behavior intervention specialist understands: 6A. classroom management theories and positive strategies for individuals with exceptional learning needs.</p>	<p>SPED 470, SPED 471; SPED 590 BI or SPED 590 SE</p>	
<p>6B. research-based best practices for effective, positive management of teaching, learning, and behavior.</p>	<p>SPED 470, SPED 471; SPED 590 BI or SPED 590 SE</p>	
<p>Performance - The competent behavior intervention specialist: 6C. sequences, implements, and evaluates individualized behavioral objectives.</p>	<p>SPED 440, SPED 524 or SPED 591</p>	
<p>6D. integrates positive behavioral supports with academic curricula.</p>	<p>SPED 440, SPED 524 or SPED 591</p>	
<p>6E. uses varied positive, non-aversive techniques for managing targeted behavior.</p>	<p>SPED 440, SPED 524 or SPED 591</p>	
<p>6F. implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement.</p>	<p>SPED 440, SPED 524 or SPED 591</p>	
<p>6G. designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation.</p>	<p>SPED 440, SPED 524 or SPED 591</p>	
<p>6H. analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.</p>	<p>SPED 440, SPED 524; SPED 590 SE or SPED 590 BI, SPED 591</p>	
<p>STANDARD 7 - Collaborative Relationships The competent behavior intervention specialist uses knowledge of effective written, verbal, and</p>		

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.350(g)]		
Knowledge - The competent behavior intervention specialist understands: 7A. concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns.	SPED 438, SPED 517, SPED 526; SPED 590 SE or SPED 590 BI	
7B. strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions.	SPED 526	
7C. parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation.	SPED 438, SPED 517; SPED 526	
7D. collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities.	SPED 470, SPED 471; SPED 590 BI or EPSY 420	
Performance - The competent behavior intervention specialist: 7E. demonstrates skills of problem-solving and conflict resolution.	SPED 526	
7F. designs, implements, and evaluates in-services for teachers, related service personnel, and paraeducators that address positive behavioral intervention needs of learners.	SPED 526; SPED 590 BI or SPED 590 SE, SPED 591	
7G. synthesizes and communicates to stakeholders' information available from family, school, the justice system, and referral agencies.	SPED 470; SPED 590 BI or SPED 591	
7H. uses collaborative strategies and counseling techniques with families,	SPED 526; or EPSY 420	

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

learners, related service providers, and other professionals.		
7I. provides parent education in the implementation of positive behavioral supports in the home environment.	SPED 526; SPED 524, SPED 591	
STANDARD 8 - Professional Conduct and Leadership The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.350(h)]		
Knowledge - The competent behavior intervention specialist: 8A. meets the standards set forth in Section 28.100 (h) (1) of this Part.	LBS I Program or Initial Certification or Equivalent	
Performance - The competent behavior intervention specialist: 8B. uses positive behavioral interventions with consideration of learners' physical freedom and social interaction.	SPED 470, SPED 471, SPED 524 or SPED 591	
8C. uses positive behavioral interventions with respect for human dignity and personal privacy.	SPED 470, SPED 471, SPED 524 or SPED 591	
8D. serves as an advocate for individuals and their families.	SPED 438	
8E. collaborates with appropriate agency individuals to reduce family stress and implement family support.	SPED 438; SPED 524 or SPED 591	
STANDARD 9 - Reflection and Professional Growth The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.350(i)]		

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p><i>Knowledge - The competent behavior intervention specialist:</i> 9A. meets the standards set forth in Section 28.100 (i) (1) of this Part.</p>	<p>LBS I program or Initial Certification or Equivalent</p>	
<p><i>Performance - The competent behavior intervention specialist:</i> 9B. participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.</p>	<p>SPED 590 BI or SPED 590 SE, SPED 591 SPED 524</p>	

* Note: The course numbers given in the rubric are suggestions provided in which coursework **MAY** have addressed the standards given in the first column. Include **ALL** coursework and/or experiences you believe show evidence that you have addressed the standards. If using coursework, workshops, etc. attended beyond UIUC coursework, be sure to provide the artifact for evidence of participation.

University of Illinois at Urbana-Champaign
 Council on Teacher Education
 CoTE Common Assessment Portfolio Scoring Rubric for all Teacher Candidates
Area of Emphasis: Behavior Intervention

Candidate Name _____

Year _____

Candidates must complete the CoTE Common Assessment Portfolio requirements, earn a rating of meets expectations in all areas, and successfully meet all other program-specific portfolio requirements before being recommended for certification.

I. Philosophy Statement			
Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met			
Directions: Check the box below the appropriate rating.			
In order to “ meet expectations ,” the candidate must provide a philosophy statement that includes their view of education with respect to the <i>UIUC Conceptual Framework</i> .			
	E	M	NM
The candidate’s philosophy statement			
Comments:			

II. Artifacts and Reflective Statements Related to Meeting the Standards

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “meets expectations.”

Note: One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard.

Meets Expectations

The artifact(s) selected must be an appropriate representation of the standard.

The reflective statement:

- clearly identifies the standard(s) the artifact is addressing,
- states why the artifact was chosen,
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a teacher.

Behavior Intervention Specialist	Artifact			Reflective Statement		
	E	M	NM	E	M	NM
STANDARD 1 – Foundations						
Comments:						
STANDARD 2 – Characteristics of Learners						
Comments:						
STANDARD 3 – Assessment						
Comments:						
STANDARD 4 – Planning for Instruction						
Comments:						
STANDARD 5 – Learning Environment						
Comments:						
STANDARD 6 – Instructional Delivery						
Comments:						
STANDARD 7 – Collaborative Relationships						
Comments:						
STANDARD 8 – Professional Conduct and Leadership						
Comments:						
STANDARD 9 – Reflection and Professional Growth						
Comments:						

III. Impact on Student Learning

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met
 Directions: Check the box below the appropriate rating.
 Candidates must meet the following criteria in order to earn a rating of “meets expectations.”

Meets Expectations

The work sample(s) selected clearly illustrates growth in student learning,
 The reflective statement:

- states why the work sample was chosen,
- states how the work sample made an impact on P-12 learning and,
- describes how these activities have enhanced their ability to understand and assess student learning.

Impact on P-12 Student Learning	Work Sample I			Reflective Statement I			Work Sample II			Reflective Statement II		
	E	M	N M	E	MP	N M	E	M	N M	E	M	NM
Candidate’s impact on Student Learning												

Comments:

IV. Summary Portfolio Rating <i>Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.</i>	Exceeds Expectations	Meets Expectations	Expectations Not Met
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 Evaluator Signature and Title

 Date

 Clinical Experiences Program Coordinator Signature

 Date

Standards for the LBS-II/Curriculum Adaptation Specialist [28.460]

***Suggested course titles and numbers and/or
Description of experiences meeting the
standards.**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>STANDARD 1 – Foundations The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.460(a)]</p>		
<p>Knowledge - The competent curriculum adaptation specialist understands: 1A. the general curriculum structure.</p>	SPED 446; 447; 590CA	
<p>1B. curricular issues and their associated implications for students with disabilities.</p>	SPED 590CA or Advanced Topics Seminar	
<p>1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).</p>	Advanced Topics Seminar	
<p>1D. state law related to the general curriculum.</p>	SPED 446	
<p>1E. processes for curriculum development.</p>	SPED 446; 447; 448; 590CA	
<p>1F. philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.</p>	SPED 590CA; Advanced Topics Seminar	
<p>Performance - The competent curriculum adaptation specialist: 1G. meets the standards set forth in Section 28.100 (a) (2) of this Part.</p>	Met in initial certification program	

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

<p>STANDARD 2 - Characteristics of Learners The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. [28.460(b)]</p>		
<p>Knowledge - The competent curriculum adaptation specialist understands: 2A. learning research and implications for students with disabilities.</p>	<p>SPED 590CA or Advanced Topics Seminar or SPED 591</p>	
<p>2B. the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.</p>	<p>SPED 517</p>	
<p>2C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.</p>	<p>SPED 447; 590CA or 591</p>	
<p>2D. the impact of language development on the academic and social skills of individuals with disabilities.</p>	<p>SPED 447; 590CA or 591</p>	
<p>Performance - The competent curriculum adaptation specialist: 2E. determines the appropriate curriculum for an individual based on the students' age, skills, learning strengths, and desired long-term outcomes.</p>	<p>SPED 446 or 447 or 448 or 524</p>	
<p>2F. modifies and adapts curricula appropriate to student's learning style.</p>	<p>SPED 447 or 448 or 524</p>	
<p>STANDARD 3 – Assessment The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.460(c)]</p>		

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

<p><i>Knowledge - The competent curriculum adaptation specialist understands:</i> 3A. curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.</p>	<p>Met in assessment and instructional methods courses (e.g., SPED 324, 440) or equivalents.</p>	
<p>3B. methods used for statewide assessment of student learning standards.</p>	<p>Met in assessment and instructional methods courses (e.g., SPED 324, 440) or equivalents.</p>	
<p>3C. problem-solving models used to analyze curricular needs and learning characteristics of students.</p>	<p>SPED 446; 447; 448; 590CA</p>	
<p>3D. alternative methods for assessing and grading student performance.</p>	<p>SPED 590CA or Advanced Topics Seminar</p>	
<p>3E. varied test-taking strategies.</p>	<p>SPED 590CA or Advanced Topics Seminar</p>	
<p><i>Performance - The competent curriculum adaptation specialist:</i> 3F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>3G. modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>3H. systematically monitors student progress through general and modified curriculum.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>3I. systematically measures and evaluates the effectiveness of curricular adaptations and/or modifications in instructional strategies on student learning.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>3J. conducts student error analyses to identify needed instructional modifications.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>3K. adapts formal tests to accommodate students' disabilities and modes of communication.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

3L. assesses reliable methods of response of individuals who lack communication and performance abilities.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
STANDARD 4 - Planning for Instruction The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.460(d)]		
Knowledge - The competent curriculum adaptation specialist understands:	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4A. sources of specialized materials for individuals with disabilities.		
4B. a variety of approaches for modifying the general curriculum.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4C. essential elements of social skills, life skills, study skills, and vocational and other alternative curricula.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4D. strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
Performance - The competent curriculum adaptation specialist:	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4E. modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.		
4F. utilizes the least intrusive intervention or adaptation first.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4G. matches individual learning style with	Basic skills acquired in LBS-I program; Advanced	

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

appropriate curricular adaptations.	skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4H. determines critical functional skills within the general curriculum.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
4I. selects instructional materials which engage students in meaningful learning.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
STANDARD 5 - Learning Environment The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.460(e)]		
Knowledge - The competent curriculum adaptation specialist understands:	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
5A. reinforcement theory and its application to learning.		
5B. the impact of the environment on student learning.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
5C. Performance - The competent curriculum adaptation specialist modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
STANDARD 6 - Instructional Delivery The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.460(f)]		

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

<p><i>Knowledge - The competent curriculum adaptation specialist understands:</i> 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6B. various student learning strategies that increase capacity for learning.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6C. study strategies to assist students in the completion of various tasks.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6D. various methods for grouping students to maximize learning.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6E. how technology may be used to maximize learning.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p><i>Performance - The competent curriculum adaptation specialist:</i> 6F. develops an individualized curriculum for all students in the least restrictive environment.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6G. adapts content, materials, and instructional strategies in reading to meet individualized needs.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6H. adapts content, materials, and instructional strategies in mathematics to meet individualized needs.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6I. adapts content, materials, and instructional strategies in language arts to meet individualized needs.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6J. adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591</p>	
<p>6K. adapts content, materials, and instructional strategies related to social</p>	<p>Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics</p>	

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

skills, life skills, vocational skills, and study skills to meet individualized needs.	Seminar and SPED 591	
6L. uses research-supported instructional strategies and practices.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
6M. uses adaptations and strategies for facilitating maintenance and generalization of skills across environments.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
6N. uses assistive technology devices to meet individualized needs and maximize learning.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
6O. teaches students cognitive strategies which maximize learning.	Basic skills acquired in LBS-I program; Advanced skills in SPED 590CA or Advanced Topics Seminar and SPED 591	
STANDARD 7 - Collaborative Relationships The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.460(g)]		
Knowledge - The competent curriculum adaptation specialist: 7A. understands models for co-teaching and consultation.	SPED 526	
Performance - The competent curriculum adaptation specialist: 7B. collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students.	SPED 591 or SPED 590CA	
7C. provides direct assistance, when needed, to general educators, other special educators, and related service personnel as adaptations are implemented.	SPED 591 or SPED 524	
7D. assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.	SPED 591 or SPED 524	
STANDARD 8 - Professional Conduct and		

***Suggested course titles and numbers and/or description of experiences meeting the standards**

**Assessment Results:
Course/Assignment/Evaluation or Experience/Evaluation**

<p>Leadership The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.460(h)]</p>		
<p>Performance - The competent curriculum adaptation specialist: 8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.</p>	SPED 591	
<p>STANDARD 9 - Reflection and Professional Growth The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.460(i)]</p>	SPED 590CA or Advanced Topics Seminar	
<p>Performance - The competent curriculum adaptation specialist: 9A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.</p>	SPED 590CA or Advanced Topics Seminar	

* Note: The course numbers given in the rubric are suggestions provided in which coursework **MAY** have addressed the standards given in the first column. Include **ALL** coursework and/or experiences you believe show evidence that you have addressed the standards. If using coursework, workshops, etc. attended beyond UIUC coursework, be sure to provide the artifact for evidence of participation

University of Illinois at Urbana-Champaign
Council on Teacher Education
CoTE Common Assessment Portfolio Scoring Rubric for all Teacher Candidates
Area of Emphasis: Curriculum Adaptation

Candidate Name _____

Year _____

Candidates must complete the CoTE Common Assessment Portfolio requirements, earn a rating of meets expectations in all areas, and successfully meet all other program-specific portfolio requirements before being recommended for certification.

II. Philosophy Statement

Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

In order to “**meet expectations**,” the candidate must provide a philosophy statement that includes their view of education with respect to the *UIUC Conceptual Framework*.

	E	M	NM
The candidate’s philosophy statement			

Comments:

II. Artifacts and Reflective Statements Related to Meeting the Standards

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “meets expectations.”

Note: One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard.

Meets Expectations

The artifact(s) selected must be an appropriate representation of the standard.

The reflective statement:

- clearly identifies the standard(s) the artifact is addressing,
- states why the artifact was chosen,
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a teacher.

Curriculum Adaptation Specialist	Artifact			Reflective Statement		
	E	M	NM	E	M	NM
STANDARD 1 – Foundations						
Comments:						
STANDARD 2 – Characteristics of Learners						
Comments:						
STANDARD 3 – Assessment						
Comments:						
STANDARD 4 – Planning for Instruction						
Comments:						
STANDARD 5 – Learning Environment						
Comments:						
STANDARD 6 – Instructional Delivery						
Comments:						
STANDARD 7 – Collaborative Relationships						
Comments:						
STANDARD 8 – Professional Conduct and Leadership						
Comments:						
STANDARD 9 – Reflection and Professional Growth						
Comments:						

III. Impact on Student Learning

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “**meets expectations.**”

Meets Expectations

The work sample(s) selected clearly illustrates growth in student learning,

The reflective statement:

- states why the work sample was chosen,
- states how the work sample made an impact on P-12 learning and,
- describes how these activities have enhanced their ability to understand and assess student learning.

Impact on P-12 Student Learning	Work Sample I			Reflective Statement I			Work Sample II			Reflective Statement II		
	E	M	NM	E	MP	NM	E	M	NM	E	M	NM
Candidate’s impact on Student Learning												

Comments:

IV. Summary Portfolio Rating

Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.

Exceeds Expectations

Meets Expectations

Expectations Not Met

Evaluator Signature and Title

Date

Clinical Experiences Program Coordinator Signature

Date

Standards for the LBS-II/Multiple Disabilities Specialist [28.470]

*Suggested course title and numbers and/or
Description of experiences meeting the
standards

Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation

<p>STANDARD 1 – Foundations The competent multiple disabilities specialist understands the philosophical, historical, and legal foundations of special education. [28.470(a)]</p>		
<p>Knowledge - The competent multiple disabilities specialist understands: 1A. ethical issues regarding treatment of individuals with medically fragile conditions.</p>	SPED 432	
<p>1B. in-depth knowledge of legislation, policies, and litigation regarding rights of individual students to education, guardianship, and community supports.</p>	SPED 517	
<p>1C. the process of policy change in advocating for individuals.</p>	SPED 517	
<p>Performance - The competent multiple disabilities specialist: 1D. advocates for rights and services based on established legislation, policies, and litigation.</p>	SPED 517	
<p>1E. advocates for change in service delivery systems and policy.</p>	SPED 517	
<p>1F. demonstrates a commitment to the belief that all students can learn.</p>	SPED 432	
<p>1G. demonstrates a commitment to the belief that all students can live, work, and recreate in inclusive community settings.</p>	SPED 432; SPED 517	
<p>STANDARD 2 - Characteristics of Learners The competent multiple disabilities specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.470(b)]</p>		

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>Knowledge - The competent multiple disabilities specialist understands: 2A. the identification of problems related to physical and medical procedures.</p>	<p>SPED 432; SPED 460</p>	
<p>2B. the impact of terminal illness and its effect on individuals and families.</p>	<p>SPED 432; SPED 517</p>	
<p>2C. the difference between physical disabilities and cognitive disabilities.</p>	<p>SPED 432; SPED 517</p>	
<p>Performance - The competent multiple disabilities specialist: 2D. monitors and communicates potential problems or concerns related to a student's physical or medical conditions, to appropriate personnel (e.g., school nurse, parents).</p>	<p>SPED 432; SPED 524</p>	
<p>2E. performs special health care procedures such as feeding, positioning, suctioning, etc., under supervision of appropriate medical personnel.</p>	<p>SPED 524; SPED 432</p>	
<p>STANDARD 3 – Assessment The competent multiple disabilities specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students. [28.470(c)]</p>		
<p>Knowledge - The competent multiple disabilities specialist: 3A. meets the standards set forth in Section 28.100 (c) (1) of this Part.</p>	<p>Completed in initial LBS-I Certification Program or Equivalent</p>	
<p>Performance - The competent multiple disabilities specialist: 3B. designs and implements informal assessment procedures that distinguish physical and cognitive abilities in individuals with multiple disabilities across age groups and combinations of disabilities.</p>	<p>SPED 524; SPED 440</p>	

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

3C.	designs and implements informal assessment procedures that assess both physical and cognitive abilities in the context of priority skills across age groups and combinations of disabilities.		
3D.	designs informal assessment procedures that incorporate principles of partial participation across age groups and combinations of disabilities.		
3E.	develops and conducts informal assessment of assistive technology needs and services across age groups and combinations of disabilities.	SPED 432	
3F.	develops and conducts informal assessments focused on ongoing effectiveness of assistive technology.	SPED 432	
STANDARD 4 - Planning for Instruction The competent multiple disabilities specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.470(d)]			
Knowledge - The competent multiple disabilities specialist: 4A. understands research that supports treatment approaches for persons with multiple disabilities.		SPED 460; SPED 591;	
Performance - The competent multiple disabilities specialist: 4B. develops longitudinal, outcome-based curriculum for students with multiple disabilities using a top-down, ecological inventory-based approach across age groups and combinations of disabilities.		SPED 432; SPED 448; SPED 524	

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

4C.	uses information about the student's strengths and needs and his/her desired educational outcomes to select appropriate scope and sequences in language arts and math (e.g., generalized, activity-specific).	SPED 448; SPED 524	
4D.	utilizes community settings to instruct educational priorities across all curricular domains and age groups.	SPED 524	
4E.	develops a community program (e.g., work sampling) designed to increase knowledge about vocational possibilities for students with multiple disabilities.	SPED 448; SPED 590 MD	
4F.	creates and implements a strategic, progressive series of experiences and learning opportunities that meet the complex needs of individuals with multiple disabilities in order to ensure long-term community-based employment outcomes.	SPED 448; SPED 524 and/or SPED 590 MD	
4G.	develops programs that take into account preferences and choices for all ages of individuals with multiple disabilities, in the context of all instructional interactions and educational curricula.	SPED 446; SPED 432	
4H.	develops scope and sequences that promote self-determination across all curricular areas.	SPED 446; SPED 524 and/or SPED 590 MD	
4I.	considers an individual's medical and physical characteristics and needs in developing a schedule to maximize active learning throughout the school day.	SPED 432	
STANDARD 5 - Learning Environment The competent multiple disabilities specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.470(e)]			

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>Knowledge - The competent multiple disabilities specialist understands: 5A. knowledge of components of positive behavioral support plans.</p>	<p>SPED 471</p>	
<p>5B. knowledge of strategies to socially-validate target behaviors, interventions, and effects of behavior interventions.</p>	<p>SPED 471</p>	
<p>Performance - The competent multiple disabilities specialist: 5C. conducts functional assessments and functional analysis of problem behavior of individuals with multiple disabilities across age groups.</p>	<p>SPED 471; SPED 524</p>	
<p>5D. identifies socially valid problem behaviors and interventions across age groups.</p>	<p>SPED 471; SPED 524</p>	
<p>5E. maintains ethical standards in selection of treatment interventions, considering the vulnerability of individuals with multiple disabilities.</p>	<p>SPED 471; SPED 432</p>	
<p>5F. identifies behaviors that are functionally equivalent to problem behaviors when designing functional communication programs.</p>	<p>SPED 471</p>	
<p>STANDARD 6 - Instructional Delivery The competent multiple disabilities specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.470(f)]</p>		
<p>Knowledge - The competent multiple disabilities specialist: 6A. meets the standards set forth in Section 28.100 (f) (1) of this Part.</p>	<p>Completed in initial LBS-I Certification Program</p>	
<p>Performance - The competent multiple disabilities specialist: 6B. provides community-referenced and community-based instruction.</p>	<p>SPED 524</p>	

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

6C. develops programs to facilitate mobility, including head and trunk control, sitting, crawling, standing, walking, and wheel chair use in the context of meaningful activities.	SPED 524	
6D uses individualized assistive devices to enhance learning outcomes across curricular areas for students with multiple disabilities.	SPED 432; SPED 460; SPED 524	
STANDARD 7 - Collaborative Relationships The competent multiple disabilities specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.470(g)]		
Knowledge - The competent multiple disabilities specialist: 7A. meet the standards set forth in Section 28.100 (g) (1) of this Part.	Completed in initial LBS-I Certification Program or Equivalent	
Performance - The competent multiple disabilities specialist: 7B. teaches and supervises paraprofessional staff implementing physical and medical procedures for students with multiple disabilities.	SPED 432; SPED 591 or SPED 524	
7C. collaborates with families, related service providers, and support personnel in identifying appropriate evaluation and intervention strategies.	SPED 524 or SPED 590 MD; SPED 526	
7D. initiates and assumes responsibility for coordinating multiple services provided to individual students with multiple disabilities.	SPED 524; SPED 526	
7E. identifies need for equipment revision and/or new services and initiates contact with families and appropriate service providers.	SPED 432; SPED 524	

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>7F. collaborates with administrators and medical personnel in developing policies and procedures for meeting the physical and medical needs of individuals with multiple disabilities.</p>	<p>SPED 432; SPED 526</p>	
<p>7G. collaborates with appropriate personnel and family members in developing a written, individualized plan to address special health care needs.</p>	<p>SPED 432</p>	
<p>STANDARD 8 - Professionalism and Ethical Practices The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. [28.470(h)]</p>		
<p>Knowledge - The competent multiple disabilities specialist 8A. has knowledge of consumer and professional organizations, publications, and journals relevant to individuals with multiple disabilities across all ages.</p>	<p>SPED 460; SPED 432; SPED 590 MD</p>	
<p>Performance - The competent multiple disabilities specialist: 8B. incorporates current information from professional literature into all teaching and related activities.</p>	<p>SPED 591</p>	
<p>STANDARD 9 - Reflection and Professional Growth The competent multiple disabilities specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.470(i)]</p>		
<p>Knowledge - The competent multiple disabilities specialist: 9A. meets the standards set forth in Section 28.100 (i) (1) of this Part.</p>	<p>Completed in initial LBS-I Certification Program or Equivalent</p>	

***Suggested course title and numbers and/or
Description of experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p><i>Performance - The competent multiple disabilities specialist:</i> 9B. participates in the activities of professional organizations relevant to individuals with multiple disabilities.</p>	<p>SPED 524 or SPED 590 MD</p>	
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• Note: The course numbers given in the rubric are suggestions provided in which coursework **MAY** have addressed the standards given in the first column. Include **ALL** coursework and/or experiences you believe show evidence that you have addressed the standards. If using coursework, workshops, etc. attended beyond UIUC coursework, be sure to provide the artifact for evidence of participation.

University of Illinois at Urbana-Champaign
Council on Teacher Education
CoTE Common Assessment Portfolio Scoring Rubric for all Teacher Candidates
Area of Emphasis: Multiple Disabilities

Candidate Name _____

Year _____

Candidates must complete the CoTE Common Assessment Portfolio requirements, earn a rating of meets expectations in all areas, and successfully meet all other program-specific portfolio requirements before being recommended for certification.

III. Philosophy Statement			
Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met			
Directions: Check the box below the appropriate rating.			
In order to “ meet expectations ,” the candidate must provide a philosophy statement that includes their view of education with respect to the <i>UIUC Conceptual Framework</i> .			
	E	M	NM
The candidate’s philosophy statement			
Comments:			

II. Artifacts and Reflective Statements Related to Meeting the Standards

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “**meets expectations.**”

Note: One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard.

Meets Expectations

The artifact(s) selected must be an appropriate representation of the standard.

The reflective statement:

- clearly identifies the standard(s) the artifact is addressing,
- states why the artifact was chosen,
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a teacher.

Multiple Disabilities Specialist	Artifact			Reflective Statement		
	E	M	NM	E	M	NM
STANDARD 1 – Foundations						
Comments:						
STANDARD 2 – Characteristics of Learners						
Comments:						
STANDARD 3 – Assessment						
Comments:						
STANDARD 4 – Planning for Instruction						
Comments:						
STANDARD 5 – Learning Environment						
Comments:						
STANDARD 6 – Instructional Delivery						
Comments:						
STANDARD 7 – Collaborative Relationships						
Comments:						
STANDARD 8 – Professional Conduct and Leadership						
Comments:						
STANDARD 9 – Reflection and Professional Growth						
Comments:						

III. Impact on Student Learning

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “**meets expectations.**”

Meets Expectations

The work sample(s) selected clearly illustrates growth in student learning,

The reflective statement:

- states why the work sample was chosen,
- states how the work sample made an impact on P-12 learning and,
- describes how these activities have enhanced their ability to understand and assess student learning.

Impact on P-12 Student Learning	Work Sample I			Reflective Statement I			Work Sample II			Reflective Statement II		
	E	M	NM	E	MP	NM	E	M	NM	E	M	NM
Candidate’s impact on Student Learning												

Comments:

IV. Summary Portfolio Rating

Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.

Exceeds Expectations

Meets Expectations

Expectations Not Met

Evaluator Signature and Title

Date

Clinical Experiences Program Coordinator Signature

Date

Standards for the LBS-II/Transition Specialist [28.310]

* Suggested course titles and numbers and/or
Description of Experiences meeting the
standards

Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation

<p>STANDARD 1 – Foundations The competent transition specialist understands the philosophical, historical, and legal foundations of special education. [28.310(a)]</p>		
<p>Knowledge - The competent transition specialist understands: 1A. theoretical and applied models of transition.</p>	SPED545	
<p>1B. transition-related legislation in the fields of special and vocational education, rehabilitation, labor, and civil rights.</p>	SPED 545; SPED 520	
<p>1C. roles of federal, state, and local legislation and implications for providing transition services at the local levels.</p>	SPED 545; SPED 520	
<p>1D. history of national transition initiatives.</p>	SPED 545; SPED 590TR;	
<p>1E. research on student outcomes and effective transition practices.</p>	SPED 590TR	
<p>Performance - The competent transition specialist: 1F. meets the performance standards set forth in Section 28.100(a) (2) of this Part.</p>		
<p>STANDARD 2 - Characteristics of Learners The competent transition specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.310(b)]</p>	SPED 517	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>Knowledge - The competent transition specialist understands: 2A. implications of student characteristics with respect to post-school outcomes, environments, and support needs.</p>	<p>SPED 448; 545</p>	
<p>2B. school and post-school services available to specific populations of individuals with disabilities.</p>	<p>SPED 545</p>	
<p>Performance - The competent transition specialist: 2C. meets the performance standards set forth in Section 28.100 (b) (2) of this Part.</p>	<p>Completed in Initial LBS-I Certification Program</p>	
<p>STANDARD 3 – Assessment The competent transition specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students. [28.310(c)]</p>		
<p>Knowledge - The competent transition specialist understands: 3A. formal and informal career and vocational assessment approaches.</p>	<p>SPED 545; 444; SPED 520</p>	
<p>3B. formal and informal approaches for identifying students' interests and preferences related to post-school goals and educational experiences.</p>	<p>SPED 444; 545</p>	
<p>Performance - The competent transition specialist: 3C. matches skills and interests of the student to skills and demands required by vocational or employment settings, community residential situation, and other community participation options.</p>	<p>SPED 545; 524</p>	
<p>3D. interprets results of career and vocational assessment for individuals, families, and professionals.</p>	<p>SPED 524; 438</p>	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>3E. in collaboration with individuals with disabilities and agencies, designs, implements, and uses program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' post-school outcomes.</p>	<p>SPED 591; 524 or 590TR</p>	
<p>3F. uses a variety of formal and informal career, transition, and vocational assessment procedures.</p>	<p>SPED 520; SPED 524</p>	
<p>STANDARD 4 - Planning for Instruction The competent transition specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.310(d)]</p>		
<p>Knowledge - The competent transition specialist understands: 4A. job seeking and job retention skills identified by employers as essential for successful employment.</p>	<p>SPED 448; 545; 590TR</p>	
<p>4B. vocational education methods and curricula.</p>	<p>SPED 448; 545</p>	
<p>4C. the range of post-school options within specific outcome areas.</p>	<p>SPED 448; 590TR</p>	
<p>4D. transition planning strategies that facilitate information collection and input from appropriate participants.</p>	<p>SPED 591; 517</p>	
<p>Performance - The competent transition specialist: 4E. identifies a variety of outcomes and instructional options specific to the community for each post-school outcome area.</p>	<p>SPED 591; 524</p>	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

4F.	assists teachers to identify, in conjunction with the student, appropriate educational program planning team members.	SPED 524; 448	
4G.	evaluates students' educational programs with respect to measurable post-school goals and alignment of those goals with instructional activities.	SPED 524; 590TR	
4H.	monitors student, family, and agency participation in transition planning and implementation.	SPED 524; 438	
4I.	demonstrates procedures to ensure the inclusion of specific transition-related goals in the educational program plan.	SPED 524; 448	
STANDARD 5 - Learning Environment The competent transition specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.310(e)]			
Knowledge - The competent transition specialist understands:		SPED 448; 590TR	
5A.	methods for providing work-based and other community-based education for individuals with disabilities.		
5B.	methods for linking appropriate academic content to transition-related goals.	SPED 520; SPED 545	
Performance - The competent transition specialist:		SPED 591; 524	
5C.	identifies and facilitates appropriate modifications within work, residential, vocational training, and other community environments.		
5D.	assesses and develops natural support systems to facilitate transition to specific post-school environments.	SPED 545; 524	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

<p>5E. develops residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.</p>	<p>SPED 545; 524</p>	
<p>STANDARD 6 - Collaborative Relationships: The competent transition specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.310(f)]</p>		
<p>Knowledge - The competent transition specialist understands: 6A. methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development.</p>	<p>SPED 438; 590TR</p>	
<p>6B. procedures and requirements for referring students to community service agencies.</p>	<p>SPED 545; SPED 520</p>	
<p>6C. methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding.</p>	<p>SPED 545; 526</p>	
<p>6D. strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.</p>	<p>SPED 526; 448; 590TR</p>	
<p>Performance - The competent transition specialist: 6E. systematically identifies family service needs related to transition outcomes and assists families to connect with support networks.</p>	<p>SPED 438; 524</p>	
<p>6F. involves individuals with disabilities, families, and community agencies in establishing transition-related policy.</p>	<p>SPED 526; 590TR; 545</p>	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

6G.	assesses and uses student support systems to facilitate the post-school transition of individuals with disabilities.	SPED 524	
6H.	provides transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders.	SPED 591; 524	
6I.	collaborates with and participates in transition-focused interagency coordinating bodies.	SPED 524; 545; 448	
6J.	develops coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.	SPED 591; 524; 448	
6K.	uses strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities.	SPED 526	
6L.	identifies future post-school service needs using transition planning documents in conjunction with relevant agencies.	SPED 448; 524	
STANDARD 7 - Professionalism and Ethical Practices The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. [28.310(g)]			
Knowledge - The competent transition specialist understands: 7A. the scope and role of a transition specialist.		SPED 517; 590TR	

*** Suggested course titles and numbers and/or
Description of Experiences meeting the
standards**

**Assessment Results:
Course/Assignment/Evaluation or
Experience/Evaluation**

7B. the scope and role of agency personnel related to transition-focused education and services.	SPED 545; 590TR	
<p><i>Performance - The competent transition specialist:</i> 7C. demonstrates positive regard for the capacity and operating constraints of community organizations involved in transition-focused education services.</p>	SPED 526; 524	

* Note: The course numbers given in the rubric are suggestions provided in which coursework **MAY** have addressed the standards given in the first column. Include **ALL** coursework and/or experiences you believe show evidence that you have addressed the standards. If using coursework, workshops, etc. attended beyond UIUC coursework, be sure to provide the artifact for evidence of participation.

University of Illinois at Urbana-Champaign
 Council on Teacher Education
 CoTE Common Assessment Portfolio Scoring Rubric for all Teacher Candidates
Area of Emphasis: Transition Specialist

Candidate Name _____

Year _____

Candidates must complete the CoTE Common Assessment Portfolio requirements, earn a rating of meets expectations in all areas, and successfully meet all other program-specific portfolio requirements before being recommended for certification.

IV. Philosophy Statement

Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

In order to **“meet expectations,”** the candidate must provide a philosophy statement that includes their view of education with respect to the *UIUC Conceptual Framework*.

	E	M	NM
The candidate’s philosophy statement			

Comments:

II. Artifacts and Reflective Statements Related to Meeting the Standards

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Directions: Check the box below the appropriate rating.

Candidates must meet the following criteria in order to earn a rating of “**meets expectations.**”

Note: One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard.

Meets Expectations

The artifact(s) selected must be an appropriate representation of the standard.

The reflective statement:

- clearly identifies the standard(s) the artifact is addressing,
- states why the artifact was chosen,
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a teacher.

Transition Specialist	Artifact			Reflective Statement		
	E	M	NM	E	M	NM
STANDARD 1 – Foundations						
Comments:						
STANDARD 2 – Characteristics of Learners						
Comments:						
STANDARD 3 – Assessment						
Comments:						
STANDARD 4 – Planning for Instruction						
Comments:						
STANDARD 5 – Learning Environment						
Comments:						
STANDARD 6 – Collaborative Relationships						
Comments:						
STANDARD 7 – Professionalism and Ethical Practices						
Comments:						

III. Impact on Student Learning

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met
 Directions: Check the box below the appropriate rating.
 Candidates must meet the following criteria in order to earn a rating of “meets expectations.”

Meets Expectations

The work sample(s) selected clearly illustrates growth in student learning,
 The reflective statement:

- states why the work sample was chosen,
- states how the work sample made an impact on learning and,
- describes how these activities have enhanced their ability to understand and assess student learning.

Impact on Student Learning	Work Sample I			Reflective Statement I			Work Sample II			Reflective Statement II		
	E	M	NM	E	MP	NM	E	M	NM	E	M	NM
Candidate’s impact on Student Learning												

Comments:

IV. Summary Portfolio Rating <i>Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.</i>	Exceeds Expectations	Meets Expectations	Expectations Not Met
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 Evaluator Signature and Title

 Date

 Clinical Experiences Program Coordinator Signature

 Date

General Master's Graduate Advisement

Graduate College

<http://www.grad.uiuc.edu/>

College of Education: Graduate Students

<http://education.illinois.edu/saao/>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Graduate Student Advisement Tips

Incoming Students

1. Graduate students may start their General master's program during any semester, and may complete their program as a part-time or full-time student.
2. The General Master's Degree consists of a minimum of 36 hours (see Course Requirements). Of the 36 hours, 26 of them must consist of the courses named on the course requirements sheet. The remaining 10 hours are individually determined between the student and advisor. The courses may consist of concentrated areas related to LBS-II options or the courses may cluster in another area of focus of high interest to the student and deemed appropriate by the advisor. It is quite likely that students would need courses related to curriculum and teaching methods, especially before the student engages in SPED 524.
3. All master's students must meet the College requirements, which consist of 8 hours of additional classes. Student must take particular classes that meet two different sets of foundation courses for Educational Policy Studies (EPS) (2 classes, each of 2 hours) and two different sets of foundation courses for Educational Psychology (EPSY) (2 classes, each of 2 hours). On occasion, EPS and EPSY will offer one class for 4 hours that meets the foundation requirement. If these classes are offered, they generally occur in the summer and the student and the advisor should be on the look out for them.

Course Sequence

There is no particular course sequence to the General master's program. However, it is recommended that students take SPED 517 early in the program. SPED 526 and SPED 524 should be taken later in the program. During the last year of the program, students should take SPED 591A (only offered during fall semester) and SPED 591B (only offered during spring semester). The courses that fulfill the College requirements can be taken at any time during the student's program.

Innovative Project

As a department requirement, all master's students must complete an Innovative Project. during fall semester of their last year, students take 591A (a research course where students write the proposal for their project) and in the spring, students take 591B, which is the implementation of their project.

Time-to Degree Limit

Students must petition to extend their master's degree program beyond the 5-year limit.

Residency Requirement

Half or more of the basic courses required for the master's degree must be courses in which the student is enrolled on the UIUC campus.

GPA Requirement

The GPA must be maintained at a minimum of 3.0 (A=4.0) for program continuation. Students must also meet the professional and program GPA requirements.

Remediation Plans

Candidates who are not making adequate progress in coursework (grades of C+ or below in two or more major courses) or practicum will be offered a single opportunity to remediate areas of weakness as determined by their advisor and the Curriculum Committee. In the case of remediation, the advisor, course instructor and program coordinator will develop a remediation plan. The advisor is responsible for following through on the plan, for giving students feedback and for assuring that the plan is implemented and completed.

If the candidate does not make satisfactory progress on the plan, withdrawal from the program may be advised.

Practicum Requirement or SPED 524

The practicum requirement should not occur until later in the student's program. There are special procedures that should be followed for the experience, with the main one being that the plan for SPED 524 should be submitted as an e-mail attachment to the Chair of Curriculum Committee **a semester in advance of when it will occur** (February 15th for Fall; October 15th for Spring). Please see the section on *SPED 524 Requirements and Forms*.

General Master's Degree – Course Requirements

Minimum 36 hours

Common Core Requirements

Course #	Course Title	# Of Hours	Semester Taken
517	Disability Issues	4 hours	
526*	Collaborative Leadership	4 hours	
591 A	Innovative Project/Research Methods	4 hours	
591 B	Conduct Innovative Project	2 hours	
524	Supervised Practice in SPED	4 hours	

***Before students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a prerequisite.**

College Requirements

Course Title	# of Hours	Semester Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412, 413, or 414	2 hours	
Foundations of Learning – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours, but 407 is for students who are going to work with adults)	2 hours	

Other Requirements

10 or more hours, which are individually determined between student and advisor. These courses may consist of concentrated areas related to LBS-II options or other courses deemed appropriate by the advisor. It is quite likely that students would need courses related to curriculum and teaching methods, especially before the student engages in SPED 524.

Course	# of Hours Taken	Semester Taken

Innovative Project:

Practicum:

Advising Notes:

Research Practitioner Graduate Advisement

Graduate College

<http://www.grad.uiuc.edu/>

College of Education: Graduate Students

<http://education.illinois.edu/saao/>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Graduate Student Advisement Tips

Incoming Students

1. Graduate students may start their Research Practitioner master's program during any semester, and may complete their program as a part-time or full-time student.
2. The Research Practitioner Degree consists of a minimum of 38 hours (see Course Requirements). Of the 36 hours, 26 of them must consist of the courses named on the course requirements sheet. The remaining 12 hours must represent a research concentration and are individually determined between the student and advisor.
3. All master's students must meet the College requirements, which consist of 8 hours of additional classes. Student must take particular classes that meet two different sets of foundation courses for Educational Policy Studies (EPS) (2 classes, each of 2 hours) and two different sets of foundation courses for Educational Psychology (EPSY) (2 classes, each of 2 hours). On occasion, EPS and EPSY will offer one class for 4 hours that meets the foundation requirement. If these classes are offered, they generally occur in the summer and the student and the advisor should be on the look out for them.

Course Sequence

There is no particular course sequence to the Research Practitioner master's program. However, it is recommended that students take SPED 517 early in the program. SPED 526 and SPED 524 should be taken later in the program. During the last year of the program, students should take SPED 591A (only offered during fall semester) and SPED 591B (only offered during spring semester). The courses that fulfill the College requirements can be taken at any time during the student's program.

Innovative Project

As a department requirement, all master's students must complete an Innovative Project. During fall semester of their last year, students take 591A (a research course where students write the proposal for their project) and in the spring, students take 591B, which is the implementation of their project. The Innovative Project can also be the master's thesis, but UIUC Institutional Review Board procedures and other policies associated with completing a thesis must be followed. See the IRB web site for more information: <http://irb.illinois.edu/>.

Time-to Degree Limit

Students must petition to extend their master's degree program beyond the 5-year limit.

Residency Requirement

Half or more of the basic courses required for the master's degree must be courses in which the student is enrolled on the UIUC campus.

GPA Requirement

The GPA must be maintained at a minimum of 3.0 (A=4.0) for program continuation. Students must also meet the professional and program GPA requirements.

Remediation Plans

Candidates who are not making adequate progress in coursework (grades of C+ or below in two or more major courses) or practicum will be offered a single opportunity to remediate areas of weakness as determined by their advisor and the Curriculum Committee. In the case of remediation, the advisor, course instructor and program coordinator will develop a remediation plan. The advisor is responsible for following through on the plan, for giving students feedback and for assuring that the plan is implemented and completed.

If the candidate does not make satisfactory progress on the plan, withdrawal from the program may be advised.

Practicum Requirement or SPED 524

The practicum requirement should not occur until later in the student's program. There are special procedures that should be followed for the experience, with the main one being that the plan for SPED 524 should be submitted as an e-mail attachment to the Chair of Curriculum Committee **a semester in advance of when it will occur** (February 15th for Fall; October 15th for Spring). Please see the section on *SPED 524 Requirements and Forms*.

Research Practitioner – Course Requirements

Minimum 38 hours

Common Core Requirements

Course #	Course Title	# Of Hours	Semester Taken
517	Disability Issues	4 hours	
526*	Collaborative Leadership	4 hours	
591 A	Innovative Project/Research Methods	4 hours	
591 B	Conduct Innovative Project	2 hours	
524	Supervised Practice in SPED	4 hours	

***Before students take 526, they must have taken a collaboration (426), teaming (538), or other collaboration course as a prerequisite.**

College Requirements

Course Title	# of Hours	Semester Taken
Social Foundations – EPS 400, 402, 403, 404, 420, 421, 423, 424, or 426	2 hours	
Philosophical Foundations – EPS 401, 410, 411, 412,413, or 414	2 hours	
Foundations of Learning – EPSY 400, 401, 402, or 485	2 hours	
Personality and Development Foundations – EPSY 404, 405, 406, or 430 (*407 and 408 may be taken for 4 hours, but 407 is for students who are going to work with adults)	2 hours	

Research Concentration- 12 hours

The 12 hours can be met with courses that represent a concentration in quantitative, qualitative, evaluation, or combination of methodologies to be decided upon and approved by the advisor. Below is one example that might be considered.

- a. SPED 583 4 hours (Single Subject Design)
- b. EPSY 480 4 hours (Educational Statistics)
- c. EPSY 471 4 hours (Introduction to Evaluation Methods)

Course	# of Hours Taken	Semester Taken

Note: All students pursuing a Research Practitioner Masters Degree must complete a master's thesis.

Innovative Project:

Practicum:

Advising Notes:

SPED 524 Requirements and Forms

LBS II Masters

SPED 524 BI (Behavior Intervention)

SPED 524 CA (Curricular Adaptation)

SPED 524 MD (Multiple Disabilities)

SPED 524 TN (Transition Specialist)

ECSE

SPED 524 E (Early Childhood-Preschool)

SPED 524 I (Early Childhood-Infancy)

General Masters

SPED 524 GE

Research Practitioners

SPED 524 RP

SPED 524 Requirements

All master's students are required to complete at least one practicum that is aligned with their program of study. Master's students who are completing an LBS-II, General Masters, Research Practitioner, or an alternative practicum in ECSE must propose a SPED 524 practicum plan that meets the described criteria on the designated form. Each student prepares a plan in discussion with his/her advisor. With advisor consent, the student submits the completed plan to the Curriculum Committee **the semester prior to enrollment** for approval and to determine the types of resources that may be needed to complete the plan.

Purpose

The purpose of SPED 524 is to provide a practicum or internship for masters' students in which they use and extend their knowledge and develop expertise related to their selected focus area. Students should enroll in SPED 524 towards the end of their program of study so that they can build upon and develop their professional knowledge and skills in their selected focus area.

Goal Areas

In concert with advisers, program participants will design their SPED 524 plans around three interrelated goal areas:

- Professional Practice
- Leadership
- Evaluation

Professional Practice is the participant's development of expertise in a skill set

Leadership is the participant's development of expertise in positively influencing others (e.g., colleagues, paraprofessionals, families, volunteers, etc.)

Evaluation is development of expertise in documenting one's professional growth, as well as the outcomes for children/youth, colleagues, families, paraprofessionals, and others, as applicable.

Activities

Given that the intent of SPED 524 is to provide a professional learning experience that leads to professional growth as a practitioner and leader and desired outcomes for children/youth. The SPED 524 plan should address the three goal areas (i.e., professional practice, leadership, and evaluation). Activities may be designed around one comprehensive project or multiple, separate projects. Most importantly, the completion of activities should lead to the development of expertise in the participant's focus area, as defined by the program of study.

Scope

Generally, the proposed activities should be designed for completion within one semester. The scope of work should reflect approximately 300 hours of work beyond the participant's employment responsibilities. While participants who are full-time teachers will complete some activities during the school day, they will need to explain how the 300 hours of professional activities extend beyond the responsibilities of their current position.

Timeline for Submission

Students are to develop a written plan for SPED 524 with the guidance of their advisor one semester prior to their enrollment in the course. Advance submission of the SPED 524 Plan is required in order to allow sufficient time for review, revision, and resource planning.

- Fall practicum plans are due on February 15th (or next work day).
- Spring practicum plans are due October 15th (or next work day).

Students are to submit the plans by the designated due date by e-mail attachment to the Chair of the Curriculum Committee. Submitted plans should have prior approval of the advisor.

Council on Teacher Education (CoTE) Requirements

Blood-borne pathogens (BPT) training on the CoTE website (<http://www.cote.illinois.edu>) and criminal background checks (CBC) with fingerprinting must have been completed the semester prior to the start of SPED 524. ECSE students must also show evidence of passing CPR training. Note: Employed teachers are **not** exempt from these CoTE requirements because they have completed BPT or CBC in their districts. Currently employed teachers must complete the BPT on the CoTE website and contact the CoTE to determine the documentation that is required for CBC approval.

Supervision

The student will describe the plan for supervision in the proposal. Generally, advisors will supervise the implementation of SPED 524 plans, since they have expertise in the focus area. Depending on the plan, departmental or clinical supervisors may provide support for supervision of site-based activities. If needed, the advisor should discuss the need for supervision resources with the Chair of the Curriculum Committee during the proposal development to ensure that the tasks are within the purview of supervisors and that personnel resources are available. The advisor is responsible for oversight of the practicum activities and awarding grade (S/US).

Evaluation

The student will describe the plan for evaluation of the proposed activities in each goal area (i.e., professional practice, leadership, and evaluation). The plan should include a description of how the outcomes will be documented (e.g., work products, observations, assessments, questionnaires, reflections, etc.). In addition to other outcomes, completion of an Activities Log and Field Reflections are required for all participants.

Review Process & Criteria

The Curriculum Committee will review each proposal to ensure that the plan fits the purpose and scope of the SPED 524 criteria. One member of the Curriculum Committee will be the lead reviewer and confer with the Committee about the proposal. The assigned reviewer will consult with the student's advisor if revisions are recommended and provide guidance until the proposal is approved. The following questions will guide the review process:

- Are the proposed activities designed to lead to the participant's development of expertise in professional practice, leadership, and evaluation in the designated focus area?
- Are activities linked to certification standards? (LBS-II students only)
- Do the proposed activities extend beyond the participant's employment responsibilities and represent the approximately 300 hours of work that is required for 4 hrs of graduate credit?
- Does the proposed supervision provide sufficient support for successful implementation of the plan?
- Do the evaluation outcomes match the activities in each goal area (i.e., professional practice, leadership, and evaluation)?

Documentation

Students will complete an Activities Log and Field Reflections. A sample form is attached, however, students may want to keep documentation of their activities and reflections on their computers. The Activities Log and Field Reflections will constitute just one of the product outcomes from this experience. The student will describe additional documentation in the Evaluation and Supervision sections of the proposal. The student and supervisor should review the progress towards goals by reviewing the documentation during their supervisory meetings. The student should submit the final documentation of outcomes, including the Activities Log and Field Reflections, to the advisor at the completion of the practicum.

International Students

International students must be judged as being sufficiently fluent in English by the Curriculum Committee to engage in practicum placements in public school or agency settings, or their plan may need to be adjusted. Sufficiently fluent in English means that students' verbal ability is fluent and clear so as to be able to communicate easily with students, teachers, parents, and administrators in schools and agencies.

****Special Note to LBS II Masters Students***

If students are seeking LBS II teacher certification, they must align their SPED 524 practicum with the associated standards and competencies. The Activities Log and Field Reflections should also be used as part of their Council on Teacher Education (CoTE) Common Assessment Portfolio.

In addition the following forms should be completed:

1. *Professional Practice Candidate Monitoring Form*
2. *LBS II Program Professional Practice Evaluation Form*
3. *Professional Practice Evaluation Scoring Rubric*

SPED 524 Proposals
Review Questions

1. Are the proposed activities designed to lead to the participant's development of expertise in professional practice, leadership, and evaluation in the designated focus area? (Purpose)
 - Are activities linked to certification standards? (LBS-II students)

2. Do the proposed activities extend beyond the participant's employment responsibilities and represent the approximately 300 hrs of work that is required for 4 hrs of graduate credit? (Scope)

3. Does the proposed supervision provide sufficient support for successful implementation of the plan? (Supervision)

4. Do the evaluation outcomes match the activities in each goal area (i.e., professional practice, leadership, and evaluation)? (Evaluation)

Additional Comments

SPED 524
Professional Practice for Masters Students

Student Name: _____

Program (Select One):

ECSE

LBS II:

Behavior Intervention

Multiple Disabilities

Curriculum Adaptation

Transition

Adviser/Supervisor: _____

Additional Supervisor(s): _____

Practicum Site(s): _____

Mark the section, credit hours, semester, and year in which student is registered:

	Section		Credit Hours	Semester	Year
<input type="checkbox"/>	BI	Behavior Intervention	_____	_____	_____
<input type="checkbox"/>	CA	Curriculum Adaptation	_____	_____	_____
<input type="checkbox"/>	TR	Transition	_____	_____	_____
<input type="checkbox"/>	MD	Multiple Disabilities	_____	_____	_____
<input type="checkbox"/>	E	Early Childhood-Preschool	_____	_____	_____
<input type="checkbox"/>	I	Early Childhood-Infancy	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____	_____	_____

Council on Teacher Education (CoTE) Requirements

My Criminal Background Check has been approved by the CoTE.

I have completed Blood-Borne Pathogens Training on the CoTE website.

Insert responses to the following items:

- A. Write a general description of how your proposed practicum addresses the three goal areas of professional practice, leadership, and evaluation in your area of focus.***

- B. Write a brief narrative in which you reflect on your past experience and current competencies and describe how the proposed practicum will contribute to your professional growth in practice, leadership, and evaluation in your area of focus.***

- C. Describe the criteria that will be used to evaluate successful completion of the practicum.***

- D. Describe the supervision plan (e.g., classroom observations, coaching, debriefing, meetings, audio/video reflections). Be specific in terms of the supervision agreements and responsibilities of the student, advisor, and supervisors, if requested.***

Approved by:

Student's Advisor

(Date)

Program Coordinator

(Date)

* See instructions on last page.

Practicum Plan¹

<i>Goal Area²</i>	<i>Activity or Task³ (Chronological Order)</i>	<i>Standards or⁴ Competencies</i>	<i>Products or⁵ Outcomes</i>	<i>Anticipated⁶ # of hours</i>	<i>Projected⁷ Completion Date</i>	<i>Actual⁸ Completion Date</i>

* Insert additional pages as needed.

Activities Log and Reflection⁹

Date	Activity and Reflection

Instructions

1. Use as many pages as needed.
2. The three goal areas are: professional practice, leadership, and evaluation. Every plan must address these three areas, although the weight of emphasis will vary by individuals.
3. List activities or tasks (use verbs) in chronological order so that the sequence is logical and understandable.
4. LBS-II students should list the number and letter of the certification standards that align with each activity.
<http://www.isbe.state.il.us/profprep/pcstandardrules.htm#sped> Other master's students may delete this column or leave it blank.
5. Each activity will result in a product or outcome. In some cases, different activities may contribute to the same product. These products or outcomes serve as the documentation of your completion of the activity and the evaluation of the outcome. Note: An Activities Log and Reflection is required of all participants, therefore, you should list these in the Products/Outcomes column for one or more activities. (See Evaluation and Documentation in Requirements section)
6. Anticipate the number of hours that it will take for you to complete each activity. The cumulative total should be approximately 300 hours. (See Scope in Requirements section)
7. Record the date that you anticipate completing each activity. Projection of completion dates will help you map out your work schedule for the target semester.
8. Record the date that you complete each activity. The adviser/supervisor will review the status of activities as they are completed during the practicum.
9. The Activities Log and Reflection form may be used "as is" or you may develop your own system of documentation.

Resources for Academic Advisors

National Academic Advising Association (NACADA):

<http://www.nacada.ksu.edu>

University of Illinois at Urbana-Champaign Division of Disability Resources and Educational Services

<http://www.disability.uiuc.edu/>

University of Illinois at Urbana-Champaign Counseling Center

<http://www.counselingcenter.illinois.edu/>

The Center for Writing Studies: The Writer's Workshop

<http://www.cws.illinois.edu/workshop/>

Family Educational Rights and Privacy Act of 1974 (FERPA) Guidelines for University of Illinois at Urbana-Champaign Faculty and Staff:

<http://www.registrar.illinois.edu/staff/ferpa/index.html>

Graduate College

<http://www.grad.uiuc.edu/>

College of Education: Graduate Student Resources

<http://education.illinois.edu/saao/handbooks/GHandbook.html>

Department of Special Education

<http://education.illinois.edu/sped/index.html>

Council on Teacher Education

<http://www.cote.illinois.edu/>

The Career Center at University of Illinois at Urbana-Champaign

<http://www.careercenter.uiuc.edu/>