

GUIDELINES FOR PROFESSIONAL PORTFOLIO

BA CHILDHOOD SPECIAL EDUCATION

The following outline is provided to guide you in completing your Professional e-Portfolio. You are strongly advised to follow this outline in organizing your portfolio to show your growth and development in becoming a teacher of students with disabilities. The Professional e-Portfolio is divided in two sections:

I. Program Evidence – You are required to use the Specialty Professional Association Standards relating to your preparation program. As such, the focus of this Professional Portfolio must demonstrate your **program preparation in Childhood Special Education**. Your evidence and reflections on your selections of evidence must show how you addressed each of the **Council for Exceptional Children (CEC) Standards, with particular emphasis on the sub-standards** delineated in the *Initial Special Education Individualized General and Independence Curriculum Combined*.

II. Candidate Reflections – You are required to prepare a reflective essay that highlights your experiences in putting your portfolio together, as well as your experiences and accomplishments in completing the **special education professional program**.

The attached Rubric will be used to evaluate your e-Portfolio.

Recommended Outline for the Professional e-Portfolio

I. PROGRAM EVIDENCE

(Preceding each piece of evidence must be a reflective essay that describes why you chose the evidence for the particular Standard and how it reflects your meeting the Standard).

STANDARD 1: LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(Evidence must reflect your understanding of the effects that an exceptional condition can have on an individual's learning, how primary language, culture and familial backgrounds interact with the individual's exceptional condition to impact academic and social abilities, attitudes, values and interests, and how this knowledge provides the foundation for individualized instruction that is meaningful and challenging for your students. Evidence must also reflect your respect for diversity among students, your understanding of similarities and

differences in human development and ways in which you use this awareness to respond to the varying abilities and behaviors of students with exceptional learning needs. Evidence must reflect in depth understanding of how the experiences of individuals with disabilities can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community).

Artifacts may include Research and Individual Presentations on Specific Disabilities, Poster Presentations on Specific Disabilities; Field Experiences on Specific Disabilities; Field Reports, and projects that included interviews and information gathering from families, schools and other constituencies that report on the experiences of persons with disabilities and their impact on these constituencies. Artifacts may also include Case Studies, Behavioral Intervention Projects, Reading Intervention Project, etc.

STANDARD 2: LEARNING ENVIRONMENTS

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(Evidence must reflect your ability to create positive and active learning environments for students with exceptionalities, where diversity is valued and independence and self-determination are encouraged. You must also show how you help general education colleagues to integrate individuals with exceptionalities in regular environments and use direct motivational and instructional interventions, as well as provide guidance and direction to paraeducators and other classroom personnel).

Artifacts may include WebQuests, Behavioral Intervention Project, Action Research, etc.

STANDARD 3: CURRICULAR CONTENT KNOWLEDGE

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(Evidence must reflect your understanding of typical and atypical language development and ways in which you use individualized strategies to enhance academic subject matter content knowledge acquisition, language development, and communication skills to students with exceptionalities. Evidence must show

how you integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities, how you modify general and specialized curricula to make them accessible to learners with exceptionalities).

Artifacts may include ELA Instructional Activities, Reading Interventions, Miscue Analysis Project, Mathematics Modification Project, Interdisciplinary Lesson Units, Science and Social Studies Projects, etc.

STANDARD 4: ASSESSMENT

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

(Evidence must reflect your ability to use multiple types of assessment information for decision making, demonstrate legal and ethical principles of assessment, apply appropriate measurement theory and practices, and understand the use and limitations of various types of assessments. The evidence must also reflect collaboration with families and colleagues to assure non-biased, meaningful assessments and decision-making, your ability to conduct formal and informal assessments and use information to identify supports and adaptations. You must show how you continuously monitor the progress of students with exceptionalities in the general and special curricula and use appropriate technologies to support assessments).

Artifacts may include Diagnostic Critiques, Miscue Analysis, Test Development Project, Standardized Tests Critique, Academic Instructional Assessments, etc.

STANDARD 5: INSTRUCTIONAL PLANNING AND STRATEGIES

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(Evidence must reflect your ability to create long-range individualized instructional plans and translate them into short-range goals and objectives emphasizing explicit modeling and efficient guided practice to ensure acquisition and fluency through maintenance and generalization. It must reflect your ability to modify instruction based on ongoing analysis of student learning progress, use appropriate technologies to support instructional planning and individualized instruction, and facilitate learning in a collaborative context with other teachers, families, professional service providers, etc. Evidence must also reflect your knowledge of evidence-based instructional strategies to individualize instruction

and use these strategies to promote positive learning results in general and special curricula, to modify learning environments and enhance the learning of critical thinking, problem solving, and performance skills of students with exceptional learning needs. You must show how you emphasize the development, maintenance and generalization of knowledge and skills across settings and over time. You must also demonstrate your knowledge of augmentative, alternative, and assistive technologies to support or enhance communication show how you provide effective language models, and use strategies and resources to facilitate understanding of subject matter for learners whose primary language is not English.

Artifacts may include Lesson Plans, Modification Lessons, Conceptualizing Essays, Curriculum Units, Modification Lesson Plans, Clinical Practice Experiences, including evidence using Sign Language or AAC devices etc.

STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE

Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(Evidence must reflect your understanding of evidence-based principles and theories, laws and policies, diverse and historical points of views and human issues and how these influence professional practice; how issues of human diversity can impact families, cultures, and schools, and the relationships of special education organizations to the functions of school systems and other agencies. Evidence must reflect your attention to the legal and ethical principles of the profession, your engagement in professional activities, your personal commitment to lifelong learning, your sensitivity to all aspects of diversity, your willingness to keep current with evidence-based best practices).

Artifacts may include Literature Reviews and Critiques, Position Papers, Action Research Project, Presentations, Research Papers, etc. Artifacts may include Attendance at Professional Conferences, Presentations at Professional Meetings/Conferences, Reflection on Professional Practices/Clinical Practice Reflections, Membership in Professional Organizations, etc.

STANDARD 7: COLLABORATION

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies

in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(Evidence must reflect your collaboration with families, other teachers, paraeducators, related service providers and personnel from community agencies in culturally responsive ways, your service as a resource to colleagues and your collaboration with others to facilitate successful transitions of students with exceptionalities across settings and services).

Artifacts may include Family Interviews, Service Provider Interviews, Special Educator Interviews, Behavior Intervention Project, Action Research Project, Collaborative Team Teaching Experiences, Field Experiences, etc.

II. REFLECTIVE ESSAY

This Essay must be a summary of the completed Professional Portfolio and your accomplishments over the course of your special education preparation program, including your special education field and clinical experiences, engagement in the professional community, and collaboration with all stakeholders in educating students with disabilities.