

1. Description of the assessment and use in the program

The assessment, *Special Educator Portfolio* is the culminating product for the Undergraduate Special Education Initial Certification Program. The state of New Hampshire does not use the Special Education PRAXIS II and the program has selected this assessment to document candidates' attainment of content knowledge, skills, and dispositions for special education. This assessment is holistic by nature and rests on the documentation candidates choose in order to represent their own preparation, development, and experiences in the KSC program. Candidates include artifacts from their course work and related experiences in and out of the program and reflect on how the evidence represents their understanding of background knowledge, dispositions in working with students, families, and colleagues; and competence carrying out the multi-dimensional role of being a special educator. The assignment suggests that candidates organize, present, and justify artifacts to demonstrate their understanding and application of different theories and legal demands, thinking and practices, problem solving, and decision making. They further reflect about their own competence as special educators. The portfolio assignment is designed to invite candidates to trace their professional growth, showcase competence at the time of presentation, and articulate areas in need of improvement to justify corresponding student teaching or professional goals.

The portfolio is the vehicle for pre-service teachers to reflect on their growth and perspectives with reference to CEC Standards and the *Role of the Special Educator*. The students examine the evidence they have accumulated, convey arguments for how documentation shows competence, offer constructive self-evaluation, and articulate area(s) for ongoing professional development. Organization of the notebook, the identification of what the artifacts represent, narratives, and brief notes are evaluated in terms of the levels at which candidates exhibit their understanding of law, service delivery options within special education, knowledge of students, factors impacting learning, and practices relevant to curriculum design, strategies for assessment, creation of learning environments, and instructional planning and implementation. Pre-service teachers' self-evaluations are rated according to how they emphasize the importance of outcomes for students is and how they substantiate their own range of professional skills through their work with students and in schools. Narratives and reflections provide documentation of what they have gained throughout their preparation program to contribute to the field/ students and schools.

This project is assigned and evaluated twice during the program. During the practicum-methods course (SPED 430/ 439), pre-service teachers use the portfolio to demonstrate their understanding of the demands placed on special educators and reflect on their preparation and recent on-site experiences to provide evidence of competence and areas in need of improvement that lead to specific goals for student teaching. During student teaching (SPED 465), the intent of the portfolio shifts a bit and serves as an opportunity to re-examine their preparation through the KSC program and document their confidence, competence, and growth as they enter the field of special education. At this point, candidates are expected to indicate their own proficiencies by focusing on planning and instructing skills along with outcomes students achieved. They are also asked to acknowledge area(s) in need of improvement more specifically and articulate them in terms of goals to achieve through their first position and ongoing professional development.

This assessment/ series of assignments provides opportunity to evaluate student competence across the CEC standards, applications of theories to practice, and execution of key responsibilities required by special educators (in collaboration with parents/ caregivers, general education teachers, and related service providers). Pre-service teachers are required to reflect directly on how items they include provide support for their meeting CEC standards through their narrative responses to each and their indication of which items in the portfolio provide that evidence. It is the depth and breadth of the tasks that are included in portfolios that allow faculty to evaluate pre-service teachers' preparation with regard to CEC standards and the role of the special educator. While individual items contained in the portfolio are not re-graded individually, the level of reflection and the way each is justified and then considered for growth provides perspective and evidence.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

In evaluating the depth and breadth with which pre-service teachers/ candidates understand the substance encompassed in the CEC standards, the portfolio provides evidence of their awareness, competence, and views through the ways they package artifacts to represent practices and reflect on what and why they included items as representative of who they are as special educators and how effective they are at fulfilling the demands of the role. Some of the key assignments upon which candidates reflect are determined by the program courses, are defined in syllabi, and are briefly listed in section I of this report.

Standard 1: Foundations

Pre-service teachers' organization of the portfolio and their corresponding explanations are indicators of: understanding the demands placed on special educators; recognition of the variations and options for service delivery, assessment, instruction; etc.; acknowledgement of the evolving nature of the field (controversies, searches for evidence-based practices, etc.); and impact of legislation on their responsibilities. Their treatment of such topics through papers researched related to historical perspectives, the role of the special educator in relation to other services and families, current practices related to special education in schools are evaluated. Further, inclusion of assignments and the activities connected with documentation of the special education process/ IEP development are considered in evaluating how they demonstrate understanding of special education law, process, and policy.

Standard 2: Development and Characteristics of Learners

The ways in which pre-service teachers' practices (planning assessment, conducting assessments and evaluating results, accessing instructional methods and materials, designing learning experiences and environments, developing individualized instruction, creating tools to monitor progress) reflect their understanding of the development and characteristics of learners. Evidence of understanding and respect for the uniqueness of individuals and knowledge about the developmental differences and similarities between and among individuals with and without disabilities is assessed through pre-service teachers' consideration of their own performance on the multiple projects required of special educators and assigned throughout the undergraduate program. The ways they apply their knowledge to the requirements of working with and on behalf of students with special needs are considered fundamental. Comparisons of typical and atypical development are also considered as basis as pre-service teachers create plans to

access the general education curriculum and/ or modify general education experiences in collaboration with classroom teachers. Their justifications are evaluated.

Standard 3: *Individual Learning Differences*

The ways in which pre-service teachers' practices (planning assessment, conducting assessments and evaluating results, accessing instructional methods and materials, designing learning experiences and environments, developing individualized instruction, creating tools to monitor progress) and reflections document attention to factors impacting learning and challenges students face are seen as representing the thoroughness with which examine individual differences. They are expected to show an understanding and knowledge about the effects that a disability may have on an individual's learning and be willing to actively evaluate and resourcefully address the language, culture, and familial backgrounds as they connect with student learning differences and needs. There are a number of possible artifacts that substantiate pre-service teachers' grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction.

Standard 4: *Instructional Strategies*

Pre-service teachers' treatment and development of lesson plans, thematic units, individualized educational plans, social skills instruction, and behavior intervention plans are evaluated as evidence of their awareness of a range of evidence-based practices, instructional materials and strategies, and teaching approaches that may be selected, adapted, and incorporated into individualized work with students or the development of plans to access general education. The reflections that pre-service teachers present, along with documentation of competencies represent their understanding of how to draw from resources and their openness to explore the options. Various instructional plans, research reports, examples of materials developed, program inventories developed are illustrations of how they see the range of instructional strategies.

Standard 5 *Learning Environments and Social Interactions*

A number of artifacts serve as sources for how pre-service teachers view and understand strategies for structuring the learning environment, being pro-active, fostering appropriate behavior, creating community, assessing behavior in context, and designing responses and interventions to address challenging behaviors. It is through pre-service teachers' choice of items, reflections, and examination of their work with students (often in response to supervision or through journal writing) that there is evidence of how they see and design learning environments to foster cultural understanding, safety and emotional well-being, positive social interactions, valuing of diversity, and active engagement of individuals with disabilities. Their treatment of social interactions are evaluated with regard to how they promote self-determination, self-motivation, self-direction, personal empowerment, and self-advocacy; while also emphasizing the communal aspects of learning environments where interdependence, respect, social competence are also recognized.

Standard 6 *Language*

The ways in which pre-service teachers' practices (planning assessment, conducting assessments and evaluating results, accessing instructional methods and materials, designing learning experiences and

environments, developing individualized instruction, creating tools to monitor progress) and reflections document attention to factors impacting learning, challenges student face; show an understanding and knowledge about how language competence affects communication skills, social competence, interactions with peers and professionals, and progress in academic areas (ex. language arts, mathematics). Their approaches to individualizing instructional experiences are evaluated in terms of the extent to which they demonstrate knowledge and understanding about how to teach communication skills; acknowledge and address challenges English language learners face; incorporate augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities when appropriate. In addition, analysis of assessments (ex. FBA, written language samples, records of student oral reading) provide evidence of how pre-service teachers recognize student language competence as fundamental to understanding performance, progress, and participation socially and academically in school. Evidence through research papers, projects and instruction (addressed through supervision and outcomes for students) are a part of the KSC program and have a place in the portfolio assessment.

Standard 7 Instructional Planning

The items pre-service teachers select, evaluate, and use to highlight and represent their understanding of instructional planning are assessed in terms of: long-range individualized instructional plans for individuals with disabilities including IEPs and ways to access general education; evidence of the translating and task analyzing those long-range individualized plans into daily lesson objectives; incorporation of explicit modeling, demonstration, guided and independent practice into lesson plans to assure acquisition and fluency of skills and concepts; use of a variety of resources/ methods, materials, and strategies to address the individual needs of learners and lesson or IEP objectives; inclusion of how to modify and adjust instruction in anticipation of potential challenges during instruction; and design of tools to be used during and following instruction to evaluate student learning outcomes and determine progress. Ways pre-service teachers address transition plans for individuals, when needed, to include the identification of post-school goals and the paths of course of study, focuses on self-determination and self-advocacy, and vocational and independent living skills are examined.

Standard 8 Assessment

The ways pre-service teachers apply their understanding of reading, writing, speaking, listening, mathematics, participating in learning environments, and being members of classroom communities and the range of individual learning differences to the design of assessment plans, administration of formal and informal assessment tools, analysis of assessment data, use of that data to determine student entry levels (present levels of performance) and account for learning and behavior challenges, and monitor student progress are tracked through the artifacts included in the portfolio. Pre-service teachers' treatment of the assessment plans, data, and reports through what they include are evaluated in terms of their understanding that assessment informs problem solving, decision making, teaching, and progress monitoring. Artifacts are examined in terms of how pre-service teachers recognize the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities. Further, their use of assessment approaches and critiques of tools are seen as evidence of knowledge about assessment concepts (validity, reliability, norms, bias) and their interpretation of assessment results are seen as indicators of their knowledge about the limitations of various kinds of assessments and the importance of assuring nonbiased, meaningful assessments to support decision making.

Standard 9 *Professional and Ethical Practice*

Reflective pieces within the portfolio as well as those used to introduce the selected items are evaluated in terms of pre-service teachers' openness to constructive feedback from supervisors, self-awareness with regard to the multiple competencies expected of special educators, self-awareness with regard to learning and handling own biases or judgmental leanings, and effectiveness in goal setting; committing to ongoing professional development and growth. Commitments to improve professional competence, explore alternative views and practices, and show ways to keep current with evidence-based practices are expected to be included in the contents of the portfolio.

Standard 10 *Collaboration*

Pre-service teachers opportunities to collaborate center on their work with college faculty, cooperating professionals in different on-site experiences, and possible times to participate in meetings with general education teachers, related service providers, paraprofessionals, and/ or parents. Acknowledgement of the values, self-evaluation in terms of collaboration skills with regard to facilitating meetings, co-planning, co-teaching, or brainstorming with others is examined with particular attention to how centrally pre-service teachers see the values of being a part of a team. Attention is paid to how pre-service teachers frame collaborative efforts and their competence with regard to effective communication, culturally responsive approaches to conversation, provide support to teachers and parents, and use strategies to advocate for individuals with disabilities in order to promote student success across settings.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007. Rubrics have undergone revisions as a result of piloting previous versions.

5. ATTACHMENT (A)
Assessment 1 (required): Assessment Tool or Description of the Assignment
Special Educator Portfolio

The written directions pre-service teachers receive are *slightly* different. Both are included. The qualities of student teachers' responses to the similar assignment are expected to reflect the impact of more intensive, independent-in-nature aspects of the experiences and the learning that results from having more autonomy to perform the tasks required of special educators and assuming increased responsibilities in the schools.

Portfolio (SPED 430/ 439 Practicum/ Methods)

During this semester, you will produce and collect items that represent your growing understanding and skills as a special educator. The portfolio is an opportunity for you to reflect on your preparation for the role of a special educator. It is a time to organize your "stuff" in a meaningful way; gathering work you have completed throughout your course work in special education and what you have accumulated during your practicum-methods semester. You are to consider this portfolio as a "work in progress," showcasing your growth as a special education teacher. Draw from the *Council for Exceptional Children Standards* (at the front of this booklet) and the *Role Model* (handout during practicum) to help you represent yourself fully.

Use this assignment to think about what you have learned about yourself as a special educator. Then figure out the ways your portfolio will convey how you want to:

- demonstrate your understanding of learners, assessment, instructional planning, instruction, learning environments, social interactions;
- represent your professional competence, and
- articulate your commitment to reflection, growth, and goal setting.

As you go about sorting through assignments you have completed, teaching experiences you have had, work students have done, feedback you have received, consider what each represents. For the first part of the assignment, gather and organize the artifacts that provide evidence of your understanding concepts and practices in the field and your professional competence and growth throughout your program and culminating in practicum. Arrange the documentation into a portfolio to convey who you are becoming as a special educator. The documentation in the portfolio may include, but not be limited to: projects from previous or concurrent courses, excerpts from your journal, photographs, audio or video tapes of your teaching, observational data or records you have collected, letters from students or cooperating professionals that depict experiences, projects conducted with students, samples of students' work, completed IEP documents, instructional materials designed, text readings which are pertinent, and the role and program perspectives project (see description).

Consider using the Roles of the Special Educator (evaluator, planner, instructor, collaborator/ team member, coordinator) and the Council for Exceptional Children Standards to help you organize your portfolio, develop a table of contents, create an introduction, and guide the reader through your choices of artifacts. Use the organizational tools as the basis to convey who you are as a special educator, give a cohesive and coherent presentation of your materials, and substantiate reflective pieces.

Reflection is a vital part of the portfolio process. Once you have gathered items and arranged them, it is important to consider how the selected pieces represent who you are, what you have or are learning about the field and yourself, and what you understand about your own growth. As part of this assignment, you are to justify the selection of items for your portfolio. First, reflect on the CEC standards, referencing the items you include and how those illustrate your meeting expectations (use the attached form). Next, look at the materials and reflect on how the materials you include provide evidence regarding the extent to which you have developed the knowledge and skills

required of a successful special educator. Examine your proficiency in collecting and interpreting assessment data (evaluator); note your effectiveness developing ideas and materials for lessons (planner); key into your direct teaching (instructor); and highlight qualities of your interactions with students and cooperating professional (collaborator).

Introducing your organization and profiling yourself in relation to the portfolio is important. You may choose to write a formal introduction/ guide to your portfolio or an annotated table of contents to give an overview of what is contained. Then, you may include a narrative for each section you have and/ or informally make reflective statements on 3x5 index cards or post-its on specific items. Either approach will allow you to justify the inclusion of materials in your portfolio.

As a final piece, it is important to consider your current professional strengths and perspectives and how you will build on your practicum experience in student teaching. Given the feedback you have received and your own personal reflections (journal and evidence in the portfolio), state a set of goals for student teaching which will represent "next steps" and serve as a basis for adding to your professional portfolio.

Your portfolio will be evaluated based on organization and your including the following:

- table of contents
- overview of items in your portfolio, reflecting on your knowledge and skills with regard to CEC Standards (use attachment to include near the beginning of the portfolio)
- justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth
- items that demonstrate a range of competencies (use CEC Standards, the Role Model, evaluation tools as reference)
- goals for student teaching

Program/ Professional Portfolio (Student Teaching/ SPED 465)

The purpose of this assignment is to document and evaluate your competence and performance as a special educator. Examine and integrate your thoughts about the role, responsibilities, activities, and services of the special educator and what you have done relative to those demands. This involves organizing artifacts that provide evidence of your understanding of individual learning needs, instructional strategies, assessment, planning, teaching, responding to IDEA, and being a part of schools.

The portfolio is an opportunity for you to reflect on your preparation for the role of a special educator. It is a time to re-examine your experiences and efforts in a meaningful way; gathering work you have completed throughout your course of study in special education, assignments, and what you have accumulated during your practicum-methods and student teaching semesters. Use this assignment to think about what you have learned about yourself as a special educator. Then figure out the ways your portfolio will convey how you want to:

- demonstrate your understanding of learners, assessment, instructional planning, instruction, learning environments, social interactions;
- represent your professional competence and practices, and
- articulate your commitment to reflection, growth, and goal setting.

As you go about sorting through assignments you have completed, teaching experiences you have had, work students have done, feedback you have received; consider what each represents. For the first part of the assignment, gather and organize the artifacts that provide evidence of your understanding practices in the field and your professional competence and growth throughout your program and culminating in student teaching. Arrange the documentation into a portfolio to convey who you are becoming as a special educator. The documentation in the portfolio may include, but not be limited to: projects from previous or concurrent courses, excerpts from your journal, photographs, audio or video tapes of your teaching, observational data or records you have collected, letters from students or cooperating professionals that depict experiences, projects conducted with students, samples of students' work, completed IEP documents, instructional materials designed, text readings which are pertinent, and the role and program perspectives project(s) you have completed.

Consider using the Roles of the Special Educator (evaluator, planner, instructor, collaborator/ team member, coordinator) or the Council for Exceptional Children Standards to help you organize your portfolio, create a table of contents, develop an introduction, represent yourself fully, and guide the reader through your choices of artifacts. Whichever framework you use as a reference and organizational tool, make sure it helps you to convey who you are as a special educator and give a cohesive and coherent presentation of your materials that connects with to your reflective pieces. Consider this portfolio as a showcase of your growth as a special education teacher.

Reflection is a vital part of the portfolio process. Once you have gathered items and arranged them, it is important to consider how the selected pieces represent who you are, what you have come to understand about the field, yourself, and your own growth. First, reflect on the CEC standards, referencing the items you include and how those illustrate your meeting expectations (use the attached form). Next, look at the materials and reflect on how the materials you include provide evidence regarding the extent to which you have developed the knowledge and skills required of a successful special educator. As part of this assignment, you are to further justify the selection of items for your portfolio. This requires you to reflect on how the materials you include

provide evidence regarding the extent to which you have developed the knowledge and skills required of a successful special educator. You may choose to write a formal introduction and guide to your portfolio, a statement of your current views of role and program perspectives and your goals for when you secure your first teaching position. Or, you may choose to informally make reflective statements on 3x5 index cards or post-its throughout the portfolio presentation. Either approach will allow you to justify the inclusion of items in your portfolio and give it the flavor of who you are.

Through your reflections, describe to what extent you have developed the knowledge and skills necessary to be a successful special educator; examining proficiency in understanding learners, collecting and interpreting assessment data (evaluator); noting effectiveness of developing ideas and materials for lessons and IEPs (planner); keying into direct teaching (instructor) interacting with students and professionals (collaborator), and viewing the role of special education in schools and responsibilities of professionals (program coordinator). It is important to tie the products to your sense of untangling what interferes with learning and the impact of such factors as academic, social, emotional, and language status, and cultural values and experiences.

As a final piece, it is important to consider your current professional strengths and perspectives and how you will build on your preparation and student teaching experiences. Given the feedback you have received and your own personal reflections (journal and evidence in the portfolio), state a set of goals for your first teaching position which will serve as a guide to your ongoing professional development.

Your portfolio will be evaluated based on organization and your including the following:

- table of contents
- overview of items in your portfolio, reflecting on your knowledge and skills with regard to CEC Standards (use attachment to include near the beginning of the portfolio)
- justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth
- items that demonstrate a range of competencies (use CEC Standards, the Role Model, evaluation tools as reference)
- goals for first teaching experience

Assignment Attachment

CEC STANDARDS	List the items included in your portfolio that address each standard.	Briefly state how the items per standard are evidence of your meeting it.
STANDARD ONE: FOUNDATIONS		
STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS		
STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES		
STANDARD FOUR: INSTRUCTIONAL STRATEGIES		
STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS		
STANDARD SIX: LANGUAGE		
STANDARD SEVEN: INSTRUCTIONAL PLANNING		
STANDARD EIGHT: ASSESSMENT		
STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE		
STANDARD TEN: COLLABORATION		

Assessment 1 (required): Content Knowledge
Scoring Guide for the Assessment
Special Educator Portfolio

The detail contained in the scoring rubric is designed to support pre-service teachers' completion of the portfolio assignment as well as provide guidelines for evaluation. Self-evaluation and faculty evaluation help to provide constructive feedback to support continued growth. CEC Standards are highlighted on the rubric to indicate that or those that are emphasized through the elements of the portfolio.

RUBRIC FOR Portfolio
Self-Assessment and Evaluation Criteria

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
PART I: ORGANIZATION (OVERALL RATING)			
Annotated table of contents and overall organization, using a framework that demonstrates an understanding of the demands of being a special educator (CEC Standard 1)	Lists the types of materials included in the portfolio without a structure that represents the demands placed on a special educator	Arranges artifacts in the portfolio to represent the demands placed on the special educator; indicating that key roles, responsibilities, and philosophy guided selection and organization of contents and illustrating awareness of required professional competencies	Arranges artifacts in the portfolio to systematically to represent the demands placed on the special educator; articulating key roles and responsibilities, presenting a philosophy to guide organization of contents and justification for including items and demonstrating understanding of the range of professional competencies
PART II: SUBSTANTIATION/ EVIDENCE (OVERALL RATING)			
Substantive (number, representation of growth) items/ products included to demonstrate a range of competencies (CEC Standard 1, 9,10)	Provides some examples of items that are a part of the role of the special educator	Offers evidence of understanding different demands placed on the special educator by representing key roles and responsibilities through the organization of the table of contents and inclusion of items to demonstrate a range of competencies	Selects a comprehensive set of artifacts to track own professional growth as a developing special educator across the set of courses/ program/ courses on professional growth and competence according to range of demands placed on the special educator; illustrating understanding what is involved in assessing

			students' need;
--	--	--	-----------------

Items included in the portfolio will be specifically examined according to:			
Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
<p>Documentation of proficiency as an evaluator by (CEC Standard 1, 2, 3, 4, 5, 6, 8)</p> <ul style="list-style-type: none"> reading and critiquing evaluation reports, conducting assessments, and documenting student performance; reflecting an understanding student individual needs, language, and factors impacting progress to account for the challenges the student experiences collecting and analyzing assessment data regarding one student; using file review, observation, interviews, informal strategies, and work sample analyses as bases for understanding the student as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and/ or member of the classroom community establishing assessment as an ongoing process, setting up record keeping systems to document student progress and behavior during instruction 	Provides evidence of limited assessment planning and uses tools to collect samples of student performance in the area(s) of concern <u>and</u> collects minimal documentation to examine student responsiveness to individual lessons and intervention plans	Provides evidence of general assessment planning that has connection to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans	Provides evidence of assessment planning that leads to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans
	Applies understanding student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner	Collates assessment data to articulate assessment reports, IEP profile and present levels of performance; Applies understanding curriculum in conjunction with student needs, development, language, and variables that environment and learning situations to making connections among data, hypothesizing the relationship of student skills, language, and characteristics as a learner	Systematically applies understanding student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
<p>Evidence as a planner, highlighting (CEC Standard 2, 3, 4, 5, 6, 7 8):</p> <ul style="list-style-type: none"> making decisions about lessons, instructional focuses, approaches, materials, environment, and modifications based on IEP goals and objectives connect with grade level curriculum frameworks evaluating and selecting instructional approaches and materials to support students as they become readers, writers, speakers, listeners, mathematicians, participants in the learning environments, and members of classroom communities qualities of lessons in terms of targeting specific skills/ concepts for instruction, articulating rationale, selecting instructional materials, adapting teaching strategies, designing constructive and engaging learning experiences and practice opportunities, and evaluating and monitoring student progress; identification of components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications articulation of a coherent, constructive IEP; reporting the integration of assessment data and designing instruction and interventions in terms of measurable goals and objectives linked with teaching approaches and intervention plans that promote growth in the area(s) of concern and support access to general education 	Creates activities that relate to an area of instruction but require further honing and direct instruction to support student acquisition of skills/ concepts	Creates lessons built around what is being taught (clearly defined lesson objectives written in terms of outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout	Creates lessons that systematically build what is being taught (specific measurable lesson objectives written in terms of concrete outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout
	Designs instructional activity that makes use of small, large and cooperative groups and addresses topic of lesson	Designs instructional activities that make use of independent work, small, large and cooperative groups to address to promote student learning	Designs instructional activities that make use of independent work, small, large and cooperative groups and engages students actively in learning skills/ concepts sequentially
	Identifies general goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to correspond with student performance in the area of concern	Articulates goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges	Articulates measurable goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
<p>Showcase of competence as an instructor, by: (CEC Standards - 2, 3, 4, 5, 6, 7, 8, 9)</p> <ul style="list-style-type: none"> providing direct and supportive instruction to individuals and small groups of students in special education and/ or classroom settings, promoting student competence and independence conducting lessons that support students' facility with targeted skill(s)/ concept(s), keep them engaged, and are responsive to their challenges applying components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications establishing clear expectations for behavior and academic performance determining the effectiveness of instructions based on what students produce, say or do 	Organizes materials for lesson, yet sets expectations as needed and arranges space in the midst of the lesson	Creates learning environment by setting behavioral and academic expectations, arranging physical space conducive for the types of activities planned	Creates learning environment by setting behavioral and academic expectations, arrange space conducive for the types of activities (independent, cooperative groups)
	Focuses on the topic and skills, often using explanations rather than inviting students to engage or share ideas; relying on lesson plan script	Engages students through questions, presentation, explaining the rationale/ relevance of topic and inviting them to make connections	Engages students through questions, presentation, explaining the rationale/ relevance of topic, using literature or pictures to invite their making connections
	Responds to student behavior, questions, often repeating initial explanations or sharing frustrations	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging and shifts gears as needed, using available resources
<p>Present documentation of growth as program coordinator by: (CEC Standard 1, 9, 10)</p> <ul style="list-style-type: none"> showing how understands overseeing services, managing individual cases, and supervising the activities of paraprofessionals demonstrating how different forms special education service delivery serve the range of identified students discussing the demands and changing nature of the role of the special educator, particularly with reference to general education program and professionals and families 	Indicates need to be organized to manage cases and different service delivery options as being dependent on student needs, t	Provides evidence of recognizing how to manage cases, different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator	Provides evidence of recognizing how to manage cases, different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
<p>Offer evidence of developing competence as a collaborator by: (CEC Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <ul style="list-style-type: none"> acknowledging why ongoing communication is key to the assessment, planning, and program implementation process in order to provide students with continuity, make links among experiences, develop mutual supports for general and special education programs, enhance collective ownership of special education process and IEPs, and sustain monitoring student progress participating as a team member who cooperatively plans and coordinates classroom and special education placements and activities and maintains comparable communication with families 	States the values of collaboration with professionals and families across the roles of the special educator	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home and reflecting on the importance of communication skills and commitment to involve all throughout the process
<p>Representation of reflective practices, (CEC Standard 4, 5, 7, 8, 9)</p> <ul style="list-style-type: none"> to evaluate the effectiveness of planned and impromptu lessons and interactions with students; examining qualities of instruction, ways engage with and respond to students, and outcomes for students to participate in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance to document evidence of professional competence, justifying how artifacts are representative of skills 	Summarizes the lesson, reiterating what transpired without systematically examining student work or teaching behavior	Holds mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches	Holds mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches; and looking to enhance techniques

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
PART III: REFLECTIONS & JUSTIFICATIONS (OVERALL RATING)			
<p>Overview, connecting selection of portfolio items with CEC Standards and Justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth *write a formal introduction/ guide to your portfolio <u>or</u> *write an intro to each section of your portfolio <u>and/ or</u> *make reflective statements on 3x5 index cards or post-its per item (CEC Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	States why items are included in the portfolio, in terms of specific assignments without clear reference to they are representations	Reflects on professional competence, areas in need of improvement and growth by justifying the selection of items contained in the portfolio; stating why they are chosen and how they represent key aspects of performance in the role	Reflects on professional competence, areas in need of improvement and growth by justifying how items contained in the portfolio are evidence of attributes, skills, and beliefs as an evaluator, planner, instructor, collaborator, program coordinator, reflective practitioner; stating why artifacts are chosen and how they are representative of who the student is across the components of the role
	Trace own growth by including items from early in the program and indicating the sequence of learning about the law, learning, factors impacting student progress; focusing primarily on factual information	Trace own growth and understanding of the role of the special educator, factors impacting student performance	Trace understanding factors impacting student performance, the role of the special educator,

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
§ Goals for student teaching (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)	Articulates goals for student teaching, reflective of feedback received and an awareness of the demands of the role	Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and a few ideas for accomplishing them	Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and suggestions for achieving them
§ Goals for first teaching position (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)	Articulates goals for first teaching position, reflective of feedback received and an awareness of the demands of the role	Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and a few ideas for accomplishing them	Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and suggestions for achieving them

GRADING: Candidates can range from 0-48 points on their overall score for the portfolio. A minimum score of “35” is considered a passing score for the portfolio.

45- 48 = A
42-44 = A/B
40-43 = B
37-39 = BC
35-36 = C
32-34 = C/D
30-31 = D
<30 = F

The evaluator will use the following tool to summarize performance on the *Special Educator Portfolio* and offer narrative regarding competence regarding the CEC Standards, giving feedback for specific areas of study to pursue in addition to the applied skills defined by the assessment/ rubric.

**SUMMATIVE SCORING FORM
FOR COLLECTING PROGRAM DATA**

COMPONENTS OF THE SPECIAL EDUCATOR PORTFOLIO	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
PART I: ORGANIZATION			
TABLE OF CONTENTS (CEC Standard 1)			
ARRANGEMENT OF ITEMS (CEC Standard 1, 9,10)			
PART II: SUBSTANTIATION/ EVIDENCE			
SUBSTANTIVE COLLECTION OF ITEMS			
Evaluator (CEC Standard 1, 2, 3, 4, 5, 6, 8)			
Planner (CEC Standard 2, 3, 4, 5, 6, 7 8)			
Instructor (CEC Standards - 2, 3, 4, 5, 6, 7, 8, 9)			
Program Coordinator (CEC Standard 1, 9, 10)			
Collaborator (CEC Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			
Reflective Practitioner (CEC Standard 4, 5, 7, 8, 9)			
PART III: REFLECTIONS & JUSTIFICATIONS			
JUSTIFICATION OF ITEMS SELECTED/ REFLECTION (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)			
CEC Standards			
Reflections			
GOALS (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)			
TOTALS			

Comments:

ATTACHMENT C
Assessment 2 (required) – Data Derived from Assessment
Special Educator Portfolio

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

SUMMATIVE SCORING FORM
FOR COLLECTING PROGRAM DATA

The scores of each candidate's performance will be tabulated and reported by number and percentage for each category to indicate the extent to which she or he meets CEC content area standards as discerned by performance on the tasks for *Special Educator Portfolio*. These data will be collated and charted to represent program performance and inform reviews of curriculum and instruction.

COMPONENTS OF THE SPECIAL EDUCATOR PORTFOLIO	1 NEEDS IMPROVEMENT (#) % of Total N	2 MEETS EXPECTATIONS (#) % of Total N	3 EXCEEDS EXPECTATIONS (#) % of Total N
N =			
PART I: ORGANIZATION			
TABLE OF CONTENTS (CEC Standard 1)			
ARRANGEMENT OF ITEMS (CEC Standard 1, 9,10)			
PART II: SUBSTANTIATION/ EVIDENCE			
SUBSTANTIVE COLLECTION OF ITEMS			
Evaluator (CEC Standard 1, 2, 3, 4, 5, 6, 8)			
Planner (CEC Standard 2, 3, 4, 5, 6, 7 8)			
Instructor (CEC Standards - 2, 3, 4, 5, 6, 7, 8, 9)			
Program Coordinator (CEC Standard 1, 9, 10)			
Collaborator (CEC Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)			
Reflective Practitioner (CEC Standard 4, 5, 7, 8, 9)			
PART III: REFLECTIONS & JUSTIFICATIONS			
JUSTIFICATION OF ITEMS SELECTED/ REFLECTION (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)			
CEC Standards			
Reflections			
GOALS (CEC Standard 1,2, 3, 4, 5, 6, 7, 8, 9,10)			

	OVERALL PORTFOLIO SCORES		
Year	0 – 34	35 – 43	42 - 48
	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received
2006 – 2007			