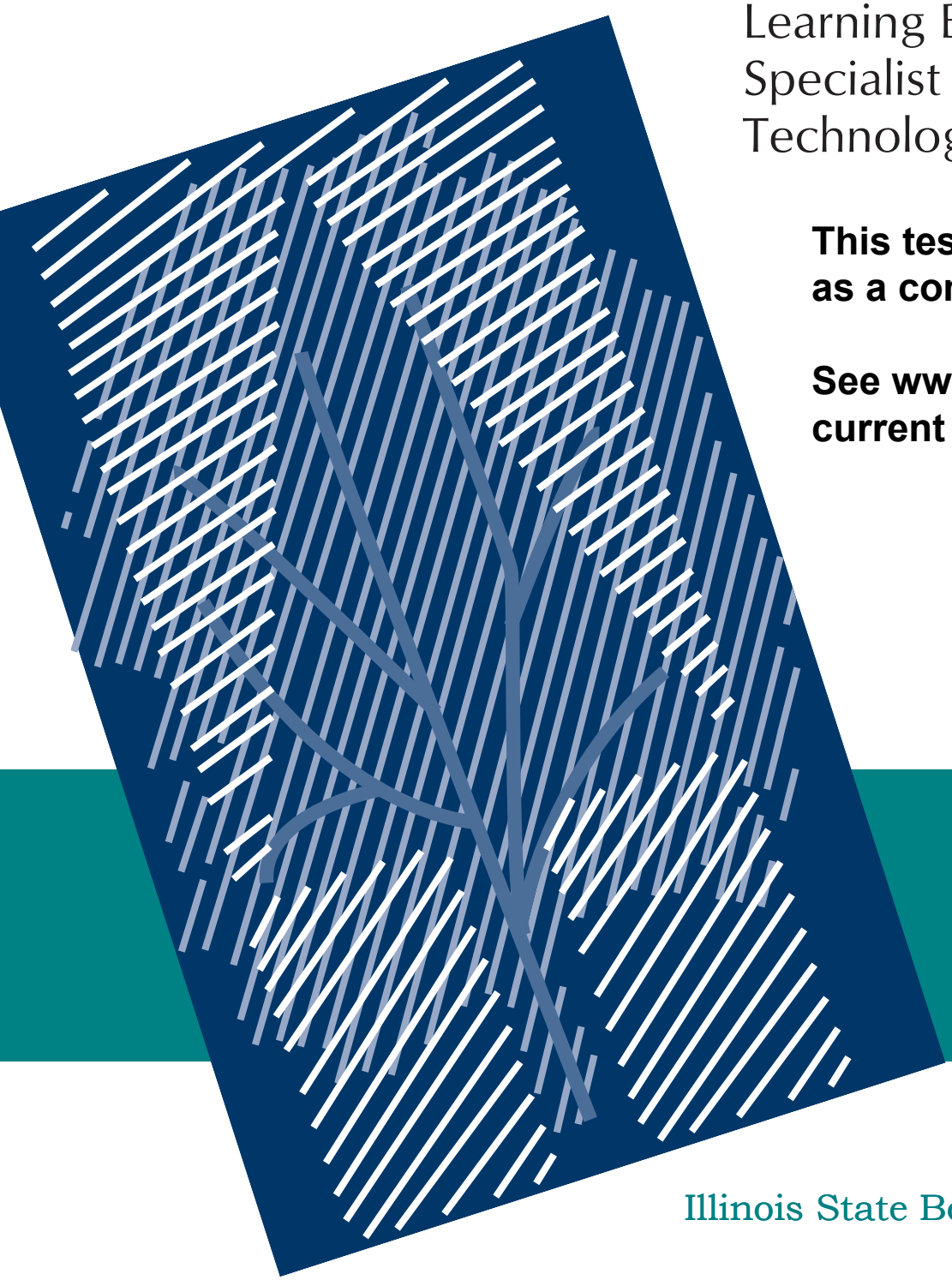
Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior Specialist II: Technology Specialist (161)



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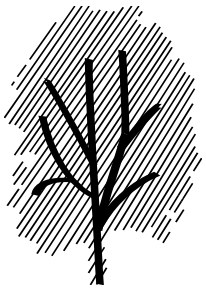
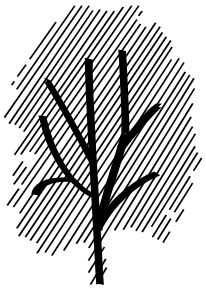


General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Licensure Testing System



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

The Learning Behavior Specialist (LBS) II tests are designed to assess a candidate's knowledge of content in the specific field in which optional advanced licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and the scoring scale, an explanation of the scoring process for the constructed-response assignments, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the LBS II: Technology Specialist test.

Objective Statement

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of individuals.

Descriptive Statements

- Identify ways that learning disabilities, intellectual disabilities, and emotional impairments affect students' development and learning.

- Identify ways that sensory and communicative disabilities affect students' development and learning.

- Identify ways that physical impairments and medical conditions affect students' development and learning.

LBS II: TECHNOLOGY SPECIALIST TEST OBJECTIVES

I. Foundations, Characteristics, and Assessment
II. Planning and Delivering Instructional Content and Managing the Learning Environment
III. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of individuals.

For example:

- Identify ways that learning disabilities, intellectual disabilities, and emotional impairments affect students' development and learning.
- Identify ways that sensory and communicative disabilities affect students' development and learning.
- Identify ways that physical impairments and medical conditions affect students' development and learning.
- Describe the impact of technology and development on individuals with exceptional learning needs.

0002 Understand the philosophical, historical, and legal foundations of special education.

For example:

- Demonstrate understanding of the history and philosophies that provide the basis for special education practice.
- Analyze issues and considerations related to the philosophy and goals for using technology in special education.
- Identify legislative mandates and governmental regulations related to students with disabilities and the implications of these mandates and regulations for the use of technology in special education.
- Recognize the implications of meeting diverse individual and social needs through assistive technology as it relates to special education.

0003 Understand the uses of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

For example:

- Identify and describe the use of technology in the needs assessment, diagnosis, and evaluation of individuals with disabilities.
- Demonstrate knowledge of the ways technology can be used to collect, analyze, summarize, and report student performance data to aid instructional decision making.
- Demonstrate knowledge of methods for screening and identifying functional limitations and needs, and for determining if a comprehensive assistive or instructional technology evaluation is required.
- Demonstrate knowledge of strategies for monitoring outcomes of technology-based interventions, and for reevaluating and adjusting the system as needed.
- Identify methods for facilitating individuals with disabilities in creating and prioritizing functional intervention goals regarding technology-based evaluation results.

0004 Understand how various assessment strategies can be used to support the continuous development of all students.

For example:

- Identify effective strategies for working with team members to determine assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.
- Demonstrate knowledge of procedures for placement of devices and positioning of individuals to optimize the use of assistive or instructional technology.
- Identify appropriate methods for examining alternative solutions and trial periods with potential assistive or instructional technologies prior to making an implementation decision.
- Demonstrate knowledge that technology decisions are based on a continuum of options ranging from no technology to high technology.

SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND MANAGING THE LEARNING ENVIRONMENT

0005 Understand how students differ in their approaches to learning and the uses of technology to meet the instructional needs of diverse learners.

For example:

- Identify characteristics of different learning styles of individuals and the demands of various learning environments.
- Apply criteria for selecting software and technology products that meet educational objectives and learning needs of individuals with disabilities in a variety of educational environments.
- Demonstrate general knowledge of the operation of instructional and assistive hardware, software, and peripherals.
- Demonstrate knowledge of options for designing, fabricating, and installing assistive technology materials and devices to meet the needs of individuals with disabilities.

0006 Understand how technology can support instructional planning and design based on knowledge of the discipline, curriculum goals, students, and community.

For example:

- Recognize ways to integrate technology applications into the curriculum based on student needs.
- Demonstrate understanding of criteria for evaluating computer software and other technology materials for their potential application in special education.
- Identify strategies for providing training to individuals with disabilities according to their needs to operate instructional and assistive equipment and software.
- Identify strategies for providing technology support to students who are receiving instruction in general education classrooms.

0007 Understand methods for promoting the safe and effective use of technology for students with special needs.

For example:

- Demonstrate knowledge of the proper implementation of mechanical and electrical safety practices in the assembly and integration of technology to meet the needs of individuals with disabilities.
- Identify strategies for instructing others in the operation, maintenance, and warranties of technology and in trouble-shooting techniques that may be needed.
- Demonstrate understanding of the ergonomic principles that facilitate the optimal use of technology.
- Identify and describe methods for the organization, management, and security of technology.
- Identify methods for developing and implementing contingency plans in the event that assistive or instructional technology devices fail.

0008 Understand strategies for acquiring and using technology to create effective and positive learning environments.

For example:

- Demonstrate knowledge of methods for developing clear specifications or plans necessary for technology acquisitions.
- Identify and describe criteria for evaluating the features of technology systems.
- Demonstrate general knowledge of funding sources and processes for the acquisition of assistive technology devices and services.
- Demonstrate knowledge of the national and state pre-kindergarten through 12th grade technology standards.

SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0009 Understand effective written, verbal, and visual communication techniques.

For example:

- Demonstrate knowledge of the appropriate uses of technology-related terminology in written and oral communication.
- Recognize effective methods for writing proposals to obtain funds for technology hardware and software.
- Identify and describe methods for conducting in-service training in applications of technology in special education.
- Recognize effective uses of communication technologies to access information and resources.

0010 Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

For example:

- Identify strategies for collaboration among teachers, administrators, students, school service personnel, parents, and others in a culturally responsive program.
- Demonstrate knowledge of the process for referring individuals with disabilities to another professional regarding technology needs.
- Demonstrate knowledge of the process for referring team members and families to assistive and instructional technology resources.
- Demonstrate knowledge of strategies for collaborating with other team members in planning and implementing the use of assistive technology.

0011 Understand the profession of teaching, standards of professional conduct, and the importance of leadership to improve student learning and well-being.

For example:

- Demonstrate understanding of issues related to equity, ethics, legalities, and human rights pertaining to technology in special education.
- Demonstrate understanding of laws about duplication and distribution of software and other copyrighted technology materials.
- Identify and describe methods for maintaining ongoing professional development to acquire knowledge and skills about new advancements in technology.
- Identify and describe approaches to advocate for assistive or instructional technology at the levels of individual and system change.

OVERVIEW OF THE CONSTRUCTED-RESPONSE ASSIGNMENTS

There will be two sections of the test.

Section One will consist of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each of the stand-alone constructed-response assignments.

Section Two will consist of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each assignment.

You will be providing a total of six responses to the constructed-response assignments on the test.

In the directions for each section, you will be instructed to read each constructed-response assignment carefully before you begin to write and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write a first draft. Your final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills, not writing ability. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them, and not on the quality of the writing they contain. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. More specifically, each response is scored according to the following performance characteristics:

Purpose	the extent to which the response achieves the purpose of the assignment
Subject-Matter Knowledge	accuracy and appropriateness in the application of the subject-matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Responses to the constructed-response assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the stand-alone constructed-response assignments
- Practice stand-alone constructed-response assignments for each subarea
- Sample responses for each subarea

On the actual test, examinees will be given three different assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of three stand-alone constructed-response assignments. Each of the stand-alone assignments addresses a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each stand-alone constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- describe typical characteristics of a disability;
- identify and describe appropriate assessment tools;
- identify state and/or federal legislation, policies, or laws related to special education services;
- describe instructional theories, techniques, and/or strategies relevant to a specific LBS II content area;
- describe roles and functions of professionals involved in the education of students with disabilities; or
- identify and describe the collaboration process with family members, other professionals, and/or outside agencies.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION ONE:
STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each assignment.

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written on Answer Document E as follows:

Assignment	Answer Document E
1	Pages 3–5
2	Pages 7–9
3	Pages 11–13

Responses that are written in this test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which each constructed-response assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section One.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 1 is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Using your knowledge of assessment strategies, write an essay in which you:

- identify two effective assessment strategies that can be used to determine the needs of a student;
- describe how these assessment strategies can be used in the identification of potential assistive technology for a student; and
- explain two methods of evaluating the effectiveness of the potential assistive technology prior to making an implementation decision.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of individuals.

Understand the philosophical, historical, and legal foundations of special education.

Understand the uses of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

Understand how various assessment strategies can be used to support the continuous development of all students.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The sample below is an example of a strong response to the practice constructed-response assignment.

The SETT Framework developed by Joy Zabala is one effective tool that can be used to organize information in order to assess the needs of a special education student for assistive technology. SETT requires systematic consideration of the following factors:

- student needs, strengths, and what the student needs to do;
- environment where the student would use the technology, including resources, supports, and anticipated changes;
- tasks that are expected by the student and the others; and
- tools most appropriate to meet student needs to accomplish specified tasks in the available environment.

The Wisconsin Assistive Technology Initiative (WATI) provides another systematic approach for a multidisciplinary team to use in evaluating a student's need for assistive technology. WATI is a functional assessment, conducted in the student's customary environment with input from a variety of sources. WATI includes a review of the expected tasks, detailed information about the student being assessed, potential barriers to success, and potential AT solutions. It also incorporates a trial implementation plan.

Both SETT and WATI provide documentation and a structure to support identification of AT solutions. Both include team input, task analysis in the customary environment, the determination of needed accommodations, a process of matching device attributes to the task, and a structure for all stakeholders to be included in the decisionmaking process.

It is essential to have a trial use period for assistive technology; it is critical to ensure effective implementation. During the trial, the effectiveness of the technology should be evaluated in two ways. First, information must be gathered from all stakeholders. These include the student, family or caregivers, and education professionals. The student and family or caregivers must be consulted to be certain the assistive technology is feasible, can be incorporated into their daily routine, and will not be abandoned. Education professionals must be invested in the ongoing integration of the device in the student's classroom.

Second, performance criteria must be defined to determine the effectiveness of the device for performing specified tasks and to measure the student's progress. This can be done by comparing student performance and achievement with the device and without it.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 2 is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Using your knowledge of the safe and effective use of technology for students with disabilities, write an essay in which you:

- describe two examples of technology that are used to meet the needs of students with disabilities;
- identify one mechanical or electrical safety practice that would be important in assembling and/or operating each example of technology you described and explain why each practice you identified should be implemented;
- describe two strategies for instructing others in the operation and/or maintenance of each example of technology you described; and
- describe a contingency plan that could be implemented in the event that the examples chosen are broken or lost.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

Understand how students differ in their approaches to learning and the uses of technology to meet the instructional needs of diverse learners.

Understand how technology can support instructional planning and design based on knowledge of the discipline, curriculum goals, students, and community.

Understand methods for promoting the safe and effective use of technology for students with special needs.

Understand strategies for acquiring and using technology to create effective and positive learning environments.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The sample below is an example of a strong response to the practice constructed-response assignment.

The DynaVox is an augmentative communication device with a keypad and dynamic display screen that can be used to provide keypad to high-quality speech output for students with severe speech and language impairments. The keypad may provide symbols, text, or a combination, or switches or scanning may be used to send information for speech output. Symbol and text dictionaries and word prediction support are available to assist students with word retrieval. The device is portable and can be carried by the student or mounted on a wheelchair.

Because it is an electrical device, the DynaVox is not safe for use in wet or extremely humid environments. Use in areas such as the school cafeteria where spills are likely would require increased supervision or special methods to protect the device.

Communication partners who can use alternative communication techniques with the student should be identified and interact with the student regularly, whether or not the DynaVox is being used. Then if the DynaVox is lost or damaged, the communication partners can assist the student. In addition, durable communication displays such as laminated picture/word cards should be prepared which the student could use if the DynaVox becomes unavailable.

IntelliKeys is an intelligent, simplified keyboard with a large, high-contrast display that plugs into a regular PC or Macintosh computer to help students with visual, motor, or cognitive challenges. The keyboard can be customized with six different standard overlays or with a feature called "Overlay Maker." Control keys can also be customized, and key guards are available if needed. It is not necessary to disengage the regular computer keyboard in order to connect IntelliKeys, so another computer user can cooperate in using the computer simultaneously.

Secure and consistent placement of IntelliKeys for both use and storage is critical. In order to avoid damaging the keyboard or cords, the connecting cord should always be secured when IntelliKeys is stored. Placing the IntelliKeys keyboard in the same position each time it is used makes it easier for the student to see and reach it; thus the student will be less likely to knock IntelliKeys to the floor.

To maximize the student's ability to participate in a computer activity if IntelliKeys is not available, the student should receive regular opportunities to use software cooperatively with another student who uses the standard computer keyboard.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Using your knowledge of effective written, verbal, and visual communication techniques, write an essay in which you:

- describe a situation in which a technology specialist would provide training and/or support to other education professionals in the use of assistive technology;
- identify two potential barriers to effective communication with these education professionals; and
- describe one strategy for overcoming each of the potential barriers to communication you have identified.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand effective written, verbal, and visual communication techniques.

Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

Understand the profession of teaching, standards of professional conduct, and the importance of leadership to improve student learning and well-being.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The sample below is an example of a strong response to the practice constructed-response assignment.

A technology specialist might train general education and special education teachers in uses of writing software to develop writing and literacy skills in students with special needs. Training could include both common word processing programs and specialized multisensory programs with features such as text to speech output.

The technical specialist would review the attributes of the software thoroughly with the educators to familiarize them with its features and encourage them to take full advantage of its potential value for individual learners. The review should include, for example:

- text to speech output
- how to manipulate text for organization
- text styles and attributes, including color, font, and style
- use of graphics
- simplified menu selections

Overall lack of computer skills and nervousness about using technology among these education professionals could be a barrier to conducting effective training. To overcome this barrier, it is important that training techniques be clear and non-threatening. Effective strategies would include:

- clear, accessible handouts and visuals
- minimal use of jargon
- step-by-step instruction supported by a visual presentation
- hands-on experience using real-life classroom assignments

The development of cooperative teams of special and general educators to share information about potential uses of the software to address specific student needs would also provide educators mutual support in using the software.

Another potential deterrent to participation in training opportunities might be the perception that funding would not be available and they would therefore not be able to acquire a specific software package. One way to address this concern would be to work with commonly available word processing software that requires no additional purchases. This could be done in a number of ways. Downloadable resources that augment and enhance commonly available word processing software are available at no cost. These could be accessed and teachers could be trained to use them. It could also be helpful to offer training in specialized features of common word processing software that could be used to support student needs, such as background color, text color, a thesaurus, autocorrect, and spell check.

CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the case study constructed-response assignments
- Practice case study that consists of three constructed-response assignments (one for each subarea)
- Sample responses for each subarea

On the actual test, examinees will be given a different case study and constructed-response assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of one case study followed by three constructed-response assignments. The case study provides a hypothetical scenario, typically about a particular student, and provides background information in the form of test results, teacher reports, home surveys, notes from parents/guardians, and excerpts from professional evaluations or other information.

The three constructed-response assignments will each address a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each case study constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- identify the strengths and needs of the hypothetical student according to assessment results and other background information provided;
- identify and describe a successful learning environment and instructional models, strategies, or modifications relevant to the hypothetical scenario;
- identify individuals and issues needing to be addressed in the hypothetical student's Individualized Education Program (IEP) meeting; or
- describe individual or team collaboration strategies and explain why you think the strategies would be effective.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION TWO:
CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each of the three assignments.

Read the case study and each assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written in Answer Document E as follows:

Case Study Assignment	Answer Document E
1	Pages 15–16
2	Pages 17–18
3	Pages 19–20

Responses that are written in the test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section Two.

PRACTICE CASE STUDY

This case study focuses on a student named Blaine. He is a fourth grader who is 9 years, 8 months old. Blaine recently participated in a Full and Individual Evaluation as a part of his three-year reevaluation.

Use the information that follows from Blaine's case file to answer the three assignments that appear at the end of the case study. **Be sure to read the entire case file and all three assignments before you begin your responses.**

Excerpt from Interview with Blaine's General Educator:

Blaine's reading skills are two years below grade level. He shows deficits in decoding and encoding words phonetically for reading. Blaine tends to guess at words he does not recognize and quickly moves on, often skipping words in a sentence. He has stated that if he cannot do well completing a task, he will not even begin. Blaine's handwriting is sloppy and very large, and he has difficulty reading his own handwriting. His assignment book is very messy, and he has difficulty finding his materials. I recently telephoned his father because Blaine has not been handing in his homework assignments. He frequently gets "stuck" while he is writing if he cannot spell a particular word. While Blaine is quite resistant to writing, he can skillfully tell stories about personal experiences. He is a shy boy and at times he appears to be very anxious. He has only one really good friend in the class.

Excerpt from Interview with Blaine's Father:

According to Blaine's teacher, he is getting more homework to do this year. Every night I ask him if he has any homework. He usually says that he doesn't or that he did it at school. Then he goes to his room to play computer games. His teacher telephoned me the other day and said that Blaine hasn't been handing in his homework. I don't think he was lying to me about it. He just doesn't know when assignments are due. He finally showed me his assignment book the other day, and it was so sloppy that I couldn't figure it out. I'm really concerned about next year when he goes to the middle school and has several different teachers. If he can't keep his homework assignments organized now, what will he do next year? I take Blaine to the public library on weekends. He usually picks out picture books. He doesn't really read them. Instead, he makes up his own stories based on the pictures. I wish he could write down the stories to show his teacher. Blaine doesn't seem to have many friends at school. He's been really shy since his mother passed away about two years ago. He only talks about one classmate, but he does talk about adults in the school such as his teachers and the custodian.

Excerpt from Psychological Evaluation: **Age: 9 years, 6 months**

Wechsler Intelligence Scale for Children—Third Edition (WISC–III):

Verbal		Performance	
Subtest	**Scaled Score**	**Subtest**	**Scaled Score**
Information	7	Picture Completion	13
Similarities	9	Picture Arrangement	12
Arithmetic	7	Block Design	11
Vocabulary	11	Object Assembly	11
Comprehension	10	Coding	9
Digit Span	7	Symbol Search	10
		Mazes	9

	Standard Score
Verbal IQ	93
Performance IQ	108
Full Scale IQ	100

Excerpt from Blaine's Health Record: **Age: 9 years, 7 months**

Medical Diagnosis: Attention Deficit Hyperactivity Disorder (ADHD)
diagnosed at age 8 years, 2 months

Medications: Ritalin™
current dosage: one 10 mg tablet three times a day (7:30 A.M., 11:30 A.M., & 3:30 P.M.)

Health Alerts: none

Physical Impairments: none

Vision: within normal limits

Hearing: within normal limits

Excerpt from Blaine's Interest Inventory:

Favorite activities: playing computer games, recess

Least favorite activities: taking tests, taking medicine

Favorite school subjects: gym, lunch

Why do you like these subjects the best? In gym class, I can play games. In lunch, I can talk to my friend. It's more relaxing than class.

Least favorite school subjects: reading, spelling, writing

Why do you like these subjects the least? I'm not good at them. They're too hard.

What would help you to do better in school? I need something to help me read and write better. Sometimes I feel stupid in school. When I talk to my dad, he makes me feel smart.

Classroom Accommodations from Blaine's Current Individualized Education Program (IEP):

- Preferential seating free of distractions
- Extra time to work on assignments
- Daily assignment notebook
- Adapt assignments by breaking down tasks

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 1 is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Write an essay in which you analyze specific information from Blaine's case file. In your essay:

- identify Blaine's strengths and needs in the areas of cognitive, physical, and social-emotional development, citing evidence from Blaine's case file to support your observations;
- explain ways that Blaine's disability or disabilities affect and interrelate with his development, learning, and communication skills; and
- identify two methods for assessing alternative solutions using potential assistive or instructional technology.

◆◆◆◆◆◆◆◆

FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of individuals.

Understand the philosophical, historical, and legal foundations of special education.

Understand the uses of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

Understand how various assessment strategies can be used to support the continuous development of all students.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Blaine's strengths include his average full-scale intelligence as measured by the WISC-III, with a higher performance than verbal IQ, his ability to imagine and tell stories, and overall good physical health.

Academically, Blaine demonstrates needs in reading and writing, where he is performing at a second-grade level—much lower than would be predicted based on his measured IQ. Helping Blaine to improve self-confidence and enjoyment of reading along with word identification skills, fluency, and comprehension should be priorities of any assistive program.

Both his father and teacher characterize Blaine as shy and anxious. His expressed feeling that he is sometimes "stupid" in school appears to dissuade Blaine from trying difficult tasks.

Difficulties with focus and concentration have contributed to his reading and writing problems; his teacher describes Blaine's tendency to move on quickly from words he does not recognize and to skip words. Also, Blaine's extremely poor handwriting indicates poor graphomotor skills. Blaine's failure to complete homework assignments suggests that keeping an assignment notebook was not an effective strategy to compensate for his poor organizational skills. Without further intervention, it appears likely that Blaine's cycle of failure, poor self-image, and reduced motivation will worsen. Continued academic failure is also likely to inhibit Blaine's development of positive peer relationships.

Because Blaine is able to imagine and tell stories, one potentially effective strategy would use assistive or instructional technology to help him express himself. First, it would be necessary to determine the current availability of hardware, software, and expertise within the educational staff and Blaine's family. If appropriate technology and expert support were available, Blaine could be trained to use an Alphasmart portable keyboard or a computer rather than writing by hand. To assess the impact of this intervention, records should be maintained of the length of documents Blaine creates with the technology, compared to baseline performance when writing by hand. The reactions of Blaine, his general education teacher, and his father should also be surveyed at regular intervals.

Assistive technology providing text to speech output ("talking wordprocessing") has potential to facilitate improvement in Blaine's word identification skills by providing aural feedback. Trials should be conducted to identify the type of speech and number of words per minute to best facilitate Blaine's attention and comprehension.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 2 is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Write an essay in which you discuss specific aspects of Blaine's instructional program. In your essay:

- describe two important aspects of a successful learning environment for Blaine and explain why each characteristic you described would be effective in promoting Blaine's development and learning;
- identify two types of technology that you would recommend for Blaine and explain why you think each type of technology would be effective in meeting Blaine's needs; and
- describe how you would provide training and ongoing support to Blaine in the use of each of the types of technology that you identified.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

Understand how students differ in their approaches to learning and the uses of technology to meet the instructional needs of diverse learners.

Understand how technology can support instructional planning and design based on knowledge of the discipline, curriculum goals, students, and community.

Understand methods for promoting the safe and effective use of technology for students with special needs.

Understand strategies for acquiring and using technology to create effective and positive learning environments.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Blaine's learning environment should include visual checklists and organizers with graphics to help him work more successfully. Checklists would enhance Blaine's self-confidence by helping him monitor his needs independently and would minimize the need to write by hand. Embedding use of organizers with graphics in instruction for all students would help Blaine understand concepts and relationships.

Blaine should receive daily access to computer-based supports, including keyboarding and text to speech (talking word processor) software. Writing material on the computer would minimize graphomotor impediments to writing, and make editing, and spell-checking easier for Blaine, as well as provide an easy-to-read format. Text to speech software would support the link between hearing text and encoding and decoding.

The Alphasmart portable keyboard is recommended because it is easier to use than a computer, portable, and durable enough to carry between home and school. Text from the Alphasmart keyboard can be downloaded onto a computer equipped with text to speech word software. Word prediction software would address Blaine's reluctance to write words that he cannot spell by generating lists of possible word choices based on what he has typed. These could be read aloud by the text to speech software. These programs could be customized and adapted as Blaine's needs change.

To prepare Blaine to use the Alphasmart keyboard, he should receive initial training in keyboarding using text to speech word processing that will "speak" the letters as Blaine types them. Training in changing batteries and downloading and uploading text to and from a computer should be given to Blaine, his father, and the appropriate educational staff.

For the text to speech and word prediction software, general training in the use and purposes of the software would be needed for Blaine, his father, and educational staff. Blaine should be trained to use the software using real-life class assignments. Technical support would be needed to set up the initial color, text, speech, and dictionary defaults and to customize topic dictionaries in the word prediction program, and all parties should be notified who will be available for ongoing technical support when needs arise. A system should be developed to provide ongoing monitoring of how Blaine uses the technology and its impact on his academic achievement.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Technology Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Write an essay in which you discuss specific issues related to the implementation of Blaine's educational program. In your essay:

- identify two significant needs that should be addressed in Blaine's Individualized Education Program (IEP);
- identify four individuals who should be part of Blaine's IEP team and describe the responsibilities of these individuals with respect to the implementation of Blaine's program and use of technology; and
- for each need you identified, describe two strategies the four individuals you identified could use to collaborate in their efforts to address each need and explain why you think each strategy would be effective for this purpose.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand effective written, verbal, and visual communication techniques.

Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

Understand the profession of teaching, standards of professional conduct, and the importance of leadership to improve student learning and well-being.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Blaine's Individualized Education Program (IEP) should address his needs to 1) successfully and independently record and complete his homework assignments; and 2) use computer supported technologies to write, read, and edit documents at home and in school.

Members of Blaine's IEP team should include the following educational staff:

- general education teacher, to support technology-based learning as a standard part of the classroom experience, monitor Blaine's performance using computer assisted technologies, and report needs and progress to other team members;
- special education teacher, to troubleshoot design needs for computer assisted technologies, collaborate with the general education teacher to use computer assisted technologies to help address Blaine's curricular needs, and serve as Blaine's case manager to maintain communication among team members;
- technology specialist, to provide training to all parties in use of hardware and software, customize programs as needed, and monitor the need to change the technologies used based on student performance; and
- social worker, to collaborate with other team members as well as Blaine and his father to develop a visual system for homework recording and a contract for Blaine to follow in reporting homework assignments, completing them, and turning them in at school. The social worker should also monitor Blaine's social-behavioral response to the new technology assisted adaptations and identify need for further intervention if movement toward independence and improved self-concept is not observed.

To design an effective system to help Blaine complete homework, the four team members should specify Blaine's emotional/behavioral needs, reading difficulties, and graphomotor challenges. The technology specialist could show team members computer generated homework checklists with visual supports, so the team could select the format most appropriate for Blaine.

To address using computer assisted technology to enhance Blaine's reading and writing skills, the general education and special education teachers, with support from the technology specialist, could review and design reading and writing templates for use with the software. The social worker could review these templates for potential social-emotional implications. The team could also develop performance criteria and associated assessment checklists for each member of the team to use to record and share information about Blaine's academic and emotional progress.

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the LBS II: Technology Specialist test.

THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-31). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two scorers; the sum of the two scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two scorers; it could not result from assigned scores of a "2" and a "4" because the scores differ by more than one point.

PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the LBS II: Technology Specialist constructed-response assignments are organized according to four major performance features: (1) purpose, (2) subject-matter knowledge, (3) support, and (4) rationale. Each of these performance characteristics is described in more detail below. Detailed characterizations of the score point features are described in the scoring scale on page 2-31.

Purpose

The extent to which the response achieves the purpose of the assignment.

Each assignment defines a number of specific tasks and asks the examinee to write an essay addressing those tasks. Purpose involves the extent to which the examinee's response fulfills the tasks enumerated in the assignment.

Subject-Matter Knowledge

Accuracy and appropriateness in the application of the subject-matter knowledge specified in the LBS II: Technology Specialist test framework.

Application of subject-matter knowledge involves the extent to which the content of the examinee's response to the assignment demonstrates a practical command of the professional knowledge and skills detailed in the relevant sections of the LBS II: Technology Specialist test framework.

Support

Quality and relevance of supporting details.

Quality of support depends on the specificity, relevance, quantity, and accuracy of evidence cited in support of the examinee's response to the assignment. Support may involve giving detailed descriptions, explanations, and examples.

Rationale

Soundness of argument and degree of understanding of the subject matter.

The soundness of an argument depends on the correctness of the basic premises from which the argument proceeds and the validity of the logic by which conclusions are derived from those basic premises. Examinees demonstrate how well they understand the subject matter of their responses by presenting sound arguments for the statements they make.

SCORING SCALE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

Score Point	Score Point Description
4	**The "4" response reflects a thorough knowledge and understanding of the subject matter.** • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject-matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	**The "3" response reflects a general knowledge and understanding of the subject matter.** • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject-matter knowledge. • The supporting evidence is general; there are some relevant examples. • The response reflects a general understanding of the topic; some reasoning is evident.
2	**The "2" response reflects a limited knowledge and understanding of the subject matter.** • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	**The "1" response reflects a weak knowledge and understanding of the subject matter.** • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject-matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	**The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or lacking a sufficient amount of original work to score.**
B	**There is no response to the assignment.**

OVERVIEW

The score report indicates whether or not you passed the LBS II: Technology Specialist test. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the LBS II: Technology Specialist test is designed to reflect the level of knowledge and skills required to perform effectively at an advanced level in the job of an educator in Illinois.

Passing Score

The LBS II: Technology Specialist test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the scores you received on the six constructed-response assignments.

Constructed-Response Assignment Scores

One score is indicated for your performance on the three stand-alone assignments and one score is also indicated for your performance on the three case study assignments. These scores are presented on the same scale as the total test score.

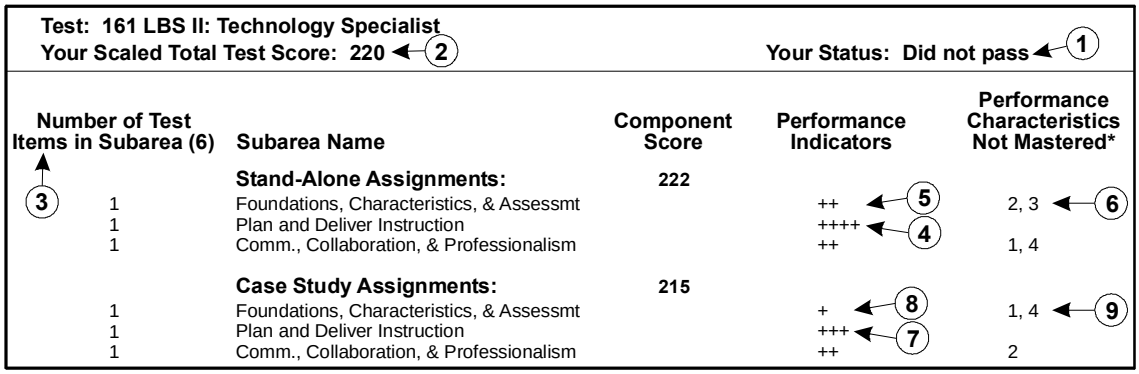
Performance indicators are provided in regard to your performance on each of the six constructed-response assignments. These will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an LBS II test score report is provided below.



Test: 161 LBS II: Technology Specialist
Your Scaled Total Test Score: 220 ← (2)
Your Status: Did not pass ← (1)

Number of Test Items in Subarea (6) ← (3)	Subarea Name	Component Score	Performance Indicators	Performance Characteristics Not Mastered*
	Stand-Alone Assignments:	**222**		
1	Foundations, Characteristics, & Assessmt		++ ← (5)	2, 3 ← (6)
1	Plan and Deliver Instruction		++++ ← (4)	
1	Comm., Collaboration, & Professionalism		++	1, 4
	Case Study Assignments:	**215**		
1	Foundations, Characteristics, & Assessmt		+ ← (8)	1, 4 ← (9)
1	Plan and Deliver Instruction		+++ ← (7)	
1	Comm., Collaboration, & Professionalism		++	2

*Performance characteristics not mastered are only provided if you do not pass the test.

According to the above sample, the examinee did not pass the LBS II: Technology Specialist test ①. The examinee's total scaled score was 220 ②, which is below the passing scaled score of 240. The score report indicates that there were six items on the test ③.

For the stand-alone assignments, the examinee did better on the Plan and Deliver Instruction assignment ④ than on the Foundations, Characteristics, and Assessment assignment ⑤. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 2 (subject-matter knowledge) and 3 (support) ⑥.

For the case study assignments, the examinee did better on the Plan and Deliver Instruction assignment ⑦ than on the Foundations, Characteristics, and Assessment assignment ⑧. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 1 (purpose) and 4 (rationale) ⑨.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report. Scaled scores are reported on a range from 100 to 300. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.