

## **Department of Early Childhood and Special Education Instructional Specialist (Grades 4-12) Portfolio Guidelines**

To fulfill requirements for the Instructional Specialist Master's Degree and ALP Licensure, each graduate candidate must submit a Graduate Portfolio that provides reflection and documentation of learning in the program. By aggregating documentation and data within the portfolio, the graduate candidate is able to consider fulfillment of objectives related to Program Goals and Standards set forth by the Department of Early Childhood and Special Education, the Council of Exceptional Children and the TPOA. The graduate candidate considers evidence of multiple assessments aligned with content, cognitive expectations, and level of difficulty appropriate for each standard. Guidelines for the composition and organization of the Graduate Portfolio are included below.

### **Section 1 - Overview of Program Goals (Conceptual Framework)**

The graduate candidate is to write a one to three-page reflective summary of how the goals for the Instructional Specialist graduate program (which relate to the conceptual framework) were addressed in his or her program of study. The summary is to contain at least one example for each of the following goals.

1. Instructional Specialist candidates will be committed to their roles as helping professionals.
2. Instructional Specialist candidates will be capable of excellence in their professional practices and career. They will plan, implement, and reflect on instruction to achieve best practices in special education for the diverse needs of all students.
3. Instructional Specialist candidates will reflect and think systematically about their practice, use of research, and contributions to the knowledge base in special education.
4. Instructional Specialist candidates will understand that the diversity of students is the basis for preparing and planning to meet the needs of learners.
5. Instructional Specialist candidates will be aware of the benefits of using technology in instruction and will broaden their definition of diversity to include appropriate technology practices and innovations.
6. Instructional Specialist candidates will collaborate and function as professionals who are contributing members of learning communities.

### **Section 2 - Standards and Evidence**

CEC Standards have been cross-referenced with the TPOA Domains.

Work samples/artifacts that represent the graduate candidate's best work in each of the 10 CEC Standards are to be submitted in this section. Candidates should provide an explanation of why the sample is considered a good representation of their work in the selected Standard. When appropriate, projects completed with a student or students are to be included. Evidence included as documentation of learning/performance is to be labeled with the CEC Standard addressed, as well as the semester and year in which the course was completed.

### **Section 3– Impact on Student Learning and Achievement**

The graduate candidate will describe and document how he or she has had a positive impact on student learning and achievement in areas of need. The candidate may comment on growth of students who have been served by candidates during a practicum experience or students within their classroom who have been served while the candidate is a University student. If the candidate reports on growth within a student currently in his/her classroom, the candidate must state the specific class content which was implemented that had an impact on the student. Specific quantitative and qualitative growth should be reported.

### **Section 4 – Praxis Scores.**

The graduate candidate is expected to take PRAXIS Exam 0354 and have the scores reported to UCA. In addition the candidate is expected to scan his/her results (Overall Scores (front page) and Detailed Information (back page) into Chalk and Wire under Model Assessment #1.

### **Evaluation of the Portfolio**

Master candidates must submit their portfolio in Chalk and Wire in the semester which all licensure required coursework is complete (ECSE 6300, 6302, 6304, 6306, 6308, and 6366). ALP candidates submit their portfolio in Chalk and Wire at the end of the semester in which their ALP is complete. In addition to work samples and artifacts, the graduate candidate will submit a one to three-page reflective summary of how the program goals were addressed within the first 18 hours of his or her program.

**Two instructors will complete the final evaluation of the Master candidates' and ALP candidates' portfolio.** At least four weeks before the end of the semester of which 18 hours are completed, the graduate candidate is to submit the completed portfolio in Chalk and Wire. A date will then be set for the candidate to meet with the faculty evaluator. The evaluator will review the portfolio with the candidate.

**Portfolio evaluation will assess how well the graduate candidate has completed requirements outlined in these guidelines. If for some reason the portfolio is not approved, the candidate will be notified within three weeks of submission and suggestions for needed improvement will be given in writing. The graduate candidate will have one week to make suggested changes and resubmit.**

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**All of the previous information applies to candidates pursuing an Additional License (ALP).**

**The following evidences may meet the CEC Standards. You may choose to use these or you may choose other evidence that supports you meeting the standard.**

<b>Standard 1: Foundations</b>	
<p>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<p><b>ECSE 6300</b>            Reflective            Paper/Professional Growth            Plan of Professional Ethics            and Standards</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• Reflect on class material and activities such as               <ul style="list-style-type: none"> <li>○ the OSERS search to identify eligibility requirements and disability categories under IDEA;</li> <li>○ your investigation of the enormous change in philosophies guiding the way society treats persons with disabilities, moving from isolation and rejection to acceptance of individuals as contributing members of families, communities, and society;</li> <li>○ litigation as it reflects on special education law;</li> <li>○ reflection of the Code of Ethics based of professional organizations relative to candidate’s licensing such as CEC, NAEYC, and TASH;</li> </ul> </li> <li>• Produce a paper (using above information) focusing on professional ethics and standards as they apply to you as a special educator.</li> </ul>
<p>Written Exam</p>	<p>Objective/Subjective exam designed to evaluate candidate’s understanding and ability to apply their knowledge of rules and regulations, laws, and litigation to case scenarios.</p>
<p>Field Experiences</p>	<p>Reflective journal to be kept for all field experiences throughout program. Journal entries should include reflection on class material as it relates to field experience and your view of your professional responsibilities.</p>

**Standard 2: Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<b>ECSE 6302</b> Characteristic Paper	Candidates <ul style="list-style-type: none"><li>• Prepare a paper comparing and contrasting the developmental characteristics of typically developing students, students with low-incidence disabilities and students with high-incidence disabilities;</li><li>• Candidates develop a paper outlining the genetic, organic, and environmental causes of physical, intellectual, and sensory disabilities;</li><li>• Based on information gathered above, identify resources for families and professionals.</li></ul>
<b>ECSE 6306</b> Family Interview	Candidates <ul style="list-style-type: none"><li>• Interview a parent with a child with a disability and using family system theory, summarize the impact of that child on the family's dynamics and functioning, write outcomes and strategies based on family priorities, concerns, and resources.</li></ul>
<b>Standard 3: Individual Learning Differences</b> <p>Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p>	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>

<p><b>ECSE 6302</b> Characteristic Paper</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• Prepare a paper comparing and contrasting the developmental characteristics of typically developing students, students with low-incidence disabilities and students with high-incidence disabilities;</li> <li>• Candidates develop a paper outlining the genetic, organic, and environmental causes of physical, intellectual, and sensory disabilities;</li> <li>• Based on information gathered above, identify resources for families and professionals.</li> </ul>
<p><b>ECSE 6306</b> Family Interview</p>	<p><i>Candidates</i></p> <ul style="list-style-type: none"> <li>• Interview a parent with a child with a disability and using family system theory, summarize the impact of that child on the family's dynamics and functioning, write outcomes and strategies based on family priorities, concerns, and resources.</li> </ul>
<p><b>ECSE 6366</b> Instructional Approach Reflective Paper</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• Select 3 instructional approaches (cooperative learning, peer tutoring, learning strategies, etc.) proved to be instructionally effective with students with ELN;</li> <li>• Conduct a review of the literature on instructional approaches;</li> <li>• Interview and observe a teacher who uses the selected approaches;</li> <li>• Compile above information in a reflective paper.</li> </ul>
<p><b>ECSE 6370 &amp; 6371</b> Thematic Unit</p>	<p>Candidates consider diversity, environmental, cultural, and family issues when designing lessons that</p> <ul style="list-style-type: none"> <li>• Encourage functional behaviors as they apply to daily living skills, including positioning and handling;</li> <li>• Focus on the development of functional communication skills that enable students to initiate social interaction and influence their environment;</li> <li>• Facilitate cognitive skills including symbolic representation, problem solving, cognitive subskills related to academic readiness and expansion of referential language skills;</li> <li>• Facilitate emergent literacy within naturalistic daily activities;</li> <li>• Facilitate motor development;</li> <li>• Facilitate learning in the areas of listening and speaking, written language, reading, mathematic, and social interaction;</li> <li>• Include materials and equipment requirements in all lessons to facilitate learning for all students.</li> </ul>

**Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<p><b>ECSE 6365</b> Theoretical Model Application</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• View Case study video (E.G. <i>Educating Peter, Graduating Peter</i>)</li> <li>• Reflect upon knowledge of the five theoretical approaches to addressing emotional/behavior problems</li> <li>• Identify specific model-based intervention strategies observed in video</li> <li>• Recommend additional appropriate intervention strategies supported by a rationale for each</li> </ul>
<p><b>ECSE 6366 &amp; 6367</b> Student Centered Activity</p>	<p>Given a psychological report, assessment inventories, and teacher narrative, candidates</p> <ul style="list-style-type: none"> <li>• Link assessment information to individual IEP goal development</li> <li>• Participate in a micro-teach lesson employing effective teaching strategies/methods, materials, and lesson evaluation selected to address the IEP goal.</li> </ul>
<p><b>ECSE 6365, 6366, 6367</b> Lesson Plans</p>	<p>Candidates consider diversity, environmental, cultural, and family issues when designing lessons using the Systematic Step Model that</p> <ul style="list-style-type: none"> <li>• Encourage functional behaviors as they apply to daily living skills, including positioning and handling;</li> <li>• Focus on the development of functional communication and academic skills that enable students to initiate social interaction and influence their environment;</li> <li>• Facilitate learning in the areas of listening and speaking, written language, reading, mathematic, and social interaction;</li> <li>• Include materials and equipment requirements in all lessons to facilitate learning for all students.</li> </ul>

**Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. Special educators when necessary, can safely intervene with individual with ELN in crisis. Special educators coordinate efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<p><b>ECSE 6304</b> Functional Behavioral Assessment</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• participate in behavioral functional assessments;</li> <li>• use the results to formulate management plans for students with ELN;</li> <li>• Share and critique plans with class peers/colleagues.</li> </ul>
<p>Ecological Inventory</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• conduct an ecological inventory of classroom setting to determine assumptions and stereotypes about diverse students;</li> <li>• suggest ways to overcome them in classroom settings.</li> </ul>
<p><b>ECSE 6367</b> Behavior Topic Research Paper</p>	<p>Candidates</p> <ul style="list-style-type: none"> <li>• select a behavior challenge associated with students having significant disabilities;</li> <li>• research selected topic focused on history of services and treatment, etiology, and intervention strategies;</li> <li>• prepare paper using APA format.</li> </ul>
<p align="center"><b>Standard 6: Communication</b></p> <p>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p>	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>

<b>ECSE 6365 &amp; 6367</b> Communication Reflection NOT DONE	Candidates use case studies and videotapes to <ul style="list-style-type: none"> <li>• Evaluate atypical language development;</li> <li>• Investigate the use of augmentative communication models with students who have communication disabilities;</li> <li>• Investigate communication strategies designed to address learning in students dealing with English as a second language.</li> </ul>
<p><b>Standard 7: Instructional Planning</b></p> <p>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>	
<b>Assessments Address          Components of the          Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<b>ECSE 6365</b> Theoretical Model Application	Candidates <ul style="list-style-type: none"> <li>• View CASE STUDY VIDEO (E.G. <i>Educating Peter, Graduating Peter</i>)</li> <li>• Reflect upon knowledge of the five theoretical approaches to addressing emotional/behavior problems</li> <li>• Identify specific model-based intervention strategies observed in video</li> <li>• Recommend additional appropriate intervention strategies supported by a rationale for each</li> </ul>
<b>ECSE 6366 &amp; 6367</b> Student Centered Activity	Given a psychological report, assessment inventories, and teacher narrative, candidates <ul style="list-style-type: none"> <li>• Link assessment information to individual IEP goal development</li> <li>• Participate in a micro-teach lesson employing effective teaching strategies/methods, materials, and lesson evaluation toll selected to address the IEP goal.</li> </ul>

<p><b>ECSE 6365, 6366, 6367</b> Lesson Plans</p>	<p>Candidates consider diversity, environmental, cultural, and family issues when designing lessons using the Systematic Step Model that</p> <ul style="list-style-type: none"> <li>• Encourage functional behaviors as they apply to daily living skills, including positioning and handling;</li> <li>• Focus on the development of functional communication and academic skills that enable students to initiate social interaction and influence their environment;</li> <li>• Facilitate learning in the areas of listening and speaking, written language, reading, mathematic, and social interaction;</li> <li>• Include materials and equipment requirements in all lessons to facilitate learning for all students.</li> </ul>
<p><b>ECSE 6370 &amp; 6371</b> Notebook of activities during Laboratory Practices</p>	<p>Candidates prepare a notebook containing the following items:</p> <ul style="list-style-type: none"> <li>• Student Assessments (pretest, daily data collecting,...)</li> <li>• Student’s IEP: develop an IEP for short term objectives in areas assessed.</li> <li>• Daily Lesson Plans and Reflections: lesson plans are to be based on the interactive model lesson plan addressing short term objectives.</li> <li>• Student’s Evaluation Summary</li> <li>• Copies and Documentation of Parent Communication: includes introduction letter, Friday Notes, parent notification of evaluation of evaluation summary conference</li> <li>• Classroom Environment and Management: design a thematic-enriched learning setting that is organized, attractive, and comprehensive in design in relation to the unit’s theme</li> <li>• Lesson Evaluations (2)</li> <li>• TPOA – Summative</li> </ul>

<b>ECSE 6370 &amp; 6371</b> Portfolio	Candidates complete a portfolio containing following items: <ul style="list-style-type: none"> <li>• Reflective journal to include             <ul style="list-style-type: none"> <li>○ Reflection on experiences and observations during practicum;</li> <li>○ Self evaluation of lessons taught.</li> </ul> </li> <li>• Lesson plans you have designed and taught.</li> </ul>
<b>ECSE 6366</b> Teaching Resource File	Candidates <ul style="list-style-type: none"> <li>• Develop a teaching resource file appropriate for use with students with specific disabilities.</li> </ul>
<b>Standard 8: Assessment</b> Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<b>SPED 6308</b> Assessment write-up	Candidates <ul style="list-style-type: none"> <li>• Select and administer criterion/curriculum based assessments to a student in their classroom based on the student’s characteristics;</li> <li>• Score the test;</li> <li>• Interpret results in relationship to goals and objectives for the student in the classroom.</li> <li>• Write a parent-friendly assessment report.</li> </ul>
<b>SPED 6304</b> Functional Behavioral Assessment	Candidates <ul style="list-style-type: none"> <li>• participate in functional assessments;</li> <li>• use the results to formulate management plans for students with challenging behaviors;</li> <li>• Share and critique plans with class peers/colleagues.</li> </ul>

Written Exam	Multiple choice and short answer covering reliability, validity, etc. of assessments; applied response to brief case studies on appropriateness of assessments used with individuals with disabilities.
<b>ECSE 6306</b> Family Interview	<p><i>Candidates</i></p> <ul style="list-style-type: none"> <li>• Interview a parent with a child with a disability and using family system theory, summarize the impact of that child on the family’s dynamics and functioning, write outcomes and strategies based on family priorities, concerns, and resources.</li> </ul>
<p><b><i>Standard 9: Professional and Ethical Practice</i></b></p> <p>Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based practices. Special educators know their own limits of practice and practice within them.</p>	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<b>ECSE 6300</b> Reflective Paper/Professional Growth Plan of Professional Ethics and Standards	<p><i>Candidates</i></p> <ul style="list-style-type: none"> <li>• Reflect on class material and activities such as <ul style="list-style-type: none"> <li>○ the OSERS search to identify eligibility requirements and disability categories under IDEA;</li> <li>○ your investigation of the enormous change in philosophies guiding the way society treats persons with disabilities, moving from isolation and rejection to acceptance of individuals as contributing members of families, communities, and society;</li> <li>○ litigation as it reflects on special education law;</li> <li>○ reflection of the Code of Ethics based of professional organizations relative to candidate’s licensing such as CEC, NAEYC, and TASH;</li> </ul> </li> </ul> <p>Produce a paper (using above information) focusing on professional ethics and standards as they apply to you as a special educator.</p>

<b>Field Experience Journal</b>	Reflective journal to be kept for all field experiences throughout program. Journal entries should include reflection on class material as it relates to field experience, your interactions with individuals with disabilities, and your view of your professional responsibilities.
<b>Standard 10: Collaboration</b>	
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.	
<b>Assessments Address Components of the Standard</b>	<b>Assessments are Relevant and Consistent with the Standards</b>
<b>ECSE 6304</b> Ecological Inventory	Candidates <ul style="list-style-type: none"> <li>• conduct an ecological inventory of classroom setting to determine assumptions and stereotypes about diverse students;</li> <li>• suggest ways to overcome them in classroom settings;</li> </ul>
<b>ECSE 6306</b> Family Interview	<i>Candidates</i> <ul style="list-style-type: none"> <li>• Interview a parent with a child with a disability and using family system theory, summarize the impact of that child on the family’s dynamics and functioning, write outcomes and strategies based on family priorities, concerns, and resources.</li> </ul>
<b>ECSE 6350</b> Literature Review/Position Paper	Candidates <ul style="list-style-type: none"> <li>• Investigate current research available on a selected component or topic related to collaboration and inclusion. Candidates prepare a research paper focused on their professional position on the topic.</li> </ul>
Team Interview	Candidates <ul style="list-style-type: none"> <li>• Interview a professional team regarding the benefits and challenges of collaboration in an inclusive setting and then summarize their findings.</li> </ul>