

**Department of Specialized Education Services
Post-Baccalaureate Alternative Initial Licensure (PAIL) Program
Electronic Teaching Portfolio
Instructions for Preparation and Submission**

1. Candidates in the Post-Baccalaureate Alternative Initial Licensure (PAIL) Program for Special Education: General Curriculum must demonstrate proficiency in meeting four components: 1) the North Carolina Professional Teaching Standards, 2) licensure area content standards, 3) clinical performance, and 4) professional dispositions. Candidates must provide evidence of proficiency to receive a recommendation from the Department of Specialized Education Services for initial teaching licensure by submitting an electronic Teaching Portfolio which contains artifacts and reflections. **This e-portfolio is required and candidates will utilize the online web-based assessment tool (TaskStream®) when submitting artifacts and reflections.**

2. Courses in the PAIL program are designed to include assignments that require the development of portfolio-related components. Candidates will address the North Carolina Professional Teaching Standards in a reflective essay that accompanies the assignment which are called portfolio artifacts. For each evidence, candidates are required to provide artifacts; but note reflections are only required for Evidence #2, 3, 5, and 6 (see below).

Evidence	Artifact(s)	Course (s)	Reflection
<u>Evidence 1</u> Breadth of Knowledge	<ul style="list-style-type: none"> • Transcript (UNCG) • PRAXIS II scores • Transcript (from other institutions) 	SES 661	N/A
<u>Evidence 2</u> In-depth Inquiry Project	Literature Review	SES 652	Yes
<u>Evidence 3</u> Pedagogical Knowledge and Skills: Planning	<ul style="list-style-type: none"> • Unit Plan • Lesson Plan I • Lesson Plan II • Lesson Plan III 	SES 661	Yes
<u>Evidence 4</u> Pedagogical Knowledge and Skills: Clinical Performance	IHE/LEA COTC	SES 661	N/A
<u>Evidence 5</u> Impact on Student Learning	<ul style="list-style-type: none"> • Pilot Study • Impact on Student Learning 	SES 642 SES 661	Yes (post reflection from SES 661 only)
<u>Evidence 6</u> Leadership, Advocacy and Professional Practice	Leadership Project	SES 661	Yes
DISPOSITIONS-Candidates must provide TWO submissions while taking SES 661			
TGAP- Candidates must provide TWO submissions while taking SES 661			

3. The Teaching Portfolio must be submitted and receive a passing evaluation before a candidate can be recommended for licensure. As you prepare your e-portfolio, you should provide

artifacts and should write a 3-4 page double-spaced reflective essay addressing Evidence # 2, 3, 5, and 6. 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 e-portfolio (artifacts and reflections) must be submitted online using the TaskStream® web-based assessment tool. The e-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 and reflection meet the standards. When scoring the portfolio, students receive a rating of "Exceeds Expectations," "Met Expectations," or "Not Met." If a score of "Not Met" is given in **ANY** area, you will not receive a recommendation for licensure.

"Exceeds Expectations" or "Met Expectations" -The standard is supported by adequate evidence. Evidence is presented in a clear and organized manner with thorough and insightful reflections.

"Not Met" -The standard is not supported by adequate evidence; examples are insufficient or unorganized. Reflections lack depth or fail to address the questions presented.
6. It is important to remember that students **MUST** receive a passing score ("Exceeds Expectations" or "Met Expectations") to obtain a recommendation for licensure.

PAIL Evidences and Products

Initial licensure candidates must complete an e-portfolio that documents proficiency in the performance of the following six evidences. **Candidates must post e-portfolios on TaskStream®.**

Evidence 1 Content: Breadth of Knowledge	Not met	Proficient	Exceeds Expectations
Proficient			
NCPTS 3b Products: Transcript from UNCG, PRAXIS II scores, and/or other transcripts from other institutions			
COURSE FROM WHICH PRODUCTS WILL COME: SES 661			
Candidate's transcript will document at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better AND satisfactory Praxis II scores in the licensure area.			

Evidence 2 Content: In-depth Inquiry Project	Not met	Proficient	Exceeds Expectations
Proficient			
NCPTS 3b			
Products: Literature Review and Reflection			
COURSE FROM WHICH PRODUCTS WILL COME: SES 652			
The candidate identifies and clearly states a topic that is significant in his or her field (a major understanding, concept, controversy or question).			
The significance of the topic to the discipline is explained.			
Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product. <ul style="list-style-type: none"> • The literature is current, accurate, relevant and authoritative. • Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic. • The use of the literature demonstrates an understanding of how knowledge in the discipline is generated, how information is created and tested, what qualifies as data and how data is used. • The candidate explains the connections between this literature and the topic. 			
The candidate collects, interprets and uses data and other information appropriate to the topic and discipline.			
The product reflects an understanding of the complexity of the topic and provides multiple interpretations.			
The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas as well as independent, critical thinking.			
The format and organization of the product is appropriate to the discipline, is clearly presented and demonstrates appropriate language conventions.			

Evidence 3 Pedagogical Knowledge and Skills: Planning	Not met	Proficient	Exceeds Expectations
Proficient			
<p>NCPTS 1a, 2b, 2d, 3a, 3c, 3d, 4a, 4b, 4d, 4e, 4h, 5a, 5c Products: Unit plan, 3 lesson plans, and reflection Note: The Unit Plan and reflection demonstrate the candidate’s ability to use research-verified approaches to instructional design, with attention to the North Carolina Standard Course of Study, 21st century knowledge and skills, individual and group differences, formative and summative assessments, and the interdisciplinary nature of knowledge and learning.</p>			
COURSE FROM WHICH PRODUCTS WILL COME: SES 661			
<p>The unit plan and lessons are aligned with the North Carolina Standard Course of Study and integrate</p> <ul style="list-style-type: none"> • content from other disciplines and grade levels • literacy instruction • 21st century skills and content • global awareness 			
<p>The unit plan and lessons include multiple formative assessments, including</p> <ul style="list-style-type: none"> • assessments for identifying students’ entry-level skills • plans and procedures for monitoring progress during instruction 			
<p>The unit plan includes summative assessments that demonstrate students’ mastery of the unit goals and objectives of the lessons.</p>			
<p>Materials included in the unit counteract stereotypic thinking, acknowledge the contributions of all cultures, and meet the needs of diverse students.</p>			
<p>Materials and activities expose students to different points of view/ways of thinking about the topic/concern.</p>			
<p>Materials and activities focus on relevance of content to students.</p>			
<p>The candidate draws on appropriate data about students in making instructional decisions.</p>			
<p>Lesson plans are differentiated to address the developmental and learning needs of all students including students from diverse backgrounds, students with special needs and students who speak English as a second language.</p>			
<p>The unit plan and lessons integrate technology with instruction to maximize students’ learning.</p>			
<p>The unit plan and lessons integrate specific instruction that help students apply processes and strategies for critical thinking and problem solving.</p>			
<p>The unit includes activities for students to develop knowledge and skills in the following areas: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.</p>			
<p>Lesson plans include procedures for creating a safe, orderly and welcoming classroom.</p>			

Planning reflects collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists). This collaboration is documented in the reflection.			
The reflective document is comprehensive, logical, and connected to the unit plan and lessons. It includes attention to <ul style="list-style-type: none"> the use of research-verified strategies instructional decision-making processes students' prior and future learning 21st century knowledge and skills connections with a greater context (global awareness). 			
The format and organization of the product is logical and comprehensive, is clearly presented and demonstrates appropriate language conventions.			

Evidence 4 Pedagogical Knowledge and Skills: Clinical Performance	Not met	Proficient	Exceeds Expectations
Proficient			
NCPTS 1a, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3d, 4c, 4d, 4e, 4g, 4h Product: IHE/LEA COTC			
COURSE FROM WHICH PRODUCT WILL COME: SES 661			
Assessed using IHE/LEA COTC. Candidates must have a rating of 3 or better for all elements on final evaluation in order to be recommended for licensure.			

Evidence 5 Impact on Student Learning	Not met	Proficient	Exceeds Expectations
Proficient			
NCPTS 1a, 2d, 3d, 4a, 4b, 4c, 4e, 4f, 4h, and 5a Products: Pilot Study, Follow-up Study, and Reflection			
COURSES FROM WHICH PRODUCTS WILL COME: SES 642 AND SES 661			
Teaching Context			
The project provides an overview of a teaching context that is sufficient for making instructional decisions for all students. This includes the characteristics of the community, school, classroom, student differences, and implications for assessment and instruction.			
Assessment data available to the teacher in student records (class data) are summarized, with identification of subgroups			
Relevant student subgroups are identified. A rationale for the selection of the subgroups is provided. Pertinent data about the subgroups are summarized.			
Instructional Goals and Objectives			
The project includes specification of instructional goals and objectives (expected outcomes), and rationale for these goals and objectives. The goals and objectives must be relevant to students; integrate 21 st century content, skills, dispositions and technology; and must be developmentally appropriate. These must include higher-level critical thinking and problem solving.			
Plans for Assessment			
Pre-assessment/baseline, formative and post-assessment measures are identified.			
Multiple assessment measures are aligned with each other and used in a logical and responsible manner.			
Assessment measures are differentiated to meet the needs of diverse students (subgroups).			
The methods and timetable of collecting data are thoroughly described.			
The rationale for the selection of these measures is explained.			
Data Collection and Analysis (Whole Class Data)			
Pre-assessment/baseline data are presented with an accompanying discussion of the analysis of data. (What did the data mean and how did the data influence instructional planning?)			
The formative assessments are used in making instructional decisions and are presented in the data reporting.			
Summative data is presented and discussed. Positive impact on student learning is demonstrated.			
Data Collection and Analysis (Students Representing Each of the Selected Subgroups)			
Pre-assessment/baseline data are presented with an accompanying discussion of the analysis of data. (What did the data mean and how did the data influence instructional planning?)			
The formative assessments are used in making instructional decisions and are presented in the data reporting.			

Summative data is presented and discussed. Positive impact on student learning is demonstrated.			
Instructional Monitoring and Lesson Adaptations (Differentiation)			
Lesson adaptations are directly and logically connected to the assessment data.			
The adaptations reflect collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists).			
A summary is included of lesson adaptations for students with special needs, students who speak English as a Second Language and students who for various reasons are not succeeding.			
Reflection			
The reflective document is comprehensive, logical, and connected to the project. It includes attention to <ul style="list-style-type: none"> • changes in thinking about the role of assessment in teaching and teachers' responsibility to impact learning, and • connections of assessment results and decisions made during the project to • future courses of action. 			
Presentation			
Project is organized, descriptions of procedures are thorough, and data are presented in clear charts or tables providing evidence of student progress/learning/ growth. The candidate uses appropriate language conventions.			

Evidence 6 Leadership, Advocacy and Professional Practice	Not met	Proficient	Exceeds Expectations
Proficient			
NCPTS 1b, 1c, 2e, 5b Product: Leadership Project and Reflection Note: The project may be carried out by groups of students, but the contributions of individuals to each descriptor must be documented and evident.			
COURSE FROM WHICH PRODUCTS WILL COME: SES 661			
The candidate identifies the characteristics of a School Improvement Plan.			
The candidate uses appropriate data to identify an area of need that should be addressed in the School Improvement plan in order to promote student growth in terms of SBE priorities, 21 st century skills and knowledge and/or global awareness.			
The candidate clearly identifies the benefits for students of the project.			
The candidate uses data to support and evaluate the plan for the project.			
The candidate provides evidence that he/she engaged in relevant, high quality professional development.			
The candidate provides evidence that he/she engaged in collaborative and collegial professional learning activities and began to develop a network of professional relationships.			
The candidate provides evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.			
The project is organized, as well as thoroughly and logically developed, to meet the expected outcomes. The project report is detailed, clearly written and uses correct language conventions.			

Tips for Writing Reflections & Submitting the Portfolio

- Students must submit the portfolio on time. Late portfolios are not accepted.
- Begin developing reflections and finding evidences ASAP.
- Provide headings when writing the reflections: Select, Describe, Analyze, Appraise, and Transform.
- Address the questions listed on “Writing a Reflection” guidelines.
- Students must follow APA guidelines.
- Indent each paragraph.
- Proofread each document before submitting.
- Provide page numbers.
- In the header of each reflection, provide the following information:
Name:
Evidence #2; Content: In-Depth Inquiry Project
Course: SES 661