**Special Education Portfolio Directives**

**When uploading this portfolio’s contents to *Task Stream*, the candidate will be directed to submit five individual files based upon the separate artifacts below.**

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| **Artifact** | **Key Point Checklist** |
| **A Teaching and Learning Context** | Complete the following:   * Select a group of students that will be seen daily and complete sections A-F on the chart n Appendix A. * During the first two weeks of the placement, observe the academic and behavioral characteristics of the students in the selected group and keep anecdotal notes. Suggested areas of observation are included in the chart. Note: this is not an exhaustive list nor do all items have to be addressed. * At the end of each week, discuss the notes with the cooperating teacher and get input from him/her regarding the observations. At each weekly meeting, the cooperating teacher will initial the notes. Notes are to be included in the portfolio.   Use the notes to complete sections G-I on the chart |
| **B Collaboration/ Behavior Intervention** | Working with the cooperating teacher, select an area in which there can be collaboration with another teacher, a paraprofessional, or a family to address an academic or behavioral issue. After determining the focus of the collaboration, write a narrative that addresses each area below.   * Describe the collaborative activity and provide a rationale for selection.   Since completing an actual functional behavioral assessment (FBA) or behavior intervention plan (BIP) would necessitate the district to conduct a re-evaluate of the IEP, candidates are to look at the processes and have discussions with the cooperating teacher about to what extent there can be participation in this process. At minimum, complete the following:   * Select a student for observation. *(Make sure this student has room for improvement. In the narrative, do not use the student’s actual name).* * State the target behavior in concrete terms. *(This should be measurable, observable, and specific. Example: Getting out of seat without permission during structured class time. Non-example: Off-task).* * Observe the student and keep a record for one week of when the behavior occurs *(does it typically happen at certain times of the day, is there a trigger?).* * Analyze the baseline data. * Discuss with the cooperating teacher the observations and what can be proposed as a behavior improvement plan. * Identify preliminary strategies. * State skills needed to demonstrate replacement behavior. * Identify how those skills will be taught. * Describe how student will be prompted to use new skills. * Identify potential reinforcers. * Establish specific behavioral criteria. * Explain how behavior will be monitored and how reinforcers will be delivered. * Select what will be done to decrease occurrence of problem behavior. * Identify how to track delivery of reinforcers or correction procedures. * Describe how to develop a reliable record of progress. * If allowed to implement the behavior improvement plan be sure to include in the portfolio: * Provide a chart of behavior during intervention. * Indicate in what ways the problem and replacement   behaviors changed and describe the impact of the  collaboration on the child’s outcomes.   * Indicate if intervention will continue, be changed, or shifted to generalization. |
| **C. Monitoring of Services & Conference Procedures** | Describe the system the cooperating teacher is using to monitor the implementation of the IEP. Provide completed forms with the names blocked out. Answer the following questions and precede each answer with questions verbatim:   * How are general education teachers made aware of IEP goals and accommodations? * How are students’ goals and accommodations tracked in general education? * How are progress reports (e.g., daily, weekly, end of grading period) used for data collection and implementation? * Describe how progress monitoring is communicated to parents. * What role does the paraprofessional play in monitoring the IEP goals? * What types of records are kept to aid in documentation (behavior and academic checklists), progress reports, etc.)? * Finally, indicate how this process can be improved or changed, and why. |
| **D. Language Instruction** | Develop and teach two lessons that give specific attention to writing and/or vocabulary development. Lessons can be a combination of the two areas, one of the areas, or be combined with science, math, social studies, etc. Copies of original student work must accompany this artifact.   * Outline each lesson that will be taught using the chart in Appendix B. * Lessons will contain a variety of evidence-based * research strategies that are developmentally appropriate. * For each lesson: * Identify the learning outcome(s) addressed. * Describe the specific learner activity or strategy to be used. * Describe the accommodations or modifications that will be used. * Describe the assessment of student progress on the outcomes. * Following each lesson: * Reflect on the lesson. * Determine student progress. * Identify necessary changes that will increase student progress toward the outcomes. |
| **E. Communication Home** | Create a one-page newsletter. Include at least the following:   * Content Heads-Up * Identify at least 2 of the content topics or skills the students will be learning. * Mention a specific activity or outcome from one of those. * Suggest an activity to do at home to reinforce ideas presented in class. * Offer suggestions at different reading levels of children’s literature related to an upcoming or current topic.   Other ideas include asking for resources such as paper towel cardboard tubes or other supplies for an activity or for the classroom. |
| **F. Paraprofessional Instruction** | Create a brief instructional activity for the classroom paraprofessionals. This activity may be academic (how to think aloud, questioning strategies for comprehension, etc.) or behavioral (how to give positive reinforcement). The activity must include:   * Rationale * Clear explanation or description of skill, strategy, or concept * Why the paraprofessional needs to know this * Demonstration * How the skill, strategy, or concept is used in realistic situations * A description of to teach the skill, strategy, or concept that should be used * Practice * Time for the paraprofessional to practice the skill and receive feedback |
| **G. Transition Reflection** | At-risk students face many different issues than you may have experienced in school. Think about your own school experience, and compare and contrast your expectations for success and concerns with your current student’s expectations for success and concerns.   * Compare and contrast these experiences by addressing the following points: * Expectations for success * Personal concerns as a student * What implications for assisting students transitioning to the next level may be drawn from these comparisons and contrast? |
| **H. Conventions** | Polish your work using the following conventions:   * Complete sentences with variety in length & type to ensure good flow of ideas * Appropriate word choice * Correct grammar (including agreement between subjects & verbs, number; tense) * Accurate spelling and punctuation * Type documents in double-spaced format with 12 point font |

Adapted from Indiana University Southwest’s portfolio for special education