

Special Education
Master's Portfolio and Program Completion
Guidebook



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Overview

Your completion of the Masters program in special education includes three parts. 1) Satisfactory completion of the all coursework required in your program of studies for the Masters degree. 2) Completion of an “exam” in the area of historical, legal, and ethical issues in the field of special education. 3) a successful review of your Masters portfolio by the faculty in the department. This guidebook is intended to explain this process, particularly the Exam and portfolio review that take place during a student’s final semester of coursework.

Understanding the Exam ~ Historical, legal and ethical issues in special education

Each student completing the program is required to complete an assessment that focuses on three areas of special education: History of special education, legal issues in special education, and ethical issues in special education. The exam consists of 10 multiple-choice items in each of the three areas for a total of 30 multiple-choice items on the exam. The exam will be taken in an on-line format using K-State On-line. Students will have two weeks to complete the exam beginning on the due date for the submission of portfolios assigned by the faculty. The scaled exam score will count toward the student’s overall portfolio review score. Scaled scores are listed below.

	Unsatisfactory	Basic		Proficient		Exemplary
Exam Score	20	22	24	26	28	30
Portfolio scaled score	<3	4	5	6	7	8

KSU Special Education Masters Portfolio Guide

What Is a Portfolio?

The portfolio requirement is both a "capstone" experience in which you demonstrate the skills and abilities you are taking with you into the classroom, and an on-going experience of reflection that begins when you enter the Special Education program. If you will be job-hunting, the portfolio process provides an opportunity for you to define your professional goals and demonstrate your professional skills as clearly as possible through assembling the evidence of your skills and abilities. The portfolio provides a picture of the skills and abilities you are taking with you from this program.

From your first day in the program you should begin collecting the tangible evidence of skills that you are developing; save your project work and your drafts. If you have brought professional or academic experience with you into the program, begin thinking about the evidence you might be able to show from that experience. Your portfolio will reflect your overall professional profile, including your work as a student.

In addition to saving and collecting your own work, you should be carrying out reflections for yourself, perhaps at the end of each semester or course. What have you learned? How has your perspective shifted, and what can you do now that you could not do before? What about your professional goals? Which kinds of activity are you going to want to do more often, and which less? What are the possibilities for your professional future that you see differently, see for the first time, or see again with increased clarity? Most importantly, what does the work you are saving this term for possible inclusion in your portfolio demonstrate about you? When you show that work to someone in the future, what do you want that person to know about you from reviewing the work?

What is the portfolio *not*?

The portfolio is **not** supposed to be simply a record of the work you did in the Special Education program. Do not assemble your portfolio as a plain chronology of your course work or project work in the Special Education program.

Artifacts

Artifacts are the authentic products of your activities. They serve as indicators of your skills and abilities, and should be presented in a manner that is both attractive and easy to understand. You may have conducted these activities with a team or alone, inside or outside of school. They do not necessarily have to be class projects, Special Education projects, or anything you have done connected to your degree program, although opportunities to meet many portfolio tasks requirements and demonstrate professional skills are provided throughout the coursework you will complete during your program of studies.

Each artifact should serve to fulfill several functions:

Provide objective evidence of your skills	Actual samples of your work are the best evidence you can provide of your skills. Concentrate on using samples of your work to convince a reviewer of your skills. The reviewers of your portfolio will assess the quality of what you can do.
Present your work efficiently and effectively	Highlight important excerpts of your work, do not simply compile a huge compendium of project reports, PowerPoint presentations, and full-length papers. You should carefully select artifacts so that they represent the most salient features of the work and skills you possess as a special educator.

Annotations

Annotation is concise, accurate prose that explains the significance of an artifact. When your annotation is well done, the viewer of your portfolio gets a complete picture of where this artifact came from, and what it signifies regarding your capabilities. Annotation for each artifact should cover the types of information listed in the table below, but **does not have to take the form shown here**. In fact, you may develop a much more successful portfolio if you do not use this format than you will if you do. Although you need to include the information below, you can probably do so more gracefully if you develop your own annotation format than if you try to squeeze your own personality into this table.

Context	<ul style="list-style-type: none"> • Where and when was the work done? • Was it a class project? A project completed during an internship or practicum?
Scope	<ul style="list-style-type: none"> • Was this a final product? Draft? Proposal? A revision of existing material? • Was it developed further after you worked on it? • Was the version you worked on the one that was finally delivered?
Role	<ul style="list-style-type: none"> • Did you have a designated role on the project? • Did you work collaboratively? On which parts? If so, what were your major contributions?
Reflection	<ul style="list-style-type: none"> • In what ways does the artifact represent your learning and growth as a special educator?

Present the annotation consistently throughout the portfolio so that it is easy to find and scan through. Placing the annotation on colored paper (light blue, beige, gray, or some other unobtrusive color) helps distinguish the annotation from the rest of the portfolio's contents, and establish a baseline "look" for the portfolio.

Choosing High Quality Work for the Portfolio

Of your relevant work, choose your best work. It is tempting to put artifacts in your portfolio to document a required task, even when that work is not good quality. You are better off leaving such work out of your portfolio and looking for opportunities to do better work as soon as possible. It is difficult to overcome a bad impression that may be left by a weak item in your portfolio.

Although you may have a long list of work assembled when you get to the point of assembling your portfolio (or a great big cardboard box full of project artifacts) you should choose only the highest quality artifacts. The artifacts should be representative of the quality of work you produce as a professional educator. Artifacts demonstrate not only your skills as a special educator, but also your ability to present them in a professional manner.

Organizing your Work

Whatever organization plan you use, pick one and stick to it. The most logical way to organize the portfolio is by the tasks listed in Table 1. The reviewers of your portfolio will be looking to see if it is organized consistently and clearly. Include a table of contents, and make sure the organization of the portfolio is reflected in it. The table of contents will serve as a guide and an overview of the portfolio's organization as well as a specific navigation aid.

Special Education Masters Portfolio

In lieu of a written Masters exam, each Masters student in special education will complete a portfolio consisting of 20 professional tasks. The portfolio is a substantive product, which also serves as a benchmark in the program. It contains products that a student has developed by fulfilling the requirements of the program. The products that make up the portfolio represent a sample of planning, classroom environment, instruction, and professional responsibilities that are required of personnel in special education. Portfolio tasks were developed as a means to integrate course and professional requirements into relevant and valid outcomes or products. The portfolio is both an index of program progress and an indicator of a student's readiness to work as a professional special educator. Table 1 presents an outline of the required portfolio tasks.

Biographical Information Sheet

Appendix A of this guide provides a biographical information sheet that should be completed and included with your portfolio submission. The form should be included immediately following the table of contents of your portfolio should be filled out as completely as possible. The form serves to provide a brief context for faculty and reviewers who are not familiar with your educational history and experiences in the program.

Table 1. Outline of the Portfolio Tasks

Area	Competency	Artifacts/Tasks Required	Opportunities to complete task
Biographical Information		Include the required Bio. Information sheet See Appendix A	
I. Historical, legal, philosophical, and ethical issues in special education	A. Teaching Philosophy	Task: Articulate a professional teaching philosophy that describes beliefs regarding important issues in special education	EDSP 710
	B. Objective Exam	Task: Complete the exam on historical, legal, and ethical issues in special education	During portfolio review
II. Planning	A. SIT Team Process	Task: Participate in Student Improvement Team (SIT) Meetings in a PK-12 setting.	EDSP 785
	B. Assessment	Task: Complete a comprehensive assessment for a student with a disability.	EDSP 830
	C. Assistive/Instructional Technology	Task: Evaluate and assess the individualized assistive technology needs of PK-12 students with disabilities. Utilize technology in the instruction of students with disabilities.	EDSP 778
III. Classroom Environment	A. Behavior observations	Task: Conduct behavioral observations	EDSP 742 EDSP 830
	B. Behavior Management/Intervention	Task: Design and Implement a behavior change intervention.	EDSP 777
	C. Behavior Instruction	Task: Design an instructional lesson targeting specific social/behavioral skills for an individual or small group of students with disabilities.	EDSP 777 EDSP 785
	D. Classroom Environment	Task: Design and modify the learning environment to prevent and manage behaviors.	EDSP 777 EDSP 785 EDSP 885
IV. Instruction	A. IEP	Task: Complete at least two IEPs in their entirety	EDSP 710 EDSP 785
	B. Placement	Task: Determine appropriate placement for student with disability.	EDSP 785 EDSP 885
	C. Planning and Delivery of Instruction	Task: plan and teach meaningful and effective lessons that meet the individualized needs of K-12 students with disabilities.	EDSP 743 EDSP 785
	D. Accommodations and Modifications	Task: Make reasonable and appropriate accommodations and modifications for	EDSP 710 EDSP 743

		students with disabilities.	EDSP 785
	E. Evaluation	Task: Develop and use both formative and summative assessments to guide and evaluate instruction for students with disabilities.	EDSP 743 EDSP 830 EDSP 785
	F. Self-Advocacy Instruction for students with disabilities	Task: Design and document instruction targeting specific self-advocacy skills for an individual or small group of students with disabilities.	EDSP ???

V. Professional Responsibilities	A. Collaboration	Task: Demonstrate effective collaboration by planning, teaching, and evaluating a lesson or unit with a student teacher or general education teacher.	EDSP 745 EDSP 784
	B. Communication	Task: Utilize effective communication skills including active listening, paraphrasing, etc.	EDSP 745
	C. Consultation	Task: Demonstrate ability to act as a consultant for general education teachers and administrators	EDSP 745 EDSP 785 EDSP 885
	D. Advocacy	Task: Demonstrate ability to advocate for students' with disabilities in the school/community context.	EDSP 710 EDSP 778 EDSP 745 EDSP 785 EDSP 885
	E. Supervise Paraeducators	Task: Work effectively with and supervise paraeducators	EDSP 785 EDSP 885
	E. School Improvement	Task: Demonstrate understanding of the school improvement process.	EDSP 785 EDSP 885

Portfolio Review Process

The portfolio review process serves two functions: 1) it provides an opportunity to you to demonstrate your skills, expertise, and growth as a special educator for the faculty; 2) it provides ample opportunities for you to reflect on your strengths and weaknesses as a special educator. The portfolio review process consists of several steps, most of which are informal (See Table 2 for a suggested review process timeline). The process begins with the selection of your program advisor and ends with the culminating portfolio examination during your final semester in the program.

Table 2. Example Portfolio Process with Suggested Timeline

Portfolio Process	Description	Suggested Timeline
Program Advisor Assigned - initial portfolio discussion	When you matched with your advisor and set up your program, you should at least briefly discuss the portfolio, its purpose, and contents	Accepted application into the Masters Program
Gathering of Artifacts	You should constantly be collecting artifacts that meet the portfolio requirements. Intentionally create products for course projects that will meet the portfolio requirements.	Ongoing during the entire program
Preliminary planning and layout of portfolio	Meet with your advisor no later than half way through the program to begin to formally set up and organize your portfolio. Have your advisor comment on the quality of the artifacts you are considering for inclusion. Get feedback on the quantity and quality of the artifacts you have created to this point in the program.	No later than 18 credit hours completed (1/2 way through the program)
Attend the Portfolio Exam Planning Meeting	At the beginning of each semester a meeting will be held for all students intending to complete the culminating portfolio exam during that semester. At this time additional information about the review date, times, and procedures will be given. This meeting is mandatory for everyone planning on taking the portfolio exam during a given semester.	At the beginning of your final semester in the program (semester in which you intend to complete the portfolio examination)
Preliminary Review	Schedule a meeting with your advisor at least 6 weeks prior to the scheduled portfolio exam date. During this meeting you should share your nearly completed "draft" of the portfolio with your advisor. Advisors should provide detailed feedback on any areas of weakness and make recommendations as needed for the submission of the portfolio.	During the final semester in the program (semester in which you intend to complete the portfolio examination)
Submit your Portfolio	Complete portfolios should be submitted to the designated location no later than 2 weeks prior to the scheduled exam date. Incomplete portfolios will not be accepted.	No later than 2 weeks prior to the scheduled date for the culminating portfolio exam.
Culminating Portfolio Examination	On the designated portfolio exam day, you will meet with the faculty to share your portfolio. You will be given an opportunity to describe key parts of your portfolio and highlight your skills and expertise. You will also be expected to answer questions from faculty about your portfolio and experiences in the program.	On the scheduled exam date.
Feedback and Score	Each advisor will provide feedback on the portfolio based on the faculty review.	No later than 1 week after the exam.

Culminating Portfolio Examination

In lieu of a traditional written examination, the portfolio is submitted to the special education faculty for comprehensive review during the final semester of the student's program. All tasks must be completed prior to review. Portfolios are submitted no later than two weeks prior to the portfolio review date. The faculty will determine and announce a portfolio review date each semester. For the 2013-2014 year the dates are:

Semester	Portfolio Submission Date	Portfolio Review Date
Fall 2013	Friday, October 24 th	Friday, November 7 th
Spring 2014	Monday, March 13 th	Friday, March 27 th
Summer 2014	Friday, June 12 th	Friday, June 26 th

Each student submitting a portfolio will schedule a time to meet with the faculty on the designated review date. The review meeting will last about 30 minutes. During the review, faculty (particularly the student's advisory committee) will ask questions regarding the portfolio tasks/products.

Having met with the student the program advisor and faculty will determine whether or not:

- the individual tasks/artifacts in the portfolio are of high quality;
- the student has demonstrated a high level of competence in each of the areas; and
- the overall set of tasks/products produced by the candidate merit program completion

This review is designed to ensure that the student has demonstrated the necessary knowledge, skills, dispositions, and overall competence to function effectively in a professional special education position. Students will be notified of the results of the review by their faculty advisor.

If a student is not successful in passing the portfolio examination, the student's committee will meet to discuss what remedial activities, if any, might be appropriate. The advisor will then meet with the student to convey the suggestions and decision of the committee.

KSU Special Education Masters Portfolio Review Form

I. Introduction

A. Teaching Philosophy

Candidate articulated a professional teaching philosophy that described beliefs regarding important issues in special education. The philosophy is organized and reflects personal beliefs in a professional manner.

Writing is of high quality, concise and free of grammatical and typographical errors.

1 2 3 4 5 6 7 8
 Unsatisfactory Basic Proficient Exemplary

B. Historical, legal, ethical issues Exam

Exam was completed with the following scaled score

1 2 3 4 5 6 7 8
 Unsatisfactory Basic Proficient Exemplary

II. Planning

A. SIT Team Process

Candidate demonstrates a clear understanding of the SIT Team Process and actively participated in Student Improvement Team (SIT) meetings in a PK-12 setting.

1 2 3 4 5 6 7 8
 Unsatisfactory Basic Proficient Exemplary

B. Assessment

Candidate completed a comprehensive assessment for a student with a disability. The report covered multiple areas such as intellectual, academic, and behavioral and presented a thorough and complete evaluation of the student. The recommendations were appropriate and presented in a professional manner.

1 2 3 4 5 6 7 8
 Unsatisfactory Basic Proficient Exemplary

C. Assistive/Instructional Technology

Candidate effectively evaluated/assessed the assistive technology needs of students with disabilities, and developed instruction that meaningfully utilized assistive/instructional technology to address the individualized needs of PK-12 student(s) with disabilities. Candidate utilizes technology to support students' cognitive, physical, communication, and social needs.

1 2 3 4 5 6 7 8
 Unsatisfactory Basic Proficient Exemplary

KSU Special Education Masters Portfolio Review Form

III. Classroom Environment

A. Behavior Observations

Candidate demonstrates an ability to conduct, record, and analyze a variety of appropriate behavioral observation techniques in a K-12 setting. Multiple observation techniques and strategies are represented and utilized appropriately.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

B. Behavior Management/Intervention

Candidate designs and implements a comprehensive behavior change intervention for students with disabilities based on the students' needs and data gathered from functional behavioral assessment processes.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

C. Behavior Instruction

Candidate designed an instructional lesson targeting specific social/behavioral skills for an individual or small group of students with disabilities. The lesson is well-designed meaningful lesson and documents specific instructional social skills targets in an age appropriate way.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

D. Classroom Environment

Candidate promotes learning by providing planned, orderly, and supportive environments that encourage participation of individuals with specific learning needs. Candidate designed and modified the learning environment to prevent and manage behaviors. The candidate articulated their management plan for establishing a classroom climate and expectations for student behavior. Candidate uses of a variety of classroom management strategies (i.e., proximity control, positive reinforcement, etc.) are evident.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

KSU Special Education Masters Portfolio Review Form

IV. Instruction

A. IEP

Candidate completed at least two IEPs in their entirety. IEPs represent unique comprehensive instructional plans for K-12 students with disabilities. IEPs include exceptional examples of critical IEP components including: PLAAF, Goals and Objectives/benchmarks, services, related services, AT consideration, adaptations and modifications, and transition.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

B. Placement

Candidate determined appropriate placement for student with disability. Candidate understands and can articulate a clear rationale for making an appropriate placement along a continuum of services for students with disabilities.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

C. Planning and Delivery of Instruction

Candidate planned and taught meaningful and effective lessons that met the individualized needs of K-12 students with disabilities. Lessons have clear goals and objectives, and reflect a clear outline of exceptional age/disability appropriate instructional strategies. Lessons are based upon knowledge of subject matter, students, community, and appropriate curricular goals. Lesson design indicates a clear understanding of individual learning differences and diverse learner needs. Lessons utilize principles of Universal Design for Learning to address the diverse learning needs of the students in the classroom.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

D. Accommodations and Modifications

Candidate made reasonable and appropriate accommodations and modifications for a variety of different students with disabilities. Candidate documents appropriate adaptations for the instructional needs of diverse learners in multiple areas including: physical, cognitive, social, and emotional.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

KSU Special Education Masters Portfolio Review Form

E. Evaluation

Candidate developed and used both formative and summative assessments to guide and evaluate instruction for students with disabilities. Evidence is provided to demonstrate assessment is systematic, ongoing and used document student progress.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

F. Self-Advocacy Instruction for students with disabilities

Candidate designed and documented instruction targeting specific self-advocacy skills for an individual or small group of students with disabilities. The instruction is well-designed, meaningful and documents specific self-advocacy target skills in a developmentally appropriate way.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

V. Professional Responsibilities/Dispositions

A. Collaboration

Candidate demonstrated effective collaboration by planning, teaching, and evaluating a lesson or unit with a student teacher or general education teacher.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

B. Communication

Candidate utilized effective communication techniques in communicating with parents and families regarding progress and performance of students with disabilities.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

C. Consultation

Candidate demonstrated the ability to act as a consultant for general education teachers and administrators.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

D. Advocacy

Candidate demonstrated the ability to advocate for students' with disabilities in the school/community context.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

KSU Special Education Masters Portfolio Review Form

E. Supervise Paraeducators

Candidate worked effectively with and supervised paraeducators.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

F. School Improvement

Candidate demonstrated understanding of and participation in the school improvement process.

<u>1</u>	<u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>6</u> <u>7</u>	<u>8</u>
Unsatisfactory	Basic	Proficient	Exemplary

Total Portfolio Score: _____

Overall Comments:

Note: In order to pass the portfolio examination the following minimum scoring requirements must be met.

- 1.) Each of the 21 individual tasks must receive a score of 4 or better.
- 2.) The total portfolio score must be 105 or better.

Appendix A - Biographical Information Sheet

Special Education Portfolio Biographical Information Sheet

Name _____

Seeking Licensure in

____ Adaptive ____ Functional

When did you begin your graduate program in special education at K-State? _____

Completed Undergraduate Education Degree:

Semester/Year _____

Institution _____

Major _____

If K-State were you part of the dual program in special education? __Yes __No

If yes:

____ QuickStart (Elementary)

____ StepAhead (Secondary)

If you were part of one of the K-State Dual Programs, provide the following information about your Student Teaching Placement

School _____

Gen. Ed. Cooperating Teacher _____

Grade Level or Content areas if Secondary _____

Spec. Ed. Cooperating Teacher _____

Type of Spec. Ed. Placement/Grade Levels _____

If you were not part of the Spec. Ed. Dual undergraduate program, where was your first practicum?

School _____ (school and community)

Type of Program _____

Was this in your own classroom? ____ Yes ____ No

Cooperating Teacher _____

Second practicum?

School _____ (school and community)

Type of Program _____

Was this in your own classroom? ____ Yes ____ No

Cooperating Teacher _____

Who was your University Supervisor?

Practicum #1 _____

Practicum #2 _____

Do you currently hold a teaching position? If yes, provide information below:

Where _____

Type of Position & Level _____

How long have you been in this position? _____

Appendix B – Tasks and Suggested Artifacts

Area	Task	Artifacts Suggested
I. Introduction	A. Teaching Philosophy	Task: Articulate a professional teaching philosophy that describes beliefs regarding important issues in special education including: <ul style="list-style-type: none"> • Defining disability • Goals of education for students with disabilities • Assessment and classification of students with disabilities • Educational placement of students with disabilities • Service provision, e.g., the role of special education, general education, community programs, working with families. • Attitudes toward intervention, remediation, and assessment (standardized and non-standardized) for students with disabilities
	B. Historical, legal, ethical issues exam	Task: Complete the exam during the 2-week time frame between submission and review of the portfolio.
II. Planning	A. SIT Team Process	Task: Participate in Student Improvement Team (SIT) Meetings in a PK-12 setting. Artifacts: <ol style="list-style-type: none"> 1. Documented attendance and participation in SIT team meetings 2. Summaries SIT team meetings including basic information about the persons, procedures, communication, and processes observed. 3. Detailed documentation of a student through the completion of the SIT team process.
	B. Assessment	Task: Complete a comprehensive assessment for a student with a disability. Artifacts: Assessment case study report focusing on an individual with special needs. The report will include the following elements: <ol style="list-style-type: none"> 1. An assessment question that will serve as the focus of the report. 2. Pertinent Background information 3. A global achievement measure 4. An individual achievement measure that looks at an academic area of interest to the assessor. 5. Observation information 6. Behavioral measures if appropriate 7. Informal assessment measures including teacher made assessments 8. Curriculum based measurement 9. Transition assessment data if appropriate 10. Student work samples 11. Summary of results with appropriate instructional recommendations The assessment results will be synthesized and integrated into a professional report.

	C. Assistive Technology	<p>Task: Evaluate and assess the individualized assistive technology needs of PK-12 students with disabilities. Utilize technology in the instruction of students with disabilities.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Evaluation of an assistive technology tool (e.g. software, hardware) for a specific student. Example of an AT recommendation for an IEP. 2. Description of school or district method of assessing student's need for assistive technology. 3. Documented participation in an AT assessment for a student with a disability. 4. IEP showing use of AT for a student with a disability 5. Documented use of instructional/assistive technology in teaching students with disabilities
III. Classroom Environment	A. Behavior observations	<p>Task: Conduct behavioral observations</p> <p>Artifacts (both required)</p> <ol style="list-style-type: none"> 1. Data collected over multiple days using ABC observation technique – including brief summary and analysis 2. Data collected over multiple days using systematic behavioral observation techniques – including brief summary and analysis
	B. Behavior Management/Intervention	<p>Task: Design and Implement a behavior change intervention.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Comprehensive written behavior plan for and individual student with a disability that includes at least: <ol style="list-style-type: none"> a. identification of the target behavior b. functional behavioral assessment c. rationale for intervention d. baseline data collection e. objectives f. intervention strategy g. monitoring and evaluation procedures h. plan for generalization and maintenance
	C. Behavior Instruction	<p>Task: Design a instructional lesson targeting specific social/behavioral skills for an individual or small group of students with disabilities.</p> <p>Artifact:</p> <ol style="list-style-type: none"> 1. Lesson plan for social skills instruction
	D. Classroom Environment	<p>Task: Design and modify the learning environment to prevent and manage behaviors.</p> <p>Artifact:</p> <ol style="list-style-type: none"> 1. Summary of organizational and management approaches used to prevent or minimize inappropriate behavior. 2. Document use of a variety of least intrusive and non-aversive behavioral techniques.
IV. Instruction	A. IEP	Task: Complete at least two IEPs in their entirety

		<p>Artifacts:</p> <ol style="list-style-type: none"> 1. Documented participation in one or more IEP meeting or mock IEP, including description of setting and level of participation. 2. Complete IEPs including at least: <ol style="list-style-type: none"> a. Preparation and planning of appropriate goals, objectives, and/or benchmarks based on assessment information. b. Present level of performance reflects standards and leads to IEP goals c. Assistive technology needs are included when applicable d. Transition plans for students age 16 and older with detailed narratives, protocols, and available community resources.
	B. Placement	<p>Task: Determine appropriate placement for student with disability.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Documented decision-making process by identifying factors that may affect the success of the placement. 2. Summary of decision making process 3. Copies of completed placement variable analysis forms. 4. Copies of completed relevant school forms
	C. Planning and Delivery of Instruction	<p>Task: plan and teach meaningful and effective lessons that meet the individualized needs of K-12 students with disabilities.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Written lesson plans evaluated by supervisor or peer teacher OR Video tape of example teaching evaluated by faculty that includes UDL principles 2. Self-evaluations from teaching experiences regarding lesson effectiveness
	D. Accommodations and Modifications	<p>Task: Make reasonable and appropriate accommodations and modifications for students with disabilities.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. At least 1 modified test. Include original and modified version as well as rationale for why the changes were made. 2. Written summary of interventions made on state assessment for specific student (can be hypothetical). Include rationale for why the changes were made.
	E. Evaluation	<p>Task: Develop and use both formative and summative assessments to guide and evaluate instruction for students with disabilities.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Pre - test for instructional unit 2. Formative assessments used during an instructional unit; reflection on instructional changes made based on formative assessment results

		3. Summative assessment for an instructional unit
	F. Self-Advocacy Instruction for students with disabilities	<ol style="list-style-type: none"> 1. Evidence of discussion with students about self-advocacy strategies 2. Instructional plans that include teaching self-advocacy strategies
V. Professional Responsibilities	A. Collaboration	<p>Task: Demonstrate effective collaboration by planning, teaching, and evaluating a lesson or unit with a student teacher or general education teacher.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Lesson plan the annotations about each teacher's role in preparation and implementation. 2. Reflection about the collaborative efforts 3. Documents showing ongoing collaborative efforts with general education teachers
	B. Communication	<p>Task: Utilize effective communication skills including active listening, paraphrasing, etc.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Self rating and reflection about communication skills 2. Supervisor/Faculty rating of communication skills
	C. Consultation	<p>Task: Demonstrate ability to act as a consultant for general education teachers and administrators</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Presentation given as in-service training on a special education topic of interest as a service to the school 2. Document efforts to provide consultation to general ed. Teachers on specific students with disabilities.
	D. Advocacy	<p>Task: Demonstrate ability to advocate for students' with disabilities in the school/community context.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Document participation in professional organizations that advocate for students' with special needs
	E. Supervise Paraeducators	<p>Task: Work effectively with and supervise paraeducators</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Supervisor/para ratings of cooperative work and supervision with paraeducators. 2. Documented plan that include appropriate paraeducator instructional responsibilities 3. Paraeducator communication, evaluation, and feedback tools
	E. School Improvement	<p>Task: Demonstrate understanding of the school improvement process.</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Document participation in school or building improvement teams.