Completing the Level II Professional Portfolio

The Professional Level II Education Specialist: Mild Moderate Disabilities portfolio enables the candidate to demonstrate how they meet or exceed the Professional Level II Education Specialist: Mild Moderate Disabilities Standards of Quality and Effectiveness. Through artifacts, including key assignments from courses and fieldwork, material from professional development activities, material developed for classroom use and student work samples, candidates demonstrate that they have met the competencies required of an Education Specialist.

<table>
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<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
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<td>- Strategies, products and processes to plan, implement, evaluate, and modify curricula and instruction including transition&lt;br&gt;- Programs, methods, materials and strategies to assess student learning, academic and social skills and behaviors&lt;br&gt;- Integration of academic instruction with affective development and behavior management techniques&lt;br&gt;- Current and emerging theories and research related to the education of students with and without disabilities.&lt;br&gt;- Advanced knowledge to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs</td>
<td>- Data, research and evidence-based practice for assessment and instruction&lt;br&gt;- Planning, implementing evaluating instructional sequences including transition&lt;br&gt;- Implementation of positive learning environments including those for students with complex behavioral and emotional needs&lt;br&gt;- Procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.&lt;br&gt;- Non-aversive procedures, for modifying behavior&lt;br&gt;- Providing corrective feedback to students.</td>
<td>- Demonstrates professional attitude and ethical behavior and attitudes&lt;br&gt;- Collaborative practices with colleagues and other professionals&lt;br&gt;- Reflection on practice, professional growth&lt;br&gt;- Equity and access to appropriate education for all children</td>
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The Portfolio is divided into four sections that reflect the range of knowledge, skills and dispositions of a Professional Level II Education Specialist: Assessing Learning and Performance, Using Research to Inform Practice, Environments to Support Learning, and Programs, Curriculum and Instruction. The sections and the specific standards in each section are described below:

Section 1 Assessing Learning and Performance

13 Data Based Decision Making
Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.
Skill: Data, research and evidence-based practice for assessment and instruction; Data, research and evidence-based practice for assessment and instruction.

18 Assessments of Students
The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.
Each candidate demonstrates proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized formal and informal assessment procedures, and in using and
interpreting how these in a manner that is responsive to the cultural, socioeconomic, and linguistic characteristics of individual students.

**Knowledge:** Programs, methods, materials and strategies to assess student learning, academic and social skills and behaviors.

**Skills:** Data, research and evidence-based practice for assessment and instruction.

**Dispositions:** Demonstrates professional attitude and ethical behavior and attitudes; Equity and access to appropriate education for all children

### Section 2 Using Research to Inform Practice

#### 15 Current and Emerging Research and Practices
Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

**Knowledge:** Current and emerging theories and research related to the education of students with and without disabilities.

**Skills:** Using data, research and evidence-based practice for assessment and instruction.

### 17 Development of Specific Emphasis
Each candidate builds upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

**Dispositions:** Reflection on practice, professional growth practice

### Section 3 Supporting Student Learning

#### 14 Advanced Behavioral, Emotional, and Environmental Supports
Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

**Knowledge:** Programs, methods, materials and strategies to assess student learning, academic and social skills and behaviors; knowledge to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs.

**Skills:** Implementation of positive learning environments including those for students with complex behavioral and emotional needs, Non-aversive procedures, for modifying behavior, providing corrective feedback to students

**Dispositions:** Collaborative practices with colleagues and other professionals)

#### 20 Collaboration and Consultation
Each candidate develops skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

**Dispositions:** Demonstrates professional attitude and ethical behavior and attitudes, Equity and access to appropriate education for all children

**Skills:** Collaborative practices with colleagues and other professionals, communication skills
Section 4 Program Planning, Curriculum, and Instruction

16 Transition and Transition Planning
Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Knowledge: Strategies, products and processes to plan, implement, evaluate, and modify curricula and instruction including transition.
Skills: Planning, implementing evaluating instructional sequences including transition.
Dispositions: Collaborative practices with colleagues and other professionals.

19 Curriculum and Instruction
Each candidate demonstrates the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

Knowledge: Strategies, products and processes to plan, implement, evaluate, and modify curricula and instruction including transition
Skills: Planning, implementing evaluating instructional sequences including transition, Procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.

Completing the Portfolio

This portfolio will be submitted to the course instructor through Taskstream. Your narrative sections may be typed into the template or may be prepared in Microsoft Word and then pasted into the template. Your artifacts/evidence may be inserted as text, or attachments. As you are completing each section, consider the artifacts/evidence that clearly demonstrates that you have met the components of the standard. You reflection should provide the reader with a ‘window into your thinking’ in relation to the evidence.

• Introduction to the Section
Write an introductory paragraph for each Section of the portfolio. Include your thoughts on the salient elements of the content of the section. Present a snapshot of the courses and professional experiences that have addressed the standards and the content of that section.

Submission

• Evidence
The evidence/artifact(s) you choose should explicitly demonstrate your knowledge, skills and dispositions in relation to the content of the standard. The evidence may include signature assignments, actual papers, and other materials completed during your Educational Specialist program. Additional evidence may include what other professionals, parents of students, students, and colleagues have said about your work.

Signature Assignments are materials that have been identified by the program as major indicators of your professional competence and development. Action research, needs assessments, collaborative teaching and program evaluation illustrate your attempts to investigate or develop what works in specific school contexts. Projects, action research, needs assessments, case studies of learners, curriculum lessons and units and other program projects, demonstrate what you have actually done as an Educational Specialist in a school or community program.

Artifacts are materials normally produced or developed in courses or in the field as part of course assignments, student work, and documentation of activities that you do as an Education Specialist. Case
studies that reveal your work with students, teachers, families and other service providers may also serve as artifacts. Lesson and unit plans, candidate created staff development materials, collaboration plans, and positive behavior support plans provide sources of evidence for the portfolio.

**Reflections**

The reflection includes a statement that shows how the artifact represents your accomplishment. The reflection is the graphic representation of you thinking, complex thinking process about the issues related to teaching or other aspects of the Education Specialist position. Additional content in the reflection demonstrates your evolving thoughts about your professional perspective, self-assessment, professional development. Your reflection might include responses that respond to the questions: What do you think? What works? What ideas or theories guide your practice? Another example for structuring your reflection is as follows: What? (the standard and the artifact), So What? (what you learned), Now what? (how you plan to use what you learned in the future). The following are examples of starters for reflections, but you may choose to complete your reflection in any manner you wish.

*When I think about …I realize…
*Some questions that remain for me are...
*The next time I ……..

The reflection should be at least 300 words.

Below appears an example of a reflection:

This is a set of anecdotal records of interactions I had taken in a non-severely handicapped classroom of five and six-year olds, along with my reflections on the outcomes of those interactions. My goal during this period was to increase my use of positive requests when working with children who are reluctant to get started on a task. Over the course of the data collection, my behavior changed. I went from constant reminders to ‘gentle nudges’ with feedback. I found may ways to send the same message or request to my students. The students seemed to each find a special phrase that prompted them to begin working. I did find the 'nudge' process time consuming and challenging. I just wanted to see the students begin working. I know that I am capable of restraining my enthusiasm for learning and completing projects. I will encourage my students, but will not take over and do the work for them.

I'm pleased that I was able to make a change in my behavior and student responses. However, I now need to address non-responders. Although most of the students responded to my prompts, three did not respond. The three students are reluctant to follow any individual's instructions. They try to move about the class on their own without regard to other individuals, teachers or students. Sometimes these students behavior becomes difficult to manage. As I analyzed my notes I found that if I address the three reluctant students first, and then address the other students, I will have greater success engaging the three. I also found that I had greater success when I presented tasks in small units with a time or repetition limit, perhaps because I was placing some parameters on the task.

I need to continue my data collection process and evaluation. I would like to send next year's teacher some helpful hints as to effective strategies for engaging these students in the learning process.

Professional practice has found that reflecting on your own teaching—disappointments, challenges and as well as successes—is a way to make sense of your own experiences and to gain perspective on the learning of your students, workings of your own classroom and your performance. Your submissions do not always need to indicate positive events or learning. Sometimes a frustrating experience leads to viewing the situation from another perspective. The reflection should link you thoughts and your evidence in a clear and comprehensive manner.
**Evaluation**
The course instructor will evaluate the portfolio using the rubric posted on Taskstream. A single score will be assigned to the response to the standard and the reflection. The rubric is posted on the Taskstream site for your review. You will need to score at least a 3 on each of the sections in order to pass the Professional portfolio assignment.

**Taskstream**
The portfolio will be posted on Taskstream. You will need an active account in order to complete the Professional Level II Portfolio.