

**The University of North Carolina at Greensboro
Department of Specialized Education Services
Spring, 2005**

Comprehensive Portfolio Development Guidelines

The purpose of the comprehensive portfolio is to provide you with an individually designed document that demonstrates your knowledge and skill development in each of the six key competency areas for the Advanced Master's Program in Special Education: General Education.

Over the course of your tenure in the program, you should collect evidences and artifacts that you believe will demonstrate your acquired knowledge and skills. These evidences/artifacts may include work you have completed as part of a course and/or documentation and work samples from field-based experiences and practicum.

For each artifact, you will write a reflective essay using the reflection cycle attached to these instructions. In the essay, you will discuss the artifact/evidence, the circumstances in which it was developed, your personal learning from the experience, and how you might use what you've learned from the experience to change your professional practice.

Your portfolio should include eight evidences with at least one evidence/artifact for each program competency. You may, over the course of your program, decide to make changes in your evidences as you become more skilled in or knowledgeable about a given area.

To plan for your portfolio development, a Portfolio Planning Sheet is attached. You will use this as you plan your program with your advisor. Changes in the artifacts/evidences you include are recorded on this form.

Portfolio Competencies (and key indicators)

1. *The student is able to facilitate the learning process in various educational environments, using a range of service delivery approaches.*
 - The student understands key elements of varied educational environments and how they interact with learner characteristics.
 - The student demonstrates knowledge of the continuum of special education service delivery options and their salient characteristics.

- The student helps others understand the laws and ethics that govern service delivery in special education.
- The student promotes and guides development of effective service delivery options that are appropriate for and meet the needs of students in specific contexts.

2. *The student facilitates interdisciplinary perspectives in service delivery*

- The student understands the role, viewpoint, and contributions of family members relative to meeting the needs of individuals with disabilities.
- The student understands the role, viewpoint, and contributions of various professionals who are involved in planning services for individuals with disabilities.
- The student demonstrates knowledge of effective systems of care models for delivering integrated, family-centered special education services.
- The student participates in multidisciplinary, family-centered program placement and evaluation activities.

3. *The student demonstrates advanced knowledge and skill relative to assessing learner needs*

- The student effectively administers and interprets a full range of ability, achievement, and behavioral assessments.
- The student is able to use ability, achievement, and behavioral assessments to plan educational programs that are responsive to multiple perspectives and can be implemented in a variety of settings.
- The student helps others understand and use assessment outcomes as the basis for program planning.
- The student uses technology to support a range of assessment activities.

4. *The student demonstrates advanced knowledge and skill relative to effective instructional approaches for students with mild to moderate disabilities*

- The student develops an advanced understanding of learning and developmental theory.
- The student implements empirically validated instructional strategies and evaluates their effectiveness using a variety of progress monitoring approaches.

- The student designs instructional programs that can meet the needs of students with mild to moderate disabilities within a variety of settings, particularly general education contexts.
- The student uses technology to support student learning in a variety of settings.
- The student studies in-depth one of the following areas related to teaching students with disabilities: diagnostic teaching techniques, diagnosis and correction of reading difficulties, learning disabilities, behavioral and emotional disabilities, or approaches to early childhood special education.

5. *The student leads and collaborates planning and intervention efforts*

- The student understands and uses effective strategies for working collaboratively with families, general educators and other professionals.
- The student develops a personal philosophy of education for students with mild to moderate disabilities and engages in professional development activities related to this belief system.
- The student serves as a resource for school personnel, professionals from other fields, and parents of students with disabilities.
- The student participates effectively in interdisciplinary planning efforts and evaluates the efforts of such activities.

6. *The student improves special education services through program evaluation*

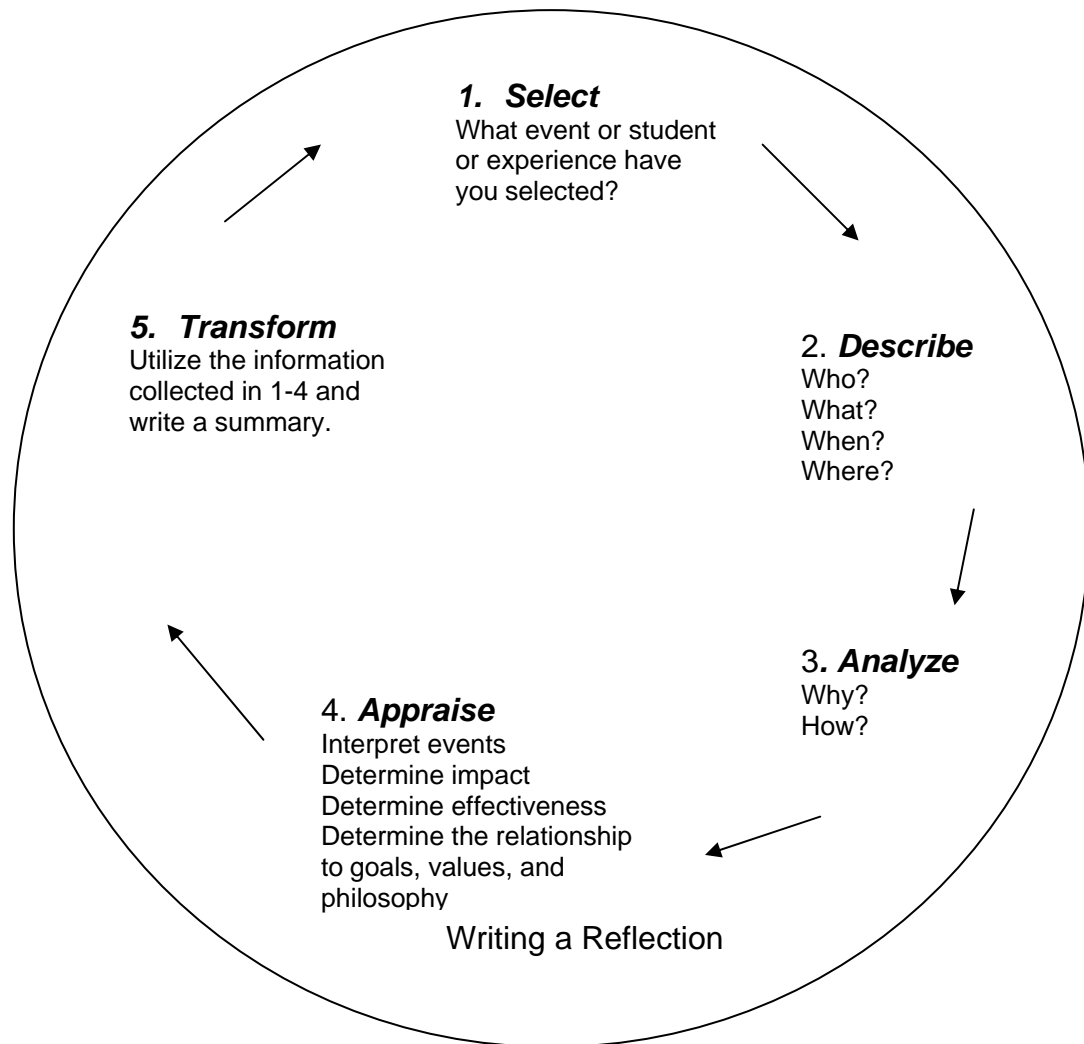
- The student reads and interprets professional literature and applies it to practical settings.
- The student understands the empirical inquiry process and its application in education.
- The student investigates and solves educational problems using a variety of data gathering and assessment techniques.
- The student adjusts instructional programs and educational environments based on analysis of formative and summative evaluation data.
- The student uses technology to support evaluation activities.

The University of North Carolina at Greensboro
Department of Specialized Education Services

The Reflective Essay

After selecting an artifact for a competency, you will need to write a reflective essay using the Reflection Cycle. The cycle is explained below. The reflection cycle used here will help you develop the skills needed to complete the Performance-Based Licensure Process that Initially Licensed Teachers in North Carolina undergo during their first two to three years of teaching in public schools. Additional information about the Reflection Cycle can be obtained at the following website from the North Carolina Department of Public Instruction: <http://www.dpi.state.nc.us/pbl/pblreflect.htm>

The Reflection Cycle



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.

*Both the Reflection Cycle and Writing a Reflection are adapted from the North Carolina Department of Public Instruction's Performance-Based Licensure Project Reflection writing materials.

**The University of North Carolina at Greensboro
Specialized Education Services
Possible Portfolio Artifacts and Evidences**

<u>Key Program Competency</u>	<u>Possible Artifacts or Evidences</u>
1.0 The student is able to facilitate the learning process in various educational environments, using a range of service delivery approaches.	Course activities from inclusion course (SES 543); activities from Advanced Seminar (SES 645) or Issues (SES 643) courses
2.0 The student facilitates interdisciplinary perspectives in service delivery	Activities from Collaboration in Educational Settings (SES 647); Practicum experiences (SES 649)
3.0 The student demonstrates advanced knowledge and skill relative to assessing learner needs	Informal assessment projects (SES 642; SES 652); Assessment Case Study (SES 641); Child study project from CUI 617
4.0 The student demonstrates advanced knowledge and skill relative to effective instructional approaches for students with mild to moderate disabilities	Instructional planning activities, literature reviews, research projects (SES 642 or 652); Course projects from Adolescent course (SES 648); Course projects from Methods in LD or Methods in BED; Activities from CUI 619; Activities from Behavior Management course
5.0 The student leads and collaborates planning and intervention efforts	Evidence of IEP team participation; Course activities from Parent Collaboration course; Practicum requirements (SES 649)
6.0 The student improves special education services through program evaluation	Action research projects (SES 642; CUI xxx)

Note: This list is only offered as a starting point. It is neither exhaustive nor exclusive of the possibilities and the ideas listed should not be viewed as the only choices.

Portfolio Planning Sheets

Student

Advisor

<u>Program Competency Area</u>	<u>Target Portfolio Product/Date Discussed</u>
<ul style="list-style-type: none">• Facilitating learning using multiple service delivery models	
<ul style="list-style-type: none">• Facilitating interdisciplinary planning and service delivery	
<ul style="list-style-type: none">• Demonstrating advanced skill relative to assessing learner needs	
<ul style="list-style-type: none">• Demonstrate advance skill relative to effective instructional approaches	

<ul style="list-style-type: none">• Leading collaborative planning efforts	
<ul style="list-style-type: none">• Improve special education services through program evaluation and applied research	

Procedures and Criteria for Evaluating Comprehensive Portfolios

Final evaluation of the comprehensive portfolios will involve the following steps:

1. Students who have completed their program must submit their portfolio to their advisor by the due date announced each semester in the final semester of coursework.
2. Once the advisor receives a portfolio, it is presented to the program's portfolio evaluation committee for final review. The committee is comprised of two full time faculty members and an outside professional from the field of special education.
3. Projects for each competency area are read and evaluated independently by each member of the portfolio evaluation committee using the following rating criteria:

Level 3 Performance- offers clear and consistent evidence of the competency. The evidence is well organized and structured, and is presented in a professional manner. The student's reflections explicitly address how the evidence connects to the overall goal of demonstrating the core competencies required for advanced licensure.

Level 2 Performance- offers clear evidence of competency. The evidence is fairly well organized and structured, and is presented in a reasonably professional manner. The student's reflections reasonable connect the evidence to the overall goal of demonstrating the core competencies required for advanced licensure.

Level 1 Performance- offers limited or no evidence of the competency. The evidence is poorly organized and lacks sufficient structure. There is no obvious connection to the overall goal of demonstrating the core competencies required for advanced licensure.

Rankings of 2 or 3 are considered passing.

4. If each competency area receives a passing score, the portfolio is formally accepted and the student is recommended for participation in the capstone oral presentations. For any competency areas that do not receive a passing score, the student is notified of the committee's findings and suggestions for remediation are provided. Changes to portfolio entries are made and the portfolio is resubmitted to the evaluation committee for additional review. Any requested changes must be made within an additional semester.

Evaluation of Capstone Reflective Essays and Oral Presentation

Student

Advisor

Date

Core Competencies for Advanced Licensure	Evaluation of Reflective Essay and Oral Presentation	Comments
<p>1. <i>The student is able to facilitate the learning process in various educational environments, using a range of service delivery approaches</i> -The student understands key elements of varied educational environments and how they interact with learner characteristics. -The student demonstrates knowledge of the continuum of special education service delivery options and their salient characteristics. -The student helps others understand the laws and ethics that govern service delivery in special education. -The student promotes and guides development of effective service delivery options that are appropriate for and meet the needs of students in specific contexts.</p>	<p>1 2 3</p>	
<p>2. <i>The student facilitates interdisciplinary perspectives in service delivery</i> -The student understands the role, viewpoint, and contributions of family members relative to meeting the needs of individuals with disabilities. -The student understands the role, viewpoint, and contributions of various professionals who are</p>		

<p>involved in planning services for individuals with disabilities.</p> <ul style="list-style-type: none"> -The student demonstrates knowledge of effective systems of care models for delivering integrated, family-centered special education services. -The student participates in multidisciplinary, family-centered program placement and evaluation activities. 		
<p>3. The student demonstrates advanced knowledge and skill relative to assessing learner needs</p> <ul style="list-style-type: none"> -The student effectively administers and interprets a full range of ability, achievement, and behavioral assessments. -The student is able to use ability, achievement, and behavioral assessments to plan educational programs that are responsive to multiple perspectives and can be implemented in a variety of settings. -The student helps others understand and use assessment outcomes as the basis for program planning. -The student uses technology to support a range of assessment activities. 		

<p>4. The student demonstrates advanced knowledge and skill relative to effective instructional approaches for students with mild to moderate disabilities</p> <ul style="list-style-type: none"> -The student develops an advanced understanding of learning and developmental theory. -The student implement empirically validated instructional strategies and evaluates their effectiveness using a variety of progress monitoring approaches. -The student designs instructional programs that can meet the needs of students with disabilities within the variety of settings, particularly general education contexts. -The student uses technology to support student learning in a variety of settings. -The student studies in-depth one of the following areas related to teaching students with mild to moderate disabilities: diagnostic teaching techniques, diagnosis and correction of reading difficulties, learning disabilities, behavioral and emotional disabilities, or approaches to early childhood special education. 		
<p>5. The student leads and collaborates planning and intervention efforts</p> <ul style="list-style-type: none"> -The student understands and uses effective strategies for working collaboratively with families, general educators and other professionals. -The student develops a personal philosophy of education for students with mild to moderate 		

<p>disabilities and engages in professional development activities related to this belief system.</p> <ul style="list-style-type: none"> -The student serves as a resource for school personnel, professional from other fields, and parents of students with disabilities. -The student participates effectively in interdisciplinary planning efforts and evaluates the efforts of such activities. 		
<p>6. The student improves special education services through program evaluation</p> <ul style="list-style-type: none"> -The student reads and interprets professional literature and applies it to practical settings. -The student understands the empirical inquiry process and its application in education. -The student investigates and solves educational problems using a variety of data gathering and assessment techniques. -The student adjusts instructional programs and educational environments based on analysis of format and summative evaluation data. -The student uses technology to support evaluation activities. 		

Appendix E:

Procedures and Criteria for Evaluating Comprehensive Portfolios

Procedures and Criteria for Evaluating Comprehensive Portfolios

Final evaluation of the comprehensive portfolios will involve the following steps:

1. Students who have completed their program must submit their portfolio to their advisor at least three weeks prior to the date established for oral presentations and discussion of student reflective essays.
2. Once the advisor receives a portfolio, it is presented to the program's portfolio evaluation committee for final review. The committee is comprised of two full time faculty members and an outside professional from the field of special education.
3. Projects for each competency area are read and evaluated independently by each member of the portfolio evaluation committee using the following rating criteria:

Level 3 Performance - offers clear and consistent evidence of the competency. The evidence is well organized and structured, and is presented in a professional manner. The student's reflections explicitly address how the evidence connects to the overall goal of demonstrating the core competencies required for advanced licensure.

Level 2 Performance - offers clear evidence of the competency. The evidence is fairly well organized and structured, and is presented in a reasonably professional manner. The student's reflections reasonably connect the evidence to the overall goal of demonstrating the core competencies required for advanced licensure.

Level 1 Performance - offers limited or no evidence of the competency. The evidence is poorly organized and lacks sufficient structure. There is no obvious connection to the overall goal of demonstrating the core competencies required for advanced licensure.

Rankings of 2 or 3 are considered passing.

4. If each competency area receives a passing score, the portfolio is formally accepted and the student is recommended for participation in the capstone oral presentations. For any competency areas that do not receive a passing score, the student is notified of the committee's findings and suggestions for remediation are provided. Changes to portfolio entries are made and the portfolio is resubmitted to the evaluation committee for additional review. Any requested changes must be made within an additional semester.