

Initial Common Specialty Items

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
ICSI.1.K1	Typical and atypical human growth and development
ICSI.1.K2	Similarities and differences among individuals with exceptionalities
ICSI.1.K3	Educational implications of characteristics of various exceptionalities
ICSI.1.K4	Family systems and the role of families in supporting development
ICSI.1.K5	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ICSI.1.K6	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling
ICSI.1.K7	Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family
ICSI.1.K8	Similarities and differences of individuals with and without exceptionalities
ICSI.1.K9	Effects of various medications on individuals with exceptionalities
ICSI.1.K10	Effects an exceptional condition or conditions can have on an individual's life
ICSI.1.K11	Effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICSI.1.K12	Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences
ICSI.1.K13	Effects of cultural and linguistic differences on growth and development
ICSI.1.K14	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
ICSI.1.K15	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
<i>Skills</i>	
None specified	

Initial Preparation Standard 2: Learning Environments

Knowledge

ICSI.2.K1	Demands of learning environments
ICSI.2.K2	Basic classroom management theories and strategies for individuals with exceptionalities
ICSI.2.K3	Effective management of teaching and learning
ICSI.2.K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ICSI.2.K5	Social skills needed for educational and other environments
ICSI.2.K6	Strategies for crisis prevention and intervention
ICSI.2.K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ICSI.2.K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ICSI.2.K9	Ways cultures are negatively stereotyped
ICSI.2.K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism

Initial Preparation Standard 2: Learning Environments (<i>cont'd</i>)	
<i>Skills</i>	
ICSI.2.S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ICSI.2.S2	Identify realistic expectations for personal and social behavior in various settings
ICSI.2.S3	Identify supports needed for integration into various program placements
ICSI.2.S4	Design learning environments that encourage active participation in individual and group activities
ICSI.2.S5	Modify the learning environment to manage behaviors
ICSI.2.S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ICSI.2.S7	Establish and maintain rapport with individuals with and without exceptionalities
ICSI.2.S8	Teach self-advocacy
ICSI.2.S9	Create an environment that encourages self-advocacy and increased independence
ICSI.2.S10	Use effective and varied behavior management strategies
ICSI.2.S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
ICSI.2.S12	Design and manage daily routines
ICSI.2.S13	Organize, develop, and sustain learning environments that support positive intra- and intercultural experiences
ICSI.2.S14	Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person
ICSI.2.S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ICSI.2.S16	Use universal precautions

Initial Preparation Standard 3: Curricular Content Knowledge

<i>Knowledge</i>	
ICSI.3.K1	Theories and research that form the basis of curriculum development and instructional practice
ICSI.3.K2	Scope and sequences of general and special curricula
ICSI.3.K3	National, state or provincial, and local curricula standards
ICSI.3.K4	Technology for planning and managing the teaching and learning environment
<i>Skills</i>	
ICSI.3.S1	Identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities
ICSI.3.S2	Integrate affective, social, and life skills with academic curricula

Initial Preparation Standard 4: Assessment

<i>Knowledge</i>	
ICSI.4.K1	Basic terminology used in assessment
ICSI.4.K2	Legal provisions and ethical principles regarding assessment of individuals
ICSI.4.K3	Screening, prereferral, referral, and classification procedures
ICSI.4.K4	Use and limitations of assessment instruments
ICSI.4.K5	National, state or provincial, and local accommodations and modifications
<i>Skills</i>	
ICSI.4.S1	Gather relevant background information
ICSI.4.S2	Administer nonbiased formal and informal assessments
ICSI.4.S3	Use technology to conduct assessments
ICSI.4.S4	Develop or modify individualized assessment strategies
ICSI.4.S5	Interpret information from formal and informal assessments
ICSI.4.S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ICSI.4.S7	Report assessment results to all stakeholders using effective communication skills
ICSI.4.S8	Evaluate instruction and monitor progress of individuals with exceptionalities
ICSI.4.S9	Create and maintain records

Initial Preparation Standard 5: Instructional Planning and Strategies

Knowledge

ICSI.5.K1	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
ICSI.5.K2	Evidence-based practices validated for specific characteristics of learners and settings
ICSI.5.K3	Augmentative and assistive communication strategies

Initial Preparation Standard 5: Instructional Planning and Strategies (<i>cont'd</i>)	
<i>Skills</i>	
ICSI.5.S1	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ICSI.5.S2	Involve the individual and family in setting instructional goals and monitoring progress
ICSI.5.S3	Use functional assessments to develop intervention plans
ICSI.5.S4	Use task analysis
ICSI.5.S5	Sequence, implement, and evaluate individualized learning objectives
ICSI.5.S6	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ICSI.5.S7	Incorporate and implement instructional and assistive technology into the educational program
ICSI.5.S8	Prepare lesson plans
ICSI.5.S9	Prepare and organize materials to implement daily lesson plans
ICSI.5.S10	Use instructional time effectively
ICSI.5.S11	Make responsive adjustments to instruction based on continual observations
ICSI.5.S12	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions
ICSI.5.S13	Use strategies to facilitate integration into various settings
ICSI.5.S14	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
ICSI.5.S15	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities
ICSI.5.S16	Use strategies to facilitate maintenance and generalization of skills across learning environments
ICSI.5.S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ICSI.5.S18	Use strategies that promote successful transitions for individuals with exceptionalities
ICSI.5.S19	Use strategies to support and enhance communication skills of individuals with exceptionalities
ICSI.5.S20	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language
ICSI.5.S21	Modify instructional practices in response to ongoing assessment data

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
<i>Knowledge</i>	
ICSI.6.K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ICSI.6.K2	Laws, policies, and ethical principles regarding behavior management planning and implementation
ICSI.6.K3	Relationship of special education to the organization and function of educational agencies
ICSI.6.K4	Rights and responsibilities of individuals with exceptionalities, their families, teachers, and other professionals, and schools related to exceptionalities
ICSI.6.K5	Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ICSI.6.K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ICSI.6.K7	Family systems and the role of families in the educational process
ICSI.6.K8	Historical points of view and contribution of culturally diverse groups
ICSI.6.K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ICSI.6.K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ICSI.6.K11	Personal cultural biases and differences that affect one's teaching
ICSI.6.K12	Importance of the teacher serving as a model for individuals with exceptionalities
ICSI.6.K13	Continuum of lifelong professional development
ICSI.6.K14	Methods to remain current regarding research-validated practice

Initial Preparation Standard 6: Professional Learning and Ethical Practice (*cont'd*)

<i>Skills</i>	
ICSI.6.S1	Practice within the CEC Code of Ethics and other standards of the profession
ICSI.6.S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession
ICSI.6.S3	Act ethically in advocating for appropriate services
ICSI.6.S4	Conduct professional activities in compliance with applicable laws and policies
ICSI.6.S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities
ICSI.6.S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ICSI.6.S7	Practice within one's skill limits and obtain assistance as needed
ICSI.6.S8	Use verbal, nonverbal, and written language effectively
ICSI.6.S9	Conduct self-evaluation of instruction
ICSI.6.S10	Access information on exceptionalities
ICSI.6.S11	Reflect on one's practice to improve instruction and guide professional growth
ICSI.6.S12	Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues
ICSI.6.S13	Demonstrate commitment to engage in evidence-based practices
ICSI.6.S14	Articulate personal philosophy of special education

Initial Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
ICSI.7.K1	Models and strategies of consultation and collaboration
ICSI.7.K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ICSI.7.K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ICSI.7.K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
<i>Skills</i>	
ICSI.7.S1	Maintain confidential communication about individuals with exceptionalities
ICSI.7.S2	Collaborate with families and others in assessment of individuals with exceptionalities
ICSI.7.S3	Foster respectful and beneficial relationships between families and professionals
ICSI.7.S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ICSI.7.S5	Plan and conduct collaborative conferences with individuals with exceptionalities and their families
ICSI.7.S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ICSI.7.S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ICSI.7.S8	Model techniques and coach others in the use of instructional methods and accommodations
ICSI.7.S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
ICSI.7.S10	Communicate effectively with families of individuals with exceptionalities from diverse backgrounds
ICSI.7.S11	Observe, evaluate, and provide feedback to paraeducators