

**Assessment 1 (required) - Content Knowledge:
Assessment of content knowledge in special education
Section IV – Evidence for Meeting Standards**

Content Based Special Educator Portfolio Review

1. Description of the assessment and use in the program

The *Content Based Special Educator Portfolio Review* assessment is the final overall assessment of content knowledge for the Post-Baccalaureate (Post-Bac) Special Education Initial Certification Program and serves this purpose in addressing requirements for Assessment 1. It also serves a broader role in the program as an overall documentation of candidate knowledge, skills, and dispositions. The state of New Hampshire does not use the Special Education PRAXIS II, so the Post-Bac Special Education Program will use this assessment to document candidates' attainment of content knowledge in special education. This assessment is holistic and takes into account the documentation of the entire experience of a candidate in the program and provides an overall assessment of the content knowledge at the end of the program.

Candidates are required to provide a "cover sheet" for each artifact in the portfolio which includes an identification of the standard(s) it addresses as well as a reflection about how it meets the standard. The assessor will look at the artifacts and corresponding reflections for each CEC area, and use the rubric to assess overall mastery of the standard based on a collection of artifacts and reflections for each standard. (Assessors will not reevaluate artifacts, but will apply prior grades or scores awarded to the scoring of the portfolio, as demonstrated by the rubric in Section 5b below). It should be noted that candidates receive ongoing support in development of the portfolio throughout the program and at various key junctures during the year-long Internship I, II. Each candidate is required to include both course and internship assignments which are designed to meet CEC Content Standards. Candidates may also provide supplementary artifacts to enhance the content they provide to show overall mastery of a standard.

Candidates must meet expectations for each standard in order to be successful on the *Content Based Special Educator Portfolio Review*. Formal as well as informal reviews of the portfolio take place throughout the year-long internship experience and plans are developed with candidates to remediate unsuccessful attempts to meet the requirements of the standards. In extreme cases the Internship experience can be extended into the summer session to address concerns and issues.

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

The assessment has been created in direct alignment to each of the **10 CEC core standards**.

Standard 1: *Foundations*

This assessment addresses the following key components of the standard and when taken as a whole, show understanding of the principles and theories in special education; understanding of special education law, process, and policy; the historical and human issues that affect special education; the connections between theory, law, policy, and historical perspectives and special education practice; understanding of the relationship between special education and other organizations and systems.

Standard 2: *Development and Characteristics of Learners*

This assessment addresses the following key components of the standard and when taken as a whole, show understanding and respect for the uniqueness of individuals; knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities; an understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities.

Standard 3: Individual Learning Differences

This assessment addresses the following key components of the standard and when taken as a whole, show an understanding and knowledge about the effects that a disability can have on an individual's learning; a willingness to actively and resourcefully seek to understand how primary language, culture, and familial backgrounds interact with the individual's disability; a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction.

Standard 4: Instructional Strategies

This assessment addresses the following key components of the standard and when taken as a whole, show a range or repertoire of evidence-based instructional strategies to individualize instruction; instructional strategies that promote positive learning results in general and special curricula; an understanding and ability to modify learning environments for individuals with disabilities; instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities; development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities.

Standard 5 Learning Environments and Social Interactions

This assessment addresses the following key components of the standard and when taken as a whole, show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities; an understanding of ways to foster environments in which diversity is valued; ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy; knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities; how to safely intervene with individuals with disabilities in crisis; evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants.

Standard 6 Language

This assessment addresses the following key components of the standard and when taken as a whole, show an understanding about typical and atypical language development in the context of supporting individuals with disabilities; a knowledge and understanding about how individualized strategies enhance language development and teach communication skills; a knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities; ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is not English.

Standard 7 Instructional Planning

This assessment addresses the following key components of the standard and when taken as a whole, show knowledge of long-range individualized instructional plans for individuals with disabilities; evidence of the translation of long-range individualized plans into shorter-range goals and objectives; knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization; knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress; knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans; knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals; integration of assistive technology into instructional plans.

Standard 8 Assessment

This assessment addresses the following key components of the standard and when taken as a whole, show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching; knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities; knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results; knowledge about the limitations of various kinds of assessments, especially standardized assessment

approaches/tools; an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making; use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development; knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs; ways to effectively monitor student progress in general and special curricula; knowledge about using assistive technology to support assessments.

Standard 9 Professional and Ethical Practice

This assessment addresses the following key components of the standard and when taken as a whole, show evidence of knowledge of legal matters in special education including ethical considerations; active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development; information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices; knowledge about how disability interacts with cultural and language differences.

Standard 10 Collaboration

This assessment addresses the following key components of the standard and when taken as a whole, show collaboration with families, other educators, related service providers, and personnel from community agencies; collaboration in culturally responsive ways; awareness and knowledge about the role as advocate for individuals with disabilities; collaboration with colleagues about special education ethics, laws, policy, and procedures; knowledge about ways to collaborate to promote success transitions for individuals with disabilities 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

5. Assessment Documentation

5a. Assessment Tool or Description of the Assignment

Content Based Special Educator Portfolio Review

KEENE STATE COLLEGE
POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM

Guidelines for Preparing Your KSC Special Educator Portfolio

The KSC Post-Baccalaureate Special Education (PB SPED) Program is guided by national and New Hampshire standards set forth by the Council for Exceptional Children (CEC) /NCATE and the New Hampshire Department of Education. Within each of the 10 CEC content standards there are specific knowledge and skills competencies (see attached *CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums*). Since each of the interns in this program enter with a range of experiences in education and special education, it is important for all interns to assess their knowledge and skills upon entry into the program, while participating in the program; and upon exit of the program. The portfolio will be the vehicle for the documentation of your professional development as a beginning special education teacher which includes the ongoing tracking of your progress in the context of the 10 CEC/NCATE Content Standards. You will receive feedback and support from your KSC Supervisor and Mentor about your progress in the program and documentation of progress in the portfolio. This feedback will be provided during the beginning, middle, and end of Internship I and II so that you have enough feedback to know how you are progressing in the program and where you may or may not have to focus your energy. The Special Educator Portfolio Rubric will be used as a guide for ongoing feedback and final evaluation.

A. Portfolio Preparation: Special Education Initial Self-Assessment (completed pre-Internship I, summer)

During the summer before beginning the Internship I, interns will self-assess their knowledge and skills in each of the 10 CEC/NCATE Content Standards. This will be introduced to you at the summer orientation meeting. Since interns in this program have a diversity of experiences working in special education programs and schools in general, this self-assessment will assist the KSC Supervisor to gauge your unique knowledge, experience and skills as you enter into the program, and will also provide a way for you to gain an in-depth knowledge of the CEC standards that represent national consensus of the knowledge and skills expected of beginning special educators. Thus, it will be important as you write your self-assessment under each standard to use the language of the standard in your descriptions. It will be helpful for you to spend some time reading and reflecting on each standard so that you can appropriately self-assess your knowledge and skills. This assignment will be due at the August orientation meeting and will be included as an artifact in your portfolio.

B. Portfolio Organization and Documentation of Competence

A second task for you to complete is to purchase and organize a 3-4" binder that includes a Tab labeled **Section I** and a Tab labeled **Section II**. Under the Section I Tab, you will place a copy of the **CEC Standards and Artifacts Chart** (see next page). Although not required, you might find it helpful to print out and insert a copy of the **CEC Standards and the Knowledge and Skills Indicators for General Curriculum** in your notebook under Section I, since you will need to refer to these frequently as you work on your portfolio.

Section I: CEC Standards and Artifacts Chart (see attached chart)

On this chart you will list all the artifacts that you collect while you are participating in the program. All graded assignments in courses and internships (unless otherwise noted) will be included as artifacts in the portfolio as well as other artifacts that you choose to supplement your demonstration of competency for meeting the CEC standards. Supplemental artifacts might include, for example, specific training you have received or work experiences. You will be provided with additional guidelines for the types of artifacts that can be included and the procedure for documenting these experiences.

Section II: Artifacts

- A. Course and Internship Artifacts (required)
- B. Supplemental Artifacts (will be based on individual experiences and used to enhance your demonstration of competency)

Upon entrance into the program you are required to begin the artifact collection process by including all graded assignments from program coursework and internship (these are entered as course artifacts in Section II of your portfolio). The guidelines for artifact preparation below are applicable to all Course and Internship Artifacts that will be placed in your portfolio. Guidelines for preparing Supplemental Artifacts will be discussed during the August Orientation meeting.

Guidelines for Artifact Preparation for Inclusion in the Portfolio

For the purposes of the portfolio, an “artifact” is a product that documents experience, reflection, research, skills, and/or knowledge you have acquired during the process of becoming a special educator. Including and documenting an artifact in the portfolio consists of three steps:

- (1) Examine your artifact and determine which of the CEC standards are applicable to the artifact. (In many if not most cases, the artifact will be relevant to several standards, and will have greater relevance to some standards than others.) List the artifact in the left-hand column of the *CEC Standards and Artifacts Chart*, and check all standards to which it has application.
- (2) Prepare a “cover sheet” for the artifact (see attached *Individual Artifact Cover Sheet*). The cover sheet is a one-page document that includes a brief description of the assignment/artifact, a description of how the artifact addresses the standard(s), and a statement that supports the value of the artifact as evidence toward your mastery of the standard. The cover sheet should be headed by the title for the artifact (e.g. Final Exam, or research paper and title of the paper), the course in which it was completed, and the CEC standards and General Curriculum Knowledge and Skills indicators that it addresses. (Note: if the artifact you submit reflects “minimal” evidence of mastery – for example a “C” grade on a research paper – be honest about your weaknesses. At the completion of the program, your Advisor may suggest that you weed out your less impressive artifacts if you collect more convincing evidence of ability to meet standards.
- (3) Behind the cover sheet, insert the artifact which should consist of **the final product, including any feedback from instructor, and grade from the instructor of the course**. (If the document is not paper-based—e.g. a videotape or CD-ROM—include a one-page description of the artifact, a copy of any comments from the instructor and grade received, and keep the physical product as an attachment to your Portfolio binder.

NOTE: You will be provided with ongoing support and guidance during the development of the portfolio. The first important review of organization and initial assessment of the portfolio will be during the August Pre-Internship workshop session.

C. Final Review and Evaluation of the Special Educator Portfolio

The final review of the portfolio will encompass your ability to document competency in the 10 CEC Content Standard areas while participating in the KSC Post-Bac Special Education Program. Throughout the program you will meet regularly with your KSC Supervisor to prepare you for the final evaluation in the context of the *Special Educator Portfolio Rubric* (see attached rubric). The final review and evaluation will be conducted during Finals Week of Internship II where you will also be exhibiting your portfolio for all interns and mentors in the program. The *Special Educator Portfolio Rubric* will be used to rate your performance in each of the 10 CEC Content Standard areas.

SCORING CRITERIA

A minimum score of 20 is required to pass your portfolio requirement in the Post-Bac Program. Furthermore, a candidate must “meet expectations” on all ten standards for successful completion of the portfolio. This score in combination with your Internship Evaluation will be utilized to determine your successful completion of the Internship II and Post-Bac Program. Your scores will be listed in the table below.

KEENE STATE COLLEGE
 POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM
Individual Artifact Cover Sheet

Title of Artifact	Date Completed
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Grade (if applicable)	Origin of Artifact (e.g., course, internship, work experience)
CEC Content Standard(s) (Boldface standards addressed) 1 2 3 4 5 6 7 8 9 10	List CEC Knowledge and Skills Codes Addressed by Artifact

Description of Artifact

Reflect about how the artifact addresses the standard(s) including a statement that supports the value of the artifact as evidence toward your mastery of the standard (optional: bold-face language from the standards in your reflection)

5b. Scoring Guide for the Assessment

Content Based Special Educator Portfolio Review

KEENE STATE COLLEGE
 POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM
SPECIAL EDUCATOR PORTFOLIO EVALUATION

OVERVIEW

The final review of the portfolio encompasses your ability to document competency in the 10 CEC Content Standard areas while participating in the KSC Post-Bac Special Education Program. Throughout the program you will be meeting regularly with your KSC Supervisor to prepare you for the final evaluation in the context of the *Special Educator Portfolio Rubric*. This evaluation will be conducted during Finals Week of Internship II where you will also be exhibiting your portfolio for all interns and mentors in the program. The *Special Educator Portfolio Rubric* will be used to rate your performance in each of the 10 CEC Content Standard areas.

SCORING CRITERIA

A minimum score of 20 is required to pass your portfolio requirement in the Post-Bac Program. Scores will be determined based on the rubric below. **Furthermore, a candidate must “meet expectations” on all ten standards for successful completion of the portfolio.** This score in combination with your Internship Evaluation will be utilized to determine your successful completion of the Internship II and Post-Bac Program. Your scores will be listed in the table below.

CEC STANDARD	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

FINAL PORTFOLIO SCORE: _____

OVERALL COMMENTS AND SUGGESTIONS:

KEENE STATE COLLEGE
 POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM
SPECIAL EDUCATOR PORTFOLIO RUBRIC

CEC/NCATE CONTENT STANDARD	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> - show limited understanding of the principles and theories in special education -show limited understandings of special education law, process, and policy -show an inconsistent understanding of the historical and human issues that affect special education -show limited connections between theory, law, policy, and historical perspectives and special education practice -show limited understanding of the relationship between special education and other organizations and systems 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show understanding of the principles and theories in special education -show understanding of special education law, process, and policy - show the historical and human issues that affect special education -show the connections between theory, law, policy, and historical perspectives and special education practice -show understanding of the relationship between special education and other organizations and systems 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> - show understanding of the principles and theories in special education -show understanding of special education law, process, and policy - show the historical and human issues that affect special education -show the connections between theory, law, policy, and historical perspectives and special education practice -show understanding of the relationship between special education and other organizations and systems

<p>CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> - show limited understanding and respect for the uniqueness of individuals -do not reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities -show inconsistent understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> - show understanding and respect for the uniqueness of individuals - reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities -show an understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> - show understanding and respect for the uniqueness of individuals - reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities -show an understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities
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<p>CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited understanding and knowledge about the effects that a disability can have on and individual's learning -do not reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual's disability -show inconsistent grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show an understanding and knowledge about the effects that a disability can have on and individual's learning -reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual's disability -show a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show an understanding and knowledge about the effects that a disability can have on and individual's learning -reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual's disability -show a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction
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<p>CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -do not show a range or repertoire of evidence-based instructional strategies to individualize instruction -do not show that the instructional strategies promote positive learning results in general and special curricula -show limited understanding and ability to modify learning environments for individuals with disabilities -lack a emphasis on instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities -show limited development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show a range or repertoire of evidence-based instructional strategies to individualize instruction -show instructional strategies promote positive learning results in general and special curricula -show an understanding and ability to modify learning environments for individuals with disabilities -emphasize instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities -show development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show a range or repertoire of evidence-based instructional strategies to individualize instruction -show instructional strategies promote positive learning results in general and special curricula -show an understanding and ability to modify learning environments for individuals with disabilities -emphasize instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities -show development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities
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<p>CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -do not show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show limited understanding of ways to foster environments in which diversity is valued -show limited ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show limited knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -do not show how to safely intervene with individuals with disabilities in crisis -do not reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show an understanding of ways to foster environments in which diversity is valued -show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -show how to safely intervene with individuals with disabilities in crisis -reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show an understanding of ways to foster environments in which diversity is valued -show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -show how to safely intervene with individuals with disabilities in crisis -reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants
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<p>CEC STANDARD SIX: LANGUAGE</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited understanding about typical and atypical language development in the context of supporting individuals with disabilities -show limited knowledge and understanding about how individualized strategies enhance language development and teach communication skills -show little knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities -show limited ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is NOT English 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show an understanding about typical and atypical language development in the context of supporting individuals with disabilities -show a knowledge and understanding about how individualized strategies enhance language development and teach communication skills -show knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities -show ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is NOT English 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show an understanding about typical and atypical language development in the context of supporting individuals with disabilities -show a knowledge and understanding about how individualized strategies enhance language development and teach communication skills -show knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities -show ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is NOT English
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<p>CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited knowledge of long-range individualized instructional plans for individuals with disabilities -do not show evidence of the translation of long-range individualized plans into shorter-range goals and objectives -show limited knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization -show limited knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress -show limited knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans -show limited knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals -show limited integration of assistive technology into instructional plans 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show knowledge of long-range individualized instructional plans for individuals with disabilities -show evidence of the translation of long-range individualized plans into shorter-range goals and objectives -show knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization -show knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress -show knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans -show knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals -show integration of assistive technology into instructional plans 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show knowledge of long-range individualized instructional plans for individuals with disabilities -show evidence of the translation of long-range individualized plans into shorter-range goals and objectives -show knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization -show knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress -show knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans -show knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals -show integration of assistive technology into instructional plans
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<p>CEC STANDARD EIGHT: ASSESSMENT</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching -show limited knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities -show limited knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results -show incomplete knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools -do not show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making. -show inconsistent use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development -show limited knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs -do not show ways to effectively monitor student progress in general and special curricula -show limited knowledge about using assistive technology to support assessments 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching -show knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities -show knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results -show knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools -show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making. -show use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development -show knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs -show ways to effectively monitor student progress in general and special curricula -show knowledge about using assistive technology to support assessments 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching -show knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities -show knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results -show knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools -show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making. -show use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development -show knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs -show ways to effectively monitor student progress in general and special curricula -show knowledge about using assistive technology to support assessments
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<p>CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited evidence of knowledge of legal matters in special education including ethical considerations -show limited engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development -show limited information about being a lifelong learner involving reflection to improve professional practice and does not show ways to keep current with evidence-based practices -show little knowledge about how disability interacts with cultural and language differences 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show evidence of knowledge of legal matters in special education including ethical considerations -show active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development -show information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices -show knowledge about how disability interacts with cultural and language differences 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show evidence of knowledge of legal matters in special education including ethical considerations -show active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development -show information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices -show knowledge about how disability interacts with cultural and language differences
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<p>CEC STANDARD TEN: COLLABORATION</p>	<p>1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard:</p> <ul style="list-style-type: none"> -show limited collaboration with families, other educators, related service providers, and personnel from community agencies -do not show collaboration in culturally responsive ways -show limited awareness and knowledge about the role as advocate for individuals with disabilities -show limited collaboration with colleagues about special education ethics, laws, policy, and procedures -shows limited knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings 	<p>2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show collaboration with families, other educators, related service providers, and personnel from community agencies -show collaboration in culturally responsive ways -show awareness and knowledge about the role as advocate for individuals with disabilities -show collaboration with colleagues about special education ethics, laws, policy, and procedures -shows knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings 	<p>3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard:</p> <ul style="list-style-type: none"> -show collaboration with families, other educators, related service providers, and personnel from community agencies -show collaboration in culturally responsive ways -show awareness and knowledge about the role as advocate for individuals with disabilities -show collaboration with colleagues about special education ethics, laws, policy, and procedures -shows knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings
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5c. Data Derived from Assessment

Content Based Special Educator Portfolio Review

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

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each category which will allow the program to analyze each CEC content area.

CEC STANDARD N =	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS	(#) % of Total N	(#) % of Total N	(#) % of Total N
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

Candidates can range from 0-30 points on their overall score for the portfolio. A minimum score of “20” is a passing score for the portfolio. Overall scores will also be reported in the following ranges by percentage and number of candidates.

	Overall Portfolio Score		
Year	0-19	20-25	25-30
2006 -2007	(#) % 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