

LBS II Certification Option Admissions Packet

We are pleased that you are interested in seeking the LBS II Certification Option in Special Education through the Department of Special Education at UIC. This program is offered through the Office of Continuing Education. The Office of Continuing Education is affiliated with University of Illinois at Chicago College of Education.

The UIC College of Education, founded in 1968, is recognized as a leading research college where the development of new knowledge in education and its implications address the challenges and opportunities of urban schools. With the addition of the LBS II certification options, the UIC College of Education will continue to expand its commitment to promote leadership through the dynamic interaction of teaching, research, and service in partnership with our racially, ethnically, and linguistically diverse community. The UIC College of Education is also one of the few Chicago institutions of higher education to offer all six Illinois certified programs in LBS II.

The six Illinois certified programs offered in LBS II are:

- Behavior Intervention Specialist
 - Support all students with challenging behavior across settings
 - Conduct functional assessment, functional analyses and implement behavior intervention plans
 - Program leads to optional BCBA certification
- Transition Specialist
 - Work with students (ages 14+) and families to improve post school outcomes
 - Design and implement quality Individualized Transition Plans
 - Interface with community organizations and agencies
- Multiple Disabilities Specialist
 - Support students with physical and intellectual disabilities and families to enhance the quality of life
 - Interface with agencies, families, and related personnel to implement academic and social outcomes
- Curriculum Adaptation Specialist
 - Differentiate instruction for students with academic and behavioral support needs
 - Implanting adaptations and accommodations at the school and classroom level
- Technology Specialist
 - Classes are crossed-listed with UIC's Department of Disability and Human Development
 - The four-course program trains professionals to deliver state of the art Assistive Technology clinical services
- Bilingual Specialist
 - The program prepares bilingual special educators to improve the learning experiences for children and youth with disabilities who are ELLs.
 - The coursework addresses research-based practice in racially, ethnically and linguistically diverse schools

The coursework that constitutes our LBS II certification option is aligned with the State of Illinois standards for a Learning Behavior Specialist II (LBS II) Certificate. Upon program completion, participants will be able to design, implement, and evaluate instructional programs based on their certification for special education students.

This admission packet contains the information and required forms you will need to apply to the LBSII Certification Option (except where noted). Please read the entire packet carefully and submit your completed application portfolio. Notification of acceptance into the program will occur prior to the start of the semester in which you are applying for.

The Office of Disability Services works to ensure the accessibility of UIC programs, courses and services to students with documented disabilities. For assistance, please contact ODS at (312) 413-2183 (voice), or (312) 413-0123 (TTY).

“Any member of the public who alleges age (under the Age Discrimination Employment Act) or disability (under Title II of the American with Disabilities Act) discrimination on the basis of class may refer to the Public Formal Grievance Procedures. The Public Formal Grievance Procedures addresses complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of a University program.” Please refer to the policy located at: www.uic.edu/depts/oaef/Public_Formal_Grievance_Procedures_Option_221.doc or contact Caryn Bills, Deputy Associate Chancellor, at (312)996-8670 Office for Access and Equity (M/C 602) 809 South Marshfield, Room 717 Chicago, IL 60612

The Principles that Guide Our Academic and Certification Programs In the Department of Special Education

Learning about teaching is embedded in scholarly understanding and activities. It requires the ability to think about teaching and learning through multiple lenses, with particular attention to behaviorist, information processing and socio-cultural perspectives.

Central to learning about teaching is learning about effective instruction for students with disabilities, with an understanding of the interactive influences of culture, language, gender, and ability. The learner is viewed as the center of the instructor's thinking and decision-making regarding teaching and learning.

Learning to teach requires active learning—the construction of meaningful understandings—not only about the educational needs of students and how to advance students' learning, but also about the moral and ethical dilemmas that often confront special educators. Learning to teach requires analysis, examination, a reflective stance, and a commitment to life-long learning and educational reform.

Becoming a teacher is learning to work collaboratively with families and professionals in the school and community in order to design and offer programs that meet the needs of the student and advocate for the student's rights to appropriate services.

Students admitted and enrolled into the LBS II certification option will be strongly encouraged to pursue the M.Ed. degree in Special Education if they do not hold the degree upon completing the program.

The M.Ed. Program in Special Education was revised in 2002 to reflect current research and best practice in the area of special education, and to align with Illinois State Board of Education standards for accomplished special education teaching. These standards were developed by a panel of experts in special education and are aligned with standards developed by the Council for Exceptional Children, the national professional organization that provides support and guidance to special education professionals.

In particular, the program will provide in-depth study in several domains:

- Foundational knowledge pertaining to educating students with disabilities; with particular emphasis on examining issues of access and equity through historical, political and socio-cultural perspectives;
- Characteristics of students with disabilities, including typical and atypical development along four dimensions: cognition, language, social and emotional functioning;
- Pedagogical approaches focusing on planning, implementing, and assessing students' academic and social learning performance;
- Models of collaboration for working effectively with families and child-care providers to design and offer effective educational programs;
- An introduction to research design and analysis; and field experiences to advance specific skills and abilities and to better understand the relationship between theory and practice.

For more information on the M.Ed. program, visit the Special Education website at <http://uic.edu/educ/sped/> or call 312-996-5650.

Admissions Requirements

Applicants must be special education teachers who have a state of Illinois LBS I certificate.

Applicants are considered on an individual basis and will be assessed on the quality of their admission portfolio, including:

- A Statement of Professional Goals
 - Statement must reflect your interests and or experiences with students with special needs and your goals in obtaining your LBSII certification. The appropriate Coversheet included in this packet and the Teacher Candidate LBS II Dispositional Qualities Form must accompany your statement.
- Three Letters of Recommendation
 - Please submit typewritten letters on letterhead with specific comments on the applicant's commitment to teaching in an urban setting and embracing cultural and linguistic diversity in his/her practice. Descriptions of significant actions, accomplishments, and personal qualities related to scholarly achievement are particularly helpful. The appropriate Coversheet included in this packet and the LBS II Candidate Recommendation Form must accompany each letter.
- Transcripts
 - Official sealed transcripts from each college or university you have attended must be submitted. Send 2 official copies of your transcripts to the Special Education Department. At least 2.75 GPA (A=4.00) for the final 60 semester hours (90 quarter hours) of undergraduate study, and 3.0 GPA for post baccalaureate or graduate coursework (if any) is required.
- Resume
 - Your resume must include all certificates and degrees you currently hold.
- Interview and Impromptu Writing Sample
 - You will be contacted by the Special Education Department to arrange for an impromptu writing sample and faculty interview.
- International Applicant
 - An international applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) and submit his/her score to the Special Education office. This test is administered by the Educational Testing Service, Box 899, Princeton, New Jersey 18540. A minimum score of 550 (paper) or 213 (computer) is required for admission to the LBS2 certification option in Special Education. A new version of the TOEFL is also offered in certain locations. This new version is called the TOEFL iBT. For information about these requirements, contact the Office of Student Services in the College of Education (312-996-4536).

All coursework must be completed at the University of Illinois at Chicago. Courses from other university programs will NOT be accepted for transferred credit.

Admissions Materials Checklist

Application deadlines are as follows:

- April 15 for Summer semester
- July 15 for Fall semester
- November 1 for Spring semester

If you seek two or more LBS II certifications or full admission into the M.Ed. program, then admission will occur during the Fall or Spring term. Please contact Alex Cantero at (312) 996-5650 with questions about the admissions process and due dates.

The following should be submitted to the Special Education Department:

Special Education LBS II Review Committee

UIC College of Education – (M/C 147)
1040 West Harrison Street
Chicago, Illinois 60607-7133

- Statement of Professional Goals (including the Teacher Candidate LBS II Dispositional Qualities Form)
- 3 Letters of Recommendation (including cover sheets and the LBS II Candidate Recommendation Forms)
- Resume
- 2 Official sealed transcripts from each College or University you have attended

*Please submit one package with all application materials above.

When your application materials are complete, you will be contacted by the Special Education Department to schedule an impromptu writing sample and faculty interview.

Goal Statement Cover Sheet

Directions for the Applicant:

This cover sheet and the Teacher Candidate LBS II Dispositional Qualities Form must be completed and attached to the statement of professional goals that you are submitting for admission to the LBS II Program at the University of Illinois at Chicago. If any of the information is missing, the statement will not be accepted and your file will be considered incomplete. Please print or type all information.

Applicant's Name: _____
First Middle Last

Previous Name (if any): _____

Current Address: _____

City State Zipcode

The program to which you are applying for:

- Behavior Intervention Specialist
- Bilingual Special Education Specialist
- Curriculum Adaptation Specialist
- Multiple Disabilities Specialist
- Transition Specialist
- Technology Specialist

Please enter the year for which you are applying:

Fall _____ Spring _____ Summer _____
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The Goal Statement consists of a typed essay of approximately 500 words (double-spaced). It should reflect your interests, related experiences, and goals with regard to teaching students with disabilities. Using the Teacher Candidate LBS II Dispositional Qualities Form, incorporate your strengths and achievements as a special educator. Also describe areas in which you can improve, and how you intend to make such improvements. Some questions that may help to focus your statement are provided below:

1. Why are you applying to the LBS II certification option?
2. What experiences have led you to seek an LBS II certification in your selected program/s of study?
3. What are some of your beliefs/ideas regarding teaching children and youth with disabilities in urban environments?
4. What types of knowledge, skills, and experiences would you like to gain in this program?
5. What unique experiences, interests, or knowledge do you bring that will be valuable to your peers?

Please complete the above form and attach it to your typed essay and mail to:

Special Education LBS II Review Committee
UIC College of Education – (M/C 147)
1040 West Harrison Street
Chicago, Illinois 60607-7133

If you wish, you may deliver the statement in person, but it should still be placed in an envelope with the address on it. The College of Education—Special Education Department will NOT accept faxes of your goal statement.

Letter of Recommendation Cover Sheet – Applicant

This cover sheet must be completed and attached to each letter of recommendation that you are submitting to the College of Education for the purpose of admission to the LBS II Program. Please provide all information requested in Section I. Please print or type all information.

Applicant's Name: _____
First Middle Last

Previous Name (if any): _____

Current Address: _____
City State Zipcode

The program to which you are applying for:

- Behavior Intervention Specialist
- Bilingual Special Education Specialist
- Curriculum Adaptation Specialist
- Multiple Disabilities Specialist
- Transition Specialist
- Technology Specialist

Please enter the year for which you are applying:

Fall _____ Spring _____ Summer _____

Under the provisions of the Family Educational Rights and Privacy Act of 1974, and if you are admitted and enrolled, you will have access to the information provided in letters of recommendation unless you have waived such access. Please sign and date below to inform us of your decision. Your choice will not affect your eligibility for admission.

I hereby *waive* my rights of access to the letter of recommendation prepared in response to this request.

OR

I *do not waive* my rights of access to the letter of recommendation prepared in response to this request.

Signature of Applicant Date

Signature of Applicant Date

If section is not completed, applicant automatically waives his/her right to access.

Once you have read and completed this form, you should provide the writer of each letter of recommendation with the completed form. This form and the letter of recommendation should be mailed directly to the Special Education LBS II Review Committee at the address listed on the reverse. If you would like to deliver the letters of recommendation to our office, please be sure that the letters are on letterhead, in a sealed envelope and that the writer has signed their name across the seal. The College of Education – Special Education Department will not accept faxes of recommendation letters or copies of the letters that were given to the applicant.

Letter of Recommendation Cover Sheet – Recommender

The above named person is applying for admission to the Learning Behavior Specialist II in Special Education (LBS II) graduate level program. Upon program completion, applicants are encouraged to pursue a Masters of Education (M.Ed.) degree program if they do not hold the degree. You have been selected by the applicant to submit your comments on the applicant's qualification.

The information supplied on this form will be used to assess the applicant's qualifications for admission. Under the provisions of the Family Educational and Privacy Act of 1974, this applicant (if admitted and enrolled) will have access to your comments unless he/she has waived such access. Please attach a typewritten letter on letterhead with specific comments on the applicant's strengths and limitations for graduate study. Descriptions of significant actions, accomplishments, and personal qualities related to scholarly achievement are particularly helpful. Several paragraphs will be more useful to the admission committee than one or two sentences. You may send this cover letter and the letter of recommendation to the applicant or send it directly to the College of Education at the address provided. In either situation, please make sure the envelope is sealed and that you have signed it across the seal. If you have any questions or need further information, you may contact the Department of Special Education at 312-996-5650. Thank you for your cooperation and assistance.

These forms and the letter of recommendation should be mailed directly to:

Special Education LBS II Review Committee
UIC College of Education – (M/C 147)
1040 West Harrison
Chicago, Illinois 60607-7133

When writing your recommendation, please include information regarding:

1. Under what circumstances and for how long have you known the applicant.
2. The applicant's commitment or potential for serving children with disabilities in urban settings.
3. What you consider the applicant's primary strengths and weaknesses and how you feel these will affect the applicant's performance in graduate study.
4. Your assessment regarding the applicant's potential contributions to the field of Learning Behavior Specialist II in special education.

Name: _____ Position: _____

Institution: _____ Phone Number: _____

Signature: _____ Date: _____

LBS II Candidate Recommendation Form

This section is to be completed by the applicant before the form is given to the writer of the recommendation.

Name of applicant: _____

Your relation to applicant: _____

- Certificate program(s) sought:
- Behavior Intervention Specialist
 - Bilingual Special Education Specialist
 - Curriculum Adaptation Specialist
 - Multiple Disabilities Specialist
 - Transition Specialist
 - Technology Specialist

Public Law 93-380 permits the student to inspect this recommendation if the following waiver is not signed. I voluntarily waive my right to access this recommendation under Public Law 93-380 so that it may be kept confidential.

Signature of Candidate: _____

Writer of Recommendation:

Please check the box indicating the candidate's demonstration of the following indicators of professional disposition:

<i>Disposition Indicators</i>	An area of strength	No concerns in this area	An area of concern	No occasion to observe
Commits to the democratic ideal of developing all students' potential				
Shows sensitivity to the dynamics of culture, race, language, and gender as it relates to disability				
Shows commitment to improving the education of students with disabilities who live in urban areas				
Shows respect, dignity, and understanding of individuals with disabilities				
Shows respect and partnership with students' families				
Can respond to emergency and/or emotionally charged situations with a calm demeanor and thoughtful next steps				

<i>Disposition Indicators</i>	An area of strength	No concerns in this area	An area of concern	No occasion to observe
Has built an inclusive learning environment that is a safe zone for students and adults				
Willing to take initiative and try new teaching ideas				
Consistently demonstrates a genuine commitment to professional development				
Shows intellectual curiosity				
Consistently seeks learning opportunities to improve one's own teaching				
Seeks to know emerging principles of good practice and use them in assessment and teaching and planning				
Shows creativity and resourcefulness in problem solving				
Uses self-reflection to make ongoing improvement to teaching and the learning of students				
Shows ability to identify, analyze, and propose solution in problem solving				
Designs an instructional environment that encourages and challenges students to develop creative solutions to problems				
Shows positive attitude towards collaborating with others				
Shows ability collaborate respectfully with colleagues in small and large groups				
Shows effective interpersonal skills and ability to work with colleagues, families, and related professionals				
Shows initiative and appropriate leadership				
Shows a belief that all students can be successful academically and socially				
Shows a belief and willingness to teach and support all students				
Demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of students				
Shows a willingness to use a wide range of assessments that are non-discriminatory in nature in order to evaluate individual students' needs				
Shows a public demeanor appropriate for educational settings- voice, demeanor, and movement				
Can organize details and responsibilities				
Shows ability to function in a dependable manner in an organizational framework				
Works hard and systematically to address the responsibilities and expectations of current work position				
Can deal with the unexpected with thoughtfulness and grace				

If you marked any of the above as areas of concern, please explain and indicate extent to which candidate has improved or could improve:

Please mail to:
Special Education LBS II Review Committee
College of Education (m/c 147)
1040 West Harrison Street
Chicago, IL 60607

Teacher Candidate LBSII Dispositional Qualities Instructions for Self-Appraisal of Dispositions

LBS II students will do two self-appraisals of their dispositional qualities that align with the Illinois State Board of Education.

During the LBS II program: Candidates will self-assess one semester before the end of the program (most likely at the beginning of the SpEd 578 internship.) They will examine the goal statement they wrote when they applied, and describe their changing strengths and achievements since being in the program.

Dispositions: The following dispositions assessment is intended to help determine whether or not candidates demonstrate qualities that reflect the goals and ideals of the University of Illinois at Chicago's professional education programs.

Please rate yourself using the following scale:

1. Needs to develop this attribute
2. Has begun to develop this attribute
3. Demonstrates this attribute
4. Exemplifies this attribute

Disposition Indicators	Needs to develop this attribute	Has begun to develop this attribute	Demonstrates this attribute	Exemplifies this attribute
<p><i>1. Commits to the democratic ideal of developing all students' potential.</i></p> <ul style="list-style-type: none"> • Demonstrates dedication and personal investment in meeting students' needs. • Shows commitment to improving the education of students with disabilities who live in urban areas • Shows respect, dignity, and understanding of individuals with disabilities 				
<p><i>2. Seeks remedies to educational inequalities, takes appropriate action, and motivates students to do the same.</i></p> <ul style="list-style-type: none"> • Strives to meet the challenges of inequality brought about by race, social class, language, gender, disability, and other social categories • Shows sensitivity to the dynamics of 				

<p>culture, race, language and gender as it intersects with disability</p> <ul style="list-style-type: none"> Shows abilities to advocate for students, Families and/or self and other professionals. 				
<p><i>3. Recognizes and makes use of the human and cultural resources of local communities.</i></p> <ul style="list-style-type: none"> Demonstrates cultural awareness and competence. Shows ability to effectively work with colleagues in small and large groups. Shows initiative and appropriate leadership. Shows consideration and respect for colleagues, students and families. 				
<p><i>4. Creates collaborative environments that foster mutual learning and growth.</i></p> <ul style="list-style-type: none"> Interacts positively and energetically with students, families, colleagues, and community members to support common goals. Shows commitment to work with families and understand external forces that shape schools. 				
<p><i>5. Critically reflects on all aspects of professional practice.</i></p> <ul style="list-style-type: none"> Engages in self-assessment and pursues opportunities for further development as knowledgeable, skilled, and ethical professionals; accepts constructive criticism in a professional manner. Can respond to emergency and/or emotionally- charged situations with a calm demeanor and thoughtful next steps. Has built an inclusive learning environment that is a safe zone for students and adults. 				
<p><i>6. Continually seeks and critically examines knowledge, understands and respects different and competing perspectives within and across knowledge domains, and questions assumptions</i></p>				

<p><i>about what is known</i></p> <ul style="list-style-type: none"> • Demonstrates the ability to understand, think critically, and exhibit open-mindedness about what is known. • Shows appreciation of multiples viewpoints, and uses them in educational practices. • Appreciates the importance of learning content, in profound ways, as a teacher • Adopts a critical stance while learning knowledge and skills for teaching in order to evaluate and question the status quo, in necessary 				
<p><i>7. Respects and adapts to the complexities of educational practice.</i></p> <ul style="list-style-type: none"> • Demonstrates adaptability, flexibility, initiative, resourcefulness, and risk-taking. • Appreciates the importance of learning content as a teacher, in profound ways, in order to transform it to meet individual students' strengths and needs 				
<p><i>8. Displays and models maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrates the emotional capacity to engage in the varying demands of the educator's job.</i></p> <ul style="list-style-type: none"> • Meets responsibilities on time, resolves difficulties skillfully and fairly, remains positive, treats others with kindness and understanding, and shows an eagerness for educational practice. • Willing to take initiative and try new teaching ideas. • Designs an instructional environment that encourages and challenges students to develop creative solutions to problems. • Shows effective interpersonal skills and ability to work with colleagues, families, and related professionals. • Shows a public demeanor appropriate for educational settings- voice, demeanor, and movement. • Can organize details and responsibilities. • Shows ability to function in a 				

<p>dependable manner in an organizational framework.</p> <ul style="list-style-type: none">• Works hard and systematically to address the responsibilities and expectations of current work position.• Can deal with the unexpected with thoughtfulness and grace.				
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If you marked any of the above as areas of concern, please explain and indicate extent to which candidate has improved or could improve: