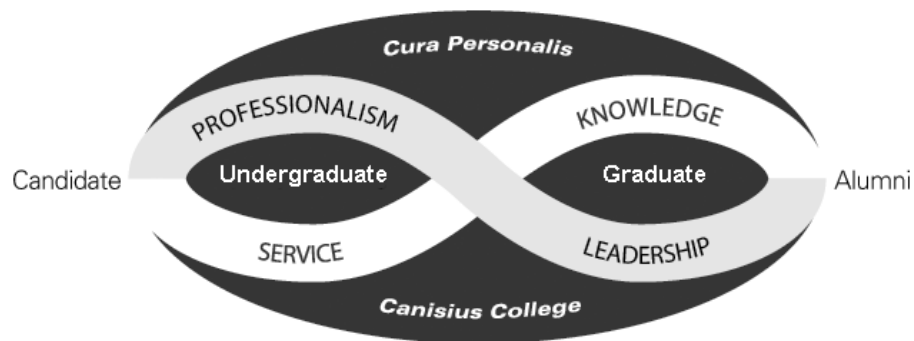


Graduate Special Education Program Portfolio Guidelines Canisius College



The School of Education and Human Services

Revised August 2009

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**Graduate Special Education
Program Portfolio Guidelines
Canisius College**

Introduction

During your graduate program, you will develop a program portfolio. This portfolio serves many purposes. It shows development as a future educator, displays your performance relative to INTASC principles and CEC standards, provides a mechanism for reflectivity, and is required for graduation. The Portfolio Matrix outlines the common assignments for each class that must be included in your portfolio. During the course, Seminar in Teaching and Assessment (SPE 698), you will complete an Integrated Portfolio Reflection. The reflection will relate your experiences in the program to the INTASC Standards, your field experiences, and future goals (see page 14 for Reflection Guidelines).

Portfolio Vocabulary

Artifact – a common assignment completed in a class that you save for your portfolio

INTASC Standards – Interstate New Teachers Assessment and Support Consortium standards for new teachers. These are included in Appendix B.

Program portfolio – set of common assignments you are required to keep for the college and reflect upon to demonstrate successful progress through the program

Showcase portfolio – personalized portfolio you may use for job interviews

Transition point – particular point in the program where your progress is checked. Certain requirements must be met in order for you to progress in the program.

Integrated Portfolio Reflection – a student-generated statement reflecting on your progress in the program, linking your learning to the INTASC standards, field experiences, and identifying your future goals in the program (See page 17 for Reflection Guidelines).

Portfolio Matrix – listing of the assignments that will go into your portfolio aligned with the INTASC Standards and is used to record artifact scores. These are included in Appendix C.

TaskStream

Students entering the Graduate Special Education Program starting in Fall 2008 or later will be required to maintain an electronic portfolio on Task Stream. Common assignments will now be submitted electronically. You are expected to maintain artifacts throughout your coursework at Canisius. In addition to TaskStream, it is advised that students also keep a hard copy of their portfolio artifacts. Please contact your advisor if your TaskStream artifacts have not been graded by your course instructor.



TaskStream



Information for Graduate Special Ed Students

The quick and easy way to sign up for an account...

- Go to www.taskstream.com
- On the left side of the web page you will see **Subscribe**
- Click on **Subscribe Today**
- You will need to enter a credit card number and then follow the prompts to create a user name and password
- Rates: 1 semester - \$25 1 year - \$39
 2 years - \$65 3 years - \$85
- If you plan to be at Canisius for more than 3 years, you can get a keycode for a special Canisius extended graduate account for 5 years at the \$85 rate. Email Julie Henry at henry1@canisius.edu to sign up for this keycode
- After your account has been created you can login to TaskStream using your user name and password

IMPORTANT!!! Self enroll in your program.
The code for Graduate Special Ed- Childhood is RDBGAA
The code for Graduate Special Ed- Adolescence is Z3MYSD

Submitting work for evaluation:

- Under Author options, click **Work on DRF** and your program's name
- On the left, you will see a list of common assignments for your program
- Click on the assignment you wish to submit work for
- Click on **Attachments**
- If you are submitting a lesson or rubric that you made on TaskStream, click on **An Artifact Created in TaskStream**. Select a category (Lessons, etc.)
- If you are submitting a document from your hard drive or disk, Browse to select file
- Click on **Add File**
 - Work is now attached but not submitted
 - Click **Save and Return**
- To submit, click on **Submit Requirement** (orange box)
- Choose the appropriate evaluator and click **submit** – Work will now be submitted to an evaluator.

If you run in to any problems, **TaskStream** is available to help:

Email: help@taskstream.com

Phone: 1-800-311-5656 Hours: M-F 8:00am - 7:00pm (EST)

Transition Checkpoints

Your portfolio will be checked several times over the course of your program. At these times, you will be required to demonstrate competency in order to progress to the next stage of your program. The following table summarizes the transition points and courses that require a portfolio review. In addition to the portfolio requirements, students will be required to maintain a minimum GPA and complete all field experiences in designated methods courses. You must pass the Portfolio Checks for graduation and certification. **If any criteria are unmet at a transition point, the faculty member conducting the portfolio check will complete a Candidate Concerns Report (Appendix C). The Candidate Concerns Committee will meet with you to generate a remediation plan.

Graduate Special Education Portfolio Review
Table 2

Transition Point	Assessment Methods
I. Program Entrance	<ul style="list-style-type: none"> • 2.7 GPA undergraduate GPA • Letters of reference • Essay
II. Prior to Student Teaching	<ul style="list-style-type: none"> ▪ Portfolio Review: A mean of 3.0 or higher is required for portfolio scores. ▪ Score of Pass on field experience evaluation ▪ Canisius graduate GPA is 3.0 ▪ SPE 698 faculty reviews the portfolio and portfolio reflection at the END of the semester.
III. Upon Completion of Student Teaching	<ul style="list-style-type: none"> ▪ Successful completion of student teaching placements: no score lower than 3.0/6.0 on student teaching evaluation.
IV. Before Graduation	Successful program completion

Below is a list of outcomes from the School of Education and Human Services aligned with our conceptual framework represented by the graphic above. The Portfolio Matrix shows how these outcomes are incorporated in the common assignments.

KNOWLEDGE:

Target Outcomes:

- The competent professional applies theory and research in practice (applies theory/research)
- The competent professional applies effective teacher/counselor/administrator principles (applies professional principles)

Disposition Outcomes/ Teachers:

- Emphasizes student responsibility for behavior and achievement.

SERVICE:

Target Outcomes:

- The competent professional is committed to diversity, equity, and social justice (diversity/ social justice).
- The competent professional has a sense of self-efficacy and strives to achieve for the benefit of all learners in his/her respective human service profession (achieves competence).

Disposition Outcomes/ Teachers:

- Demonstrates enthusiasm toward content/ subject area(s).
- Is committed to utilizing assessment information to inform decisions.
- Engages in comprehensive and collaborative planning that meets curricular goals.
- Demonstrates appreciation of social / cognitive/ emotional development of all learners
- Demonstrates appreciation and value for human diversity.
- Values development of students' critical thinking.

PROFESSIONALISM/LEADERSHIP:

Target Outcomes:

- The competent professional is an effective communicator (effective communicator).
- The competent professional is a reflective practitioner (reflective practitioner).
- The competent professional is a life-long learner (life- long learner).

Disposition Outcomes/ Teachers:

- Values and utilizes effective communication techniques in professional settings.
- Is committed to, and actively seeks out opportunities to grow professionally.
- Is committed to advocating for the well being of children and families.

Appendix A

Special Education Common Assignments

Canisius College Graduate Special Education Program Common Assignments	
INTASC Principle CEC Standard	Assignment Grad Rubric Grade
1. Content Pedagogy INTASC Principle #1 CEC Standard #1 <i>Philosophy of Education (SPE 585)</i>	
2. Development and Characteristics of Learners INTASC Principle #2 CEC Standard #2 <i>Literature review in area of concentration (e.g., SPE 610/620,630, 650)</i>	
3. Individual Learning Differences INTASC Principle #3 CEC Standard #3 <i>Annotated Unit plan (698)</i>	
4. Instructional Strategies INTASC Principle #4 CEC Standard #4 <i>Lesson Observation (652 or 631)</i>	
5. Learning Environments & Social Interactions INTASC Principle #5 CEC Standard #5 <i>a. Behavioral Intervention Plan (SPE 580) OR</i> <i>b. Social Survey (Family Interview (SPE 541 or 560)</i>	
6. Language and Communication INTASC Principle #6 CEC Standard #6 <i>Assistive Technology Assignment (SPE 652)</i>	
7. Instructional Planning INTASC Principle #7 CEC Standard #7 <i>Lesson Plan/Observation (SPE 698)</i>	
8. Assessment INTASC Principle #8 CEC Standard #8 <i>a. Functional Behavioral Assessment/ Behavioral Intervention Plan (SPE 580) AND</i> <i>b. Test Critique (SPE 570)</i>	
9. Professional and Ethical Practice INTASC Principle #9 CEC Standard #9 <i>a. Professional Growth Document (SPE 698)</i>	
10. Collaboration INTASC Principle #10 CEC Standard #10 <i>a. Co-taught Lesson Plan (SPE 644)</i>	

Appendix B

INTASC Standards

Integrated Reflection
Guidelines

Reflection Rubric

INTASC Beginning Teacher Standards

STANDARD 1: CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.

- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Special Education Program Integrated Portfolio Reflection Guidelines

At the end of the Seminar in Teaching and Assessment course (SPE 698), you will be required to complete a 3-5 page *Integrated Portfolio Reflection* that will be graded by your course instructor.

This reflection will provide an opportunity to reflect on the work included in the assessment portfolio. The reflection should thoughtfully examine the ways that the *common assignments* and *field experiences* demonstrate the candidate's progress in meeting INTASC Standards, and identify *goals*, linked to the standards, for future professional development.

Key Elements of the Candidate Transition Point Reflection

Use the following headings in your reflection to guide the reviewer through each required element. Be sure to address all aspects of the requirements and use the rubric to guide your writing to ensure that you have addressed all elements.

Common Assignments and Progress in Meeting INTASC Standards

- The candidate highlights his/her learning and development related to the common assignments completed thus far and their connection to the INTASC Standards.
 - The candidate includes a brief discussion of what was learned in completing the common assignments.
 - Direct reference and connection to the appropriate INTASC standards is made.

Field Experiences and Progress in Meeting INTASC Standards

- The candidate includes a brief discussion of what was learned in field experiences.
- Direct reference and connection to the appropriate INTASC standards is made.

Goals Related to INTASC Standards

- The candidate describes at least three goals to work on for the following semester (or as a new teacher).
 - The candidate describes his/her needs for continued development as well as a plan to realize this growth.

	Needs revision value: 0	Acceptable value: 4	Target value: 6	Score/ Level
Common assignments and progress towards meeting Standards	The candidate does not critically examine common assignments; and/or does not reflect on demonstrated progress towards meeting standards	The candidate critically examines the set of common assignments and identifies ways in which the common assignments demonstrate progress toward meeting standards.	The candidate critically examines the set of common assignments, synthesizing the learning across different assignments to identify ways in which the common assignments demonstrate progress toward meeting standards.	
Field experiences and progress towards meeting Standards	The candidate does not thoughtfully analyze field experiences and/or does not reflect on progress toward meeting the standards through field experiences.	The candidate thoughtfully analyzes each field experience and is able to identify ways in which the experiences demonstrate his/her progress toward meeting the standards.	The candidate synthesizes the learning from field experiences, including feedback from cooperating teacher(s) and supervisor(s) to identify ways in which the experiences demonstrate progress toward meeting the standards	
Goals related to standards	The reflection does not identify reasonable and appropriate goals for future learning related to the standards.	The reflection identifies at least two appropriate and reasonable goals for future learning related to the standards.	The reflection identifies at least two appropriate goals for future learning related to the standards and identifies avenues for future professional development which would assist in meeting each goal.	
Effective professional writing	The reflection does not demonstrate effective professional writing.	The reflection demonstrates effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.	The reflection demonstrates a high level of effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.	

Appendix C

Candidate Concerns Report

Contract for Candidate Remediation



**Graduate Special Education Program
Portfolio Review**

Candidate Concerns Report

Candidate Name: _____ **Date:** _____

Address: _____

ID: _____ **Phone:** _____ **Email:** _____

Portfolio Review Date: _____ **Course** _____

Transition Point (please circle one): **II** **III** **IV**

Nature of Concern: (Circle all that apply)

GPA **LAST** **Artifact** **Reflection** **Dispositions**

Comments _____

Candidate Signature: _____ **Date:** _____

Submitted by: _____ **Phone:** _____

Process:

1. Submit form to Department Chair.
2. Make two copies: 1. Candidate; 2. Your records.
3. Department Chair either resolves issue or refers to Candidate Concerns Committee.

Graduate Special Education Contract for Candidate Remediation

If, at a portfolio checkpoint, a teacher candidate has not met portfolio requirements, the following remediation contract will be completed by the portfolio reviewer and submitted to the Program Coordinator. The Program Coordinator will request a meeting with the candidate to review the program requirements which must be met within a specified timeline to ensure continuation in the program.

Candidate: _____

Major: _____

Coordinator: _____

Transition Point (please circle one): **II** **III** **IV**

Criteria Not Met:

GPA	Artifact	Reflection	Dispositions
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Remediation Plan (include timeline):

Candidate Comments:

I certify that I have been advised of program requirements and that I agree to meet the conditions within the timeline listed. Failure to meet these conditions will result in dismissal from the program of study. If conditions are met, I will continue progress toward the next transition point.

Candidate

Date

Program Coordinator

Date