Department of Specialized Education Services
PAIL Program Technology Portfolio
Instructions to Students for Preparation

1. Students in the Post-Baccalaureate Alternative Initial Licensure Program (PAIL) for Special Education: General Curriculum must demonstrate 1) basic technology proficiency and 2) instruction-related proficiency in technology to receive a recommendation from the Department of Specialized Education Services for initial teaching licensure. A checklist of all National Educational Technology Standards (NETS) and recommended artifacts are provided. **The portfolio (artifacts and reflections) must be submitted online using the TaskStream web-based assessment tool.**

2. The student is encouraged to discuss this portfolio requirement with his/her advisor early in the program.

3. Courses in the PAIL program are designed to include assignments that require the development of technology-related components to help each student in the program complete a technology portfolio. Each of the six standards will be discussed by the student in a reflective essay that accompanies the assignment(s) which are called portfolio artifacts.

As you prepare your portfolio, ask yourself the following questions:

1. Do I have representative samples of each competency in each section? You should have **three artifacts** for each standard. (Examples of artifacts are provided).
2. Are my reflections thoughtful? Students are to write a 1-2 page double-spaced reflective essay addressing each of the six standards. Use the guidelines below to write your reflection (adapted from the North Carolina Department of Public Instruction).

Writing a Reflection

Select What competency are you addressing?
What evidence or artifact have you selected?

Describe This step involves a description of the circumstances, situation or issues related to the evidence or artifact you selected. Four "W" questions are usually addressed:
Who was involved?
What were the circumstances, concerns or issues?
When did the event occur?
Where did the event occur?

Analyze This step involves digging deeper.
Why did you select this particular evidence or artifact for this standard?
How does it relate to the standard and to your teaching practice?

Appraise In the previous steps, you have described and analyzed an experience, piece of evidence or an activity. The self-assessment occurs at this stage as you interpret the activity or evidence and evaluate the appropriateness of it and the impact of it.

Transform This step holds the greatest opportunity for growth. Use insights gained from the reflection to talk about how you can use what you've learned to improve and transform your practice.

4. The portfolio (the artifacts and reflections) must be submitted online using the TaskStream web-based assessment tool. The portfolio must be completed six weeks prior to the end of the semester in which you will complete your last course. **FAILURE to submit a portfolio may delay the department's recommendation for licensure.**

5. Your portfolio will be assigned to a lead reviewer, probably your advisor, and to another faculty member and one special educator from the field. The review team will determine if your artifact meets the standard to be considered "satisfactory" or "needs work". Each competency will be checked off as "satisfactory" or "needs work."

   Satisfactory-The competency is supported by adequate evidence; in some cases a variety of examples are present. Evidence is presented in a clear and organized manner with thorough and insightful reflections.
   Needs Work-The competency is not supported by adequate evidence; examples are insufficient or unorganized. Reflections lack depth or fail to address the questions presented. Generally, if your artifact shows a satisfactory grade on the technology component from your instructor or clinical practice supervisor it will be considered "satisfactory" for the portfolio.

6. For performance artifacts that need work, the advisor will conference with the student to devise strategies for improving the artifact. The revised portfolio will be resubmitted to the advisor for review by the team. Revisions must be submitted three (3) weeks prior to the end of the semester. Failure to do so will delay recommendation for licensure.

PAIL Special Education Technology Performance Matrix

Initial licensure students must complete a portfolio that documents proficiency in the performance of the following standards. **Students must post portfolios on TaskStream.**

National Educational Technology Standards	Recommended Artifacts
I. Technology Operations and Concepts Teachers demonstrate a sound understanding of technology operations and concepts.	
A. Introductory knowledge, skills, and understanding of concepts related to technology. B. Continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	• Email with attachment • Certification of workshop or staff development • Blackboard discussion • Spread sheet • Web search for relevant information • Class webpage • Word processed document to parent
II. Planning and Designing Learning Environments and Experiences Teachers plan and design effective learning environments and experiences supported by technology.	
A**.** The design of developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. B. Apply current research on teaching and learning with technology when planning learning environments and experiences. C. Identify and locate technology resources and evaluate them for accuracy and suitability. D. Plan for the management of technology resources within the context of learning activities. E. Plan strategies to manage students learning in a technology-enhanced environment.	• Lesson plan using technology • ISTE website • CEC Smartbrief • Parent website re: tech • Overview of school's technology resources • Computer printout of progress reports • AR reports

III. Teaching, Learning and the Curriculum Teachers implement curriculum plans that include methods and strategies for applying technology to maximize students learning.	
A. Facilitate technology-enhanced experiences that address content standards and student technology standards. B. Use technology to support learner-centered strategies that address the diverse needs of students. C. Apply technology to develop students' higher order skills and creativity. D. Manage student-learning activities in a technology-enhanced environment.	• Talking Book • PowerPoint • Math grids • UDI lesson • Notetaking strategy with technology • Scaffolded graphic organizer • Websites that provide content support
IV. Assessment and Evaluation Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	• Spreadsheets for test results or grades • Observation forms • Use of video from net • Readability of text • Mismatch analysis using chart • PowerPoint related to assessment

V. Productivity and Professional Practice Teachers use technology to enhance their productivity and professional practice.	
A. Use technology to enhance their productivity and professional practice. B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. C. Apply technology to increase productivity. D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	• Attendance using technology • Computerized IEP's • Communication with parents • Newsletters • Email
VI. Social, Ethical, Legal and Human Issues Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.	
A. Model and teach legal and ethical practice related to technology use. B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. C. Identify and use technology resources that affirm diversity. D. Promote safe and healthy use of technology resources. E. Facilitate equitable access to technology resources for all students.	• Appropriate use policy • Safe searches – rules, guidelines • Copyright regulations • Firewalls • School/district policies • Examples of software affirming diversity • Plan for accessibility