

# Special Education Guidelines for Candidate Portfolio Development

All materials included in the portfolio must have been evaluated by faculty using departmental rubrics. Include each evaluated rubric or score sheet with each item.

## Philosophy

Portfolios are to be candidate-developed and candidate-managed. The intended use of the portfolio is as a container for products completed across Special Education coursework.

## Structure of the Portfolio

1. All candidates must do all steps listed in the Mandatory Requirements Section. If these steps are not completed as listed, candidates will not have met the portfolio requirement for Department Approval to Student Teach.
2. Additionally, candidates are strongly encouraged to complete the steps listed in the Recommendation Section. The result of completion of both the Mandatory Requirements and Recommendations Sections should be a portfolio that will highlight skills and the quality of performance across the Special Education program.

## Mandatory Requirements

1. **Must** use a soft-sided binder for the portfolio.
2. **Must** use dividers to clearly display the required sections/ components of the portfolio. Dividers should be labeled with the nine (9) sections of the portfolio and each of the required components (For example, I.A., I.B., I.C., etc.). Further, A,B,C, etc., tabs must be used to identify each subsection.
3. All identifying information **must** be deleted from portfolio components. Identifying information includes student, teacher, and school names used in the completion of the components of the portfolio.
4. All reproductions of copyrighted materials **must** be cited using correct APA style for citation of that type of material.
5. If a project to be included in the portfolio was completed by a group, names of **all** members of the group **must** be included on the project.
6. **Must** submit the portfolio to the Department of Special Education by the announced deadline date the semester **prior** to student teaching. Dates will be announced in classes as appropriate each semester.

## Recommendations for Completion of the Portfolio

1. Select examples of their best work for inclusion in each category of the portfolio. All materials submitted must be ones that were evaluated as part of required course work and assignments.

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2. While not required, revision of assignments is strongly encouraged so that the products exemplify best work.
3. Revised assignments should reflect instructors' feedback and suggestions given when the assignment was first graded in a particular course.
4. Remember that quality and quantity are two different issues.

### **NOTE**

**After** the portfolio has been reviewed specific to Departmental Approval to Student Teach, you may wish to substitute items or add items that would enhance your use of the portfolio in position searches.

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## Components of Special Education Candidate Portfolios

All of the following components must be included in the portfolio in the order they are listed below. If all components of the portfolio are not included, the portfolio requirement for Department Approval to Student Teach will not be met.

### **I. General Introductory Section**

- A. **Title page** – Portfolio Checklist Sheet
- B. **State of Illinois Standards:** Common Core, LBS I, and for ECSE, Early Childhood must be included.
- C. Completed Comprehensive **Practicum Record Form**. This lists all practicum experiences that the candidate has completed in the Special Education major. (This form is distributed in SPE 3201).
- D. **Current Resume**.
- E. Articulate your **Personal Philosophy of Special Education** including relationship with regular education (Do in complete sentences and well-developed paragraph formats; one-two pages typewritten.).
- F. **CEC Code of Ethics**.

### **II. Assessment Category \***

- A. Must include at least one **Assessment Summary Report** from **one** of the following courses:
  - SPE 4800**
  - SPE 4820**
  - SPE 4920**
- B. Must include one example of a **Curriculum-Based Assessment** (CBA) device that is developed in **one** of the following courses:
  - SPE 4730**
  - SPE 4901**

### **III. Individual Education Program (IEP) Category\***

- Must include at least one example of an **IEP** written in **one** of the following courses:
- SPE 4900/4901**
  - SPE 4920**

### **IV. Behavior Management Category**

- Must include all of the following information:
- A. **SPE 3201**—Data Collection Assignment  
(comparison of event, duration, MTS recording)
  - B. **SPE 3600**—Functional Behavioral Assessment and Behavior Intervention Plan
  - C. **SPE 4900**—Classroom Management Plan

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**V. Unit Plan Category\***

Must include one **Unit Plan** from at least **one** of the following courses:

**SPE 3700**

**SPE 4700**

**SPE 4720**

**VI. Lesson Plan Category \***

Must include at least one example of a **Lesson Plan** written for **one** of the following courses:

**SPE 4900/4901**

**SPE 4920**

**VII. Curriculum Adaptation Category \***

Must include one example of a **Curriculum Area or Material** that has been adapted from **one** of the following courses:

**SPE 4720**

**SPE 4730**

**SPE 4901 (Teacher-made material)**

**VIII. Reflective Matrices: CEC Standards of Professional Practice**

Self-Reflection on gained knowledge and skills; completed across program completion.

**\*Special Note: ECSE must submit one of each**

**Note: ECSE candidates must do the CEC – Early Childhood matrices also.**

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## Summative Evaluation

## Portfolio Checklist

Candidate Name: \_\_\_\_\_; Cell Phone \_\_\_\_\_  
 E-mail: EIU \_\_\_\_\_; Personal \_\_\_\_\_  
 Date Submitted: \_\_\_\_\_  
 Portfolio Examined by: \_\_\_\_\_

### Explanation of Markings

**Yes:** Item is included in portfolio according to the Mandatory Requirement Guidelines (**NOTE:** this is not a reflection of the quality of the item). The quality was evaluated as part of required assignments in courses using department rubrics to determine your performance at given points in your program.

**No:** Item is not included in the portfolio or does not meet Mandatory Requirement Guidelines (See comments for which items/guidelines need to be addressed.).

All items on the checklist must be included in the portfolio in the correct form as specified in the Mandatory Requirements for Portfolio Development or the portfolio will not fulfill the portfolio requirement for student teaching.

		YES	NO
<b>I.</b>	<b><u>General Introductory Section</u></b>		
I.A.	Title Page		
I.B.	State of Illinois Standards: Common Core, LBS I, and for ECSE, Early Childhood also		
I.C.	Practicum Record Form		
I.D.	Current Resume		
I.E.	Personal Philosophy SPE (inc. Reg. Ed.)		
I.F.	CEC Code of Ethics		
<b>II.</b>	<b><u>Assessment</u></b>		
II.A.	Assessment Summary Report		
II.B.	Curriculum-Based Assessment		
<b>III.</b>	<b><u>Individual Education Programs</u></b>		
	IEP		
<b>IV.</b>	<b><u>Behavior Management</u></b>		
IV.A.	Behavioral Recording Assignment		
IV.B.	Functional Behavioral Assessment and Behavior Intervention Plan		
IV.C.	Classroom Management Plan		
<b>V.</b>	<b><u>Unit Plan</u></b>		
	Unit Plan		
<b>VI.</b>	<b><u>Lesson Plan</u></b>		
	Lesson Plan		
<b>VII.</b>	<b><u>Curriculum Adaptation</u></b>		
	Curriculum/Material Adaptation		
<b>VIII.</b>	<b><u>CEC Reflective Matrices: Common Core, IGC and IIC</u></b>		
	Completed		

**Comments:**

# Candidate Portfolio Guide

## Department of Special Education PRACTICUM SUMMARY

Candidate: \_\_\_\_\_ E#: \_\_\_\_\_

Check Mark Your Option:  Standard Special  ECH

If you are doing a dual certification, check mark the correct one:  
 Elementary  Secondary

**Directions:** Select the letter or letters that describe the level and population. Fill each column in and keep track across your coursework at EIU and keep copies of all clinical experience evaluations/summaries/rubrics completed by your instructor in the following courses. **YOU WILL be required to show copies of these to your student teaching coordinator.**

COURSE	CLINICAL HOURS	SITE LEVEL:	POPULATION	# OF STUDENTS WORKED WITH	SUCCESSFULLY COMPLETED SEM/YR.	EIU/PS SUPVR
		a. ECH b. K-3 c. 4-6 d. 7-8 e. 9-12 f. Adults	a. Mild disab. b. LD c. EMH d. BD e. ECH f. At-risk (Re: CHS)			
3201	90					
3220 (EC Only)	60					
3600	30					
3700	30					
4730	30					
4800	30					
4820 (EC Only)	15					
4901	90					
4920 (EC Only)	60					

# Candidate Portfolio Guide



## Initial Common Core

<p><b><u>Directions –</u></b>  <b>FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD</b></p>	<p align="center"><b><u>Preparation Standard 1 –</u></b>  <b><u>Learner Development and Individual Learning Differences</u></b><sup>1</sup></p>	<p align="center"><b>Put Course # Here:</b></p>
<b>Knowledge:</b>		<b>Course #:</b>
Typical and atypical human growth and development		
Similarities and differences among individuals with exceptionalities		
Educational implications of characteristics of various exceptionalities		
Family systems and the role of families in supporting development		
Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction		
Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling		
Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family		
Similarities and differences of individuals with and without exceptionalities		
Effects of various medications on individuals with exceptionalities		

<sup>1</sup> The knowledge described in this Standard is applied to skills in other Standards.

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Effects an exceptional condition(s) can have on an individual's life	
Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development	
Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences	
Effects of cultural and linguistic differences on growth and development	
Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages	
Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	
<a href="#">Standard 1 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
None in ICSI	
<a href="#">Standard 1 Skill Items from the appropriate Specialty Set</a>	
<b><u>Preparation Standard 2 – Learning Environments</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
Demands of learning environments	
Basic classroom management theories and strategies for individuals with exceptionalities	
Effective management of teaching and learning	
Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities	
Social skills needed for educational and other environments	



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Strategies for crisis prevention and intervention	
Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world	
Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage	
Ways cultures are negatively stereotyped	
Strategies used by diverse populations to cope with a legacy of former and continuing racism	
<a href="#">Standard 2 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
Create a safe, equitable, positive, and supportive learning environment in which diversities are valued	
Identify realistic expectations for personal and social behavior in various settings	
Identify supports needed for integration into various program placements	
Design learning environments that encourage active participation in individual and group activities	
Modify the learning environment to manage behaviors	
Use performance data and information from all stakeholders to make or suggest modifications in learning environments	
Establish and maintain rapport with individuals with and without exceptionalities	
Teach self-advocacy	
Create an environment that encourages self-advocacy and increased independence	
Use effective and varied behavior management strategies	

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Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities	
Design and manage daily routines	
Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences	
Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person	
Structure, direct, and support the activities of paraeducators, volunteers, and tutors	
Use universal precautions	
<a href="#">Standard 2 Skill Items from the appropriate Specialty Set</a>	
<b><u>Standard 3 – Curricular Content Knowledge</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
Theories and research that form the basis of curriculum development and instructional practice	
Scope and sequences of general and special curricula	
National, state or provincial, and local curricula standards	
Technology for planning and managing the teaching and learning environment	
<a href="#">Standard 3 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities	
Integrate affective, social, and life skills with academic curricula	

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Standard 3 Skill Items from the appropriate Specialty Set	
<b><u>Standard 4 – Assessment</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
Basic terminology used in assessment	
Legal provisions and ethical principles regarding assessment of individuals	
Screening, prereferral, referral, and classification procedures	
Use and limitations of assessment instruments	
National, state or provincial, and local accommodations and modifications	
Standard 4 Knowledge Items from the appropriate Specialty Set	
<b>Skills:</b>	<b>Course #:</b>
Gather relevant background information	
Administer nonbiased formal and informal assessments	
Use technology to conduct assessments	
Develop or modify individualized assessment strategies	
Interpret information from formal and informal assessments	
Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds	
Report assessment results to all stakeholders using effective communication skills	

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Evaluate instruction and monitor progress of individuals with exceptionalities	
Create and maintain records	
<a href="#">Standard 4 Skill Items from the appropriate Specialty Set</a>	
<b><u>Standard 5 – Instructional Planning &amp; Strategies</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service	
Evidence-based practices validated for specific characteristics of learners and settings	
Augmentative and assistive communication strategies	
<a href="#">Standard 5 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members	
Involve the individual and family in setting instructional goals and monitoring progress	
Use functional assessments to develop intervention plans	
Use task analysis	
Sequence, implement, and evaluate individualized learning objectives	
Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	
Incorporate and implement instructional and assistive technology into the educational program	

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Prepare lesson plans	
Prepare and organize materials to implement daily lesson plans	
Use instructional time effectively	
Make responsive adjustments to instruction based on continual observations	
Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions	
Use strategies to facilitate integration into various settings	
Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs	
Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities	
Use strategies to facilitate maintenance and generalization of skills across learning environments	
Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	
Use strategies that promote successful transitions for individuals with exceptionalities	
Use strategies to support and enhance communication skills of individuals with exceptionalities	
Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language	
Modify instructional practices in response to ongoing assessment data	
<a href="#">Standard 5 Skill Items from the appropriate Specialty Set</a>	
<b><u>Standard 6 – Professional Learning &amp; Ethical Practice</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>

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Models, theories, philosophies, and research methods that form the basis for special education practice	
Laws, policies, and ethical principles regarding behavior management planning and implementation	
Relationship of special education to the organization and function of educational agencies	
Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities	
Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds	
Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services	
Family systems and the role of families in the educational process	
Historical points of view and contribution of culturally diverse groups	
Impact of the dominant culture on shaping schools and the individuals who study and work in them	
Potential impact of differences in values, languages, and customs that can exist between the home and school	
Personal cultural biases and differences that affect one's teaching	
Importance of the teacher serving as a model for individuals with exceptionalities	
Continuum of lifelong professional development	
Methods to remain current regarding research-validated practice	
<a href="#">Standard 6 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
Practice within the CEC Code of Ethics and other standards of the profession	

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Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession	
Act ethically in advocating for appropriate services	
Conduct professional activities in compliance with applicable laws and policies	
Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities	
Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals	
Practice within one's skill limits and obtain assistance as needed	
Use verbal, nonverbal, and written language effectively	
Conduct self-evaluation of instruction	
Access information on exceptionalities	
Reflect on one's practice to improve instruction and guide professional growth	
Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues	
Demonstrate commitment to engage in evidence-based practices	
Articulate personal philosophy of special education	
<a href="#">Standard 6 Skill Items from the appropriate Specialty Set</a>	
<b><u>Standard 7</u> – <u>Collaboration</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
Models and strategies of consultation and collaboration	

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Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program	
Concerns of families of individuals with exceptionalities and strategies to help address these concerns	
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members	
<a href="#">Standard 7 Knowledge Items from the appropriate Specialty Set</a>	
<b>Skills:</b>	<b>Course #:</b>
Maintain confidential communication about individuals with exceptionalities	
Collaborate with families and others in assessment of individuals with exceptionalities	
Foster respectful and beneficial relationships between families and professionals	
Assist individuals with exceptionalities and their families in becoming active participants in the educational team	
Plan and conduct collaborative conferences with individuals with exceptionalities and their families	
Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings	
Use group problem-solving skills to develop, implement, and evaluate collaborative activities	
Model techniques and coach others in the use of instructional methods and accommodations	
Communicate with school personnel about the characteristics and needs of individuals with exceptionalities	
Communicate effectively with families of individuals with exceptionalities from diverse backgrounds	
Observe, evaluate, and provide feedback to paraeducators	
<a href="#">Standard 7 Skill Items from the appropriate Specialty Set</a>	



# Candidate Portfolio Guide

## Initial Individualized General Curriculum Referenced Standards

<b><u>Directions –</u></b> <b>FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD</b>	<b>Preparation</b> <b>Standard 1 –</b> <b><u>Foundations</u><sup>2</sup></b>	<b>Put</b> <b>Course #</b> <b>Here:</b>
<b>Knowledge:</b>		<b>Course #:</b>
ALL ICSI Standard 1 Knowledge Items Must be Included		
Etiology and diagnosis related to various theoretical approaches		
Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society		
Etiologies and medical aspects of conditions affecting individuals with exceptionalities		
Psychological and social-emotional characteristics of individuals with exceptionalities		
Common etiologies and the impact of sensory exceptionalities on learning and experience		
Types and transmission routes of infectious disease		
Complications and implications of medical support services		
Impact of exceptionalities on auditory and information processing skills		
Impact of multiple disabilities on behavior		
Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities		
Communication and social interaction alternatives for individuals who are nonspeaking		
Typical language development and how that may differ for individuals with learning exceptionalities		
<b>Skills:</b>		
None in ICSI		
Relate levels of support to the needs of the individual		
<b>Initial Individualized General Curriculum Referenced Standards</b> <b>Preparation Standard 2: <u>Learning Environments</u></b>		<b>Put</b> <b>Course #</b> <b>Here:</b>
<b>Knowledge:</b>		

<sup>2</sup> The knowledge described in this Standard is applied to skills in other Standards.

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ALL ICSI Standard 2 Knowledge Items Must be Included	
Barriers to accessibility and acceptance of individuals with exceptionalities	
Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities	
Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings	
<b>Skills:</b>	
ALL ICSI Standard 2 Skill Items Must be Included	
Provide instruction in community-based settings	
Use and maintain assistive technologies	
Plan instruction in a variety of educational settings	
Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults	
Use skills in problem-solving and conflict resolution	
Establish a consistent classroom routine for individuals with exceptionalities	
<b>Initial Individualized General Curriculum Referenced Standards</b> <b>Preparation Standard 3: <u>Curricular Content Knowledge</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 3 Knowledge Items Must be Included	
None in addition to the ICSI	
<b>Skills:</b>	
ALL ICSI Standard 3 Skill Items Must be Included	
None in addition to the ICSI	
<b>Initial Individualized General Curriculum Referenced Standards</b> <b>Preparation Standard 4: <u>Assessment</u></b>	<b>Put Course #Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 4 Knowledge Items Must be Included	
Specialized terminology used in the assessment of individuals with exceptionalities	
Laws and policies regarding referral and placement procedures for individuals with exceptionalities	
Types and importance of information concerning individuals with exceptionalities available from families and public agencies	
Procedures for early identification of young individuals who may be at risk for exceptionalities	

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<b>Skills:</b>	
ALL ICSI Standard 4 Knowledge Items Must be Included	
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities	
Use exceptionality-specific assessment instruments with individuals with exceptionalities	
Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	
Assess reliable method(s) of response of individuals who lack typical communication and performance abilities	
Monitor intragroup behavior changes across subjects and activities	
Initial Individualized General Curriculum Referenced Standards <b>Preparation Standard 5: <u>Instructional Planning &amp; Strategies</u></b>	<b>Put Course #Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 5 Knowledge Items Must be Included	
Sources of specialized materials, curricula, and resources for individuals with exceptionalities	
Strategies to prepare for and take tests	
Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities	
Prevention and intervention strategies for individuals at-risk for a disability	
Strategies for integrating student initiated learning experiences into ongoing instruction	
Methods for increasing accuracy and proficiency in math calculations and applications	
Methods for guiding individuals in identifying and organizing critical content	
Integrate academic instruction and behavior management for individuals and groups with exceptionalities	
Model career, vocational, and transition programs for individuals with exceptionalities	
Interventions and services for individuals who may be at risk for exceptionalities	
Relationships among exceptionalities and reading instruction	
<b>Skills:</b>	
ALL ICSI Standard 5 Knowledge Items Must be Included	
Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities	
Use strategies from multiple theoretical approaches for individuals with exceptionalities	

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Teach learning strategies and study skills to acquire academic content	
Use reading methods appropriate to individuals with exceptionalities	
Use methods to teach mathematics appropriate to the individuals with exceptionalities	
Modify pace of instruction and provide organizational cues	
Use appropriate adaptations and technology for all individuals with exceptionalities	
Resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments	
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities	
Identify and teach basic structures and relationships within and across curricula	
Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	
Use responses and errors to guide instructional decisions and provide feedback to learners	
Identify and teach essential concepts, vocabulary, and content across the general curriculum	
Implement systematic instruction in teaching reading comprehension and monitoring strategies	
Teach strategies for organizing and composing written products	
Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language	
Enhance vocabulary development	
Teach strategies for spelling accuracy and generalization	
Teach individuals with exceptionalities to monitor for errors in oral and written language	
Teach methods and strategies for producing legible documents	
Plan instruction on the use of alternative and augmentative communication systems	
Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	
Select and use specialized instructional strategies appropriate to the abilities and needs of the individual	
Plan and implement age and ability appropriate instruction for individuals with exceptionalities	
Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication	
Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans	
Design and implement instructional programs that address independent living and career education for individuals	

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Design and implement curriculum and instructional strategies for medical self-management procedures	
Design, implement, and evaluate instructional programs that enhance social participation across environments	
<b>Initial Individualized General Curriculum Referenced Standards Preparation Standard 6: <u>Professional Learning &amp; Ethical Practice</u></b>	<b>Put Course #Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 6 Knowledge Items Must be Included	
Definitions and issues related to the identification of individuals with exceptionalities	
Models and theories of deviance and behavior problems	
Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.	
The legal, judicial, and educational systems to assist individuals with exceptionalities	
Continuum of placement and services available for individuals with exceptionalities	
Laws and policies related to provision of specialized health care in educational settings.	
Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities	
Principles of normalization and concept of least restrictive environment	
Theory of reinforcement techniques in serving individuals with exceptionalities	
Sources of unique services, networks, and organizations for individuals with exceptionalities	
Organizations and publications relevant to individuals with exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 6 Skill Items Must be Included	
Participate in the activities of professional organizations relevant to individuals with exceptionalities	
Ethical responsibility to advocate for appropriate services for individuals with exceptionalities	
<b>Initial Individualized General Curriculum Referenced Standards Preparation Standard 7: <u>Collaboration</u></b>	<b>Put Course #Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 7 Knowledge Items Must be Included	
Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with	

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exceptionalities	
Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptionalities	
Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities	
Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 7 Skill Items Must be Included	
Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities	
Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities	
Teach parents to use appropriate behavior management and counseling techniques	
Collaborate with team members to plan transition to adulthood that encourages full community participation	

# Candidate Portfolio Guide

## Initial Special Education Individualized Independence Curriculum

**Note: The Individualized Independence Curriculum (IIC) Knowledge and Skill Items listed here are not a stand-alone set. By themselves they are incomplete. A complete IIC Specialty Set MUST include the Initial Special Education Common Specialty Items (ICSI) AND the following IIC Knowledge and Skill Items**

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	Preparation Standard 1 – <u>Learner Development and Individual Learning Differences<sup>3</sup></u>	Put Course # Here:
<b>Knowledge:</b>	<b>Course #:</b>	
ALL ICSI Standard 1 Knowledge Items Must be Included		
Etiology and diagnosis related to various theoretical approaches		
Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society		
Etiologies and medical aspects of conditions affecting individuals with exceptionalities		
Psychological and social-emotional characteristics of individuals with exceptionalities		
Types and transmission routes of infectious disease		
Complications and implications of medical support services		
Impact exceptionalities may have on auditory and information processing skills		
Impact of multiple disabilities on behavior		
Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities		
Communication and social interaction alternatives for individuals who are nonspeaking		
<b>Skills:</b>		
None in the ICSI		
None		

<sup>3</sup> The knowledge described in this Standard is applied to skills in other Standards.

## Candidate Portfolio Guide

Initial Special Education Individualized Independence Curriculum Preparation Standard 2: <b><u>Learning Standards</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 2 Knowledge Items Must be Included	
Specialized health care interventions for individuals with physical and health exceptionalities in educational settings	
Barriers to accessibility and acceptance of individuals with exceptionalities	
Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities	
Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings	
Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 2 Skill Items Must be Included	
Provide instruction in community-based settings	
Use and maintain assistive technologies	
Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities	
Plan instruction in a variety of educational settings	
Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults	
Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities	
Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments	
Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating	
Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation	
Use skills in problem-solving and conflict resolution	
Design and implement sensory stimulation programs	
Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment	
Initial Individualized Independence Curriculum Preparation Standard 3: <b><u>Curricular Content Knowledge</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 3 Knowledge Items Must be Included	



## Candidate Portfolio Guide

None in addition to the ICSI	
<b>Skills:</b>	
ALL ICSI Standard 3 Skill Items Must be Included	
None in addition to the ICSI	
Initial Special Education Individualized Independence Curriculum <b>Preparation Standard 4: <u>Assessment</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 4 Knowledge Items Must be Included	
Specialized terminology used in the assessment of individuals with exceptionalities	
Laws and policies regarding referral and placement procedures for individuals with exceptionalities	
Types and importance of information concerning individuals with exceptionalities available from families and public agencies	
<b>Skills:</b>	
ALL ICSI Standard 4 Skill Items Must be Included	
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities	
Use exceptionality-specific assessment instruments with individuals with exceptionalities	
Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities	
Develop and use a technology plan based on adaptive technology assessment	
Assess reliable method(s) of response of individuals who lack typical communication and performance abilities	
Monitor intragroup behavior changes across subjects and activities	
Initial Special Education Individualized Independence Curriculum <b>Preparation Standard 5: <u>Instructional Planning &amp; Strategies</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 5 Knowledge Items Must be Included	
Sources of specialized materials, curricula, and resources for individuals with exceptionalities	
Prevention and intervention strategies for individuals at-risk for a disability	
Strategies for integrating student initiated learning experiences into ongoing instruction	
Resources, and techniques used to transition individuals with exceptionalities into and out of school and post-school environments	

## Candidate Portfolio Guide

Model career, vocational, and transition programs for individuals with exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 5 Skill Items Must be Included	
Relate levels of support to the needs of the individual	
Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities	
Use appropriate adaptations and technology for all individuals with exceptionalities	
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities	
Identify and teach basic structures and relationships within and across curricula	
Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	
Use responses and errors to guide instructional decisions and provide feedback to learners	
Teach individuals with exceptionalities to monitor for errors in oral and written language	
Teach methods and strategies for producing legible documents	
Plan instruction on the use of alternative and augmentative communication systems	
Plan and implement individualized reinforcement systems and environmental modifications	
Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities	
Select and plan for integration of related services into the instructional program	
Select, design, and use medical materials, and resources required to educate individuals whose exceptionalities interfere with communications	
Interpret sensory and physical information to create or adapt appropriate learning plans	
Design and implement instructional programs that address independent living and career education	
Design and implement curriculum strategies for medical self-management procedures	
Design, implement, and evaluate instructional programs that enhance social participation across environments	
<b>Initial Special Education Individualized Independence Curriculum Preparation Standard : <u>Professional Learning &amp; Ethical Practice</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 6 Knowledge Items Must be Included	
Definitions and issues related to the identification of individuals with exceptionalities	

## Candidate Portfolio Guide

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice	
The legal, judicial, and educational systems to assist individuals with exceptionalities	
Continuum of placement and services available for individuals with exceptionalities	
Laws and policies related to provision of specialized health care in educational settings	
Principles of normalization and concept of least restrictive environment	
Theory of reinforcement techniques in serving individuals with exceptionalities	
Models and theories of deviance and behavior problems	
Sources of unique services, networks, and organizations for individuals with exceptionalities	
Organizations and publications relevant to individuals with exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 6 Skill Items Must be Included	
Participate in the activities of professional organizations relevant to individuals with exceptionalities	
Advocate for appropriate services for individuals with exceptionalities	
Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school and community-based activities	
<b>Initial Special Education Individualized Independence Curriculum Preparation Standard : <u>Collaboration</u></b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	
ALL ICSI Standard 7 Knowledge Items Must be Included	
Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities	
Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptionalities	
Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities	
<b>Skills:</b>	
ALL ICSI Standard 7 Skill Items Must be Included	
Participate in the selection and implementation of augmentative or alternative communication systems	
Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities	

## Candidate Portfolio Guide

Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities	
Collaborate with team members to plan transition to adulthood that encourages full community participation	
Collaborate with families of and service providers to individuals who are chronically or terminally ill	

# Candidate Portfolio Guide

## Initial Early Childhood Students

**Note: The Early Childhood Special Education (ECSE) Knowledge and Skill Items listed here are not a stand-alone set. By themselves they are incomplete. A complete ECSE Specialty Set MUST include the Initial Special Education Common Specialty Items (ICSI) AND the following ECSE Knowledge and Skill Items**

### Preparation Standard 1: Learner Development and Individual Learning Differences<sup>4</sup>

#### Early Childhood

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 1 Knowledge Items Must be Included	
Theories of typical and atypical early childhood development	
Biological and environmental factors that affect pre-, peri-, and postnatal development and learning	
Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life	
Impact of medical conditions and related care on development and learning	
Impact of medical conditions on family concerns, resources, and priorities	
Factors that affect the mental health and social-emotional development of infants and young children	
Infants and young children develop and learn at varying rates	
Impact of child’s abilities, needs, and characteristics on development and learning	
Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development	
Impact of language delays on behavior	
<b>Skills:</b>	
None in the ICSI	

<sup>4</sup> The knowledge described in this Standard is applied in skills in other Standards.

## Candidate Portfolio Guide

Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families	
Develop and match learning experiences and strategies to characteristics of infants and young children	
Support and facilitate family and child interactions as primary contexts for development and learning	
Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations	
Establish communication systems for young children that support self-advocacy	

### Preparation Standard 2:

### Learning Environments

#### Early Childhood

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 2 Knowledge Items Must be Included	
Impact of social and physical environments on development and learning	
<b>Skills:</b>	
ALL ICSI Standard 2 Skill Items Must be Included	
Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments	
Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments	
Embed learning opportunities in everyday routines, relationships, activities, and places	
Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers	
Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences	
Implement basic health, nutrition and safety management procedures for infants and young children	
Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services	

# Candidate Portfolio Guide

## Preparation Standard 3:

## Curricular Content Knowledge

### Early Childhood

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 3 Knowledge Items Must be Included	
Concept of universal design for learning	
Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children	
Developmental and academic content	
<b>Skills:</b>	
ALL ICSI Standard 3 Skill Items Must be Included	
Apply current research to the five developmental domains, play and temperament in learning situations	
Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community	
Implement and evaluate preventative and reductive strategies to address challenging behaviors	
Plan and implement developmentally and individually appropriate curriculum	

## Preparation Standard 4:

## Assessment

### Early Childhood

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 4 Knowledge Items Must be Included	
Role of the family in the assessment process	
Legal requirements that distinguish among at-risk, developmental delay and disability	

## Candidate Portfolio Guide

Alignment of assessment with curriculum, content standards, and local, state, and federal regulations	
Connection of curriculum to assessment and progress monitoring activities	
<b>Skills:</b>	
ALL ICSI Standard 4 Skill Items Must be Included	
Assist families in identifying their concerns, resources, and priorities	
Integrate family priorities and concerns in the assessment process	
Assess progress in the five developmental domains, play, and temperament	
Select and administer assessment instruments in compliance with established criteria	
Use informal and formal assessment to make decisions about infants and young children's development and learning	
Gather information from multiple sources and environments	
Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process	
Participate as a team member to integrate assessment results in the development and implementation of individualized plans	
Emphasize child's strengths and needs in assessment reports	
Produce reports that focus on developmental domains and functional concerns	
Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness	

### Preparation Standard #5:

### Instructional Planning & Strategies

#### Early Childhood

<b><u>Directions –</u></b> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 5 Knowledge Items Must be Included	
None in addition to the ICSI	
<b>Skills:</b>	
ALL ICSI Standard 5 Skill Items Must be Included	
Facilitate child-initiated development and learning	



## Candidate Portfolio Guide

Use teacher-scaffolded and initiated instruction to complement child-initiated learning	
Link development, learning experiences, and instruction to promote educational transitions	
Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children	
Use strategies to teach social skills and conflict resolution	
Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines	
Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team	
Design intervention strategies incorporating information from multiple disciplines	
Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction	
Align individualized goals with developmental and academic content	
Develop individualized plans that support development and learning as well as caregiver responsiveness	
Develop an individualized plan that supports the child's independent functioning in the child's natural environments	
Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds	

### **Preparation Standard #6:                      Professional Learning & Ethical Practice**

#### **Early Childhood**

<b><u>Directions –</u></b> <b>FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD</b>	<b>Put Course # Here:</b>
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 6 Knowledge Items Must be Included	
Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs	
Trends and issues in early childhood education, early childhood special education, and early intervention	
Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families	
Advocacy for professional status and working conditions for those who serve infants and young children, and their families	
<b>Skills:</b>	
ALL ICSI Standard 6 Skill Items Must be Included	

## Candidate Portfolio Guide

Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures	
Integrate family systems theories and principles into professional practice	
Respect family choices and goals	
Participate in activities of professional organizations relevant to early childhood special education and early intervention	
Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds	
Advocate on behalf of infants and young children and their families	
Implement family services consistent with due process safeguards	

### Preparation Standard #7:

### Collaboration

#### Early Childhood

<u>Directions –</u> FOR EACH STANDARD ON THESE CHARTS INDICATE TO THE RIGHT OF THE STANDARD WHICH COURSE OR COURSES YOU FEEL MET THIS STANDARD	Put Course # Here:
<b>Knowledge:</b>	<b>Course #:</b>
ALL ICSI Standard 7 Knowledge Items Must be Included	
Structures supporting interagency collaboration, including interagency agreements, referral, and consultation	
<b>Skills:</b>	
ALL ICSI Standard 7 Skill Items Must be Included	
Apply models of team process in early childhood	
Collaborate with caregivers, professionals, and agencies to support children's development and learning	
Support families' choices and priorities in the development of goals and intervention strategies	
Implement family-oriented services based on the family's identified resources, priorities, and concerns	
Provide consultation in settings serving infants and young children	
Involve families in evaluation of services	
Participate as a team member to identify and enhance team roles, communication, and problem-solving	
Employ adult learning principles in consulting and training family members and service providers	
Assist the family in planning for transition	

## Candidate Portfolio Guide

Implement processes and strategies that support transitions among settings for infants and young children	
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