

## **SD Professional Portfolio Description**

Each candidate completes two portfolio reviews. The first review occurs during Internship 3 and is used to inform the decision to progress the candidate to level 3 of the program. The second review occurs during the Capstone Internship/Student Teaching experience and informs the decision to recommend the candidate for certification (program exit). The first review is scored by the faculty member; the second review is scored by the faculty member and a second person in the area of significant disabilities (cohort leader for interns; cooperating teacher for student teachers).

### **Directions**

- \* Spelling and grammar mistakes are unacceptable.
- \* APA format should be followed.
- \* All sources must be cited.

The Portfolio consists of five sections. Please follow the directions for each section closely.

### I. Tools

- Use one form for each tool.
- Complete the necessary information and attach a clean copy of the tool. You may do this electronically or in hard copy.
- Be sure to document the source for the tool.
- List the author and source where the tool was found.
- For developed or adapted tools list the authors and their contact information.

### II. Artifacts

- Select a reasonable number of artifacts which clearly demonstrate impact on a level appropriate to your point in the program (student, classroom, system/school),
- Align artifacts with your impact statements; they should be evidence of how impact was demonstrated,
- Include artifacts that demonstrate the various CEC/state special education standards, the Louisiana Components of Effective Teaching, and the various roles (conceptual framework) in which you have engaged,
- Include artifacts that show growth for the student, team, yourself and the family
- Artifacts should be gathered from a variety of sources including:
  - Formal measures such as tools, tests, and interview protocols found in the literature,
  - Informal measures such as teacher/team developed tools, family/team/peer testimonials, video tapes, audio recordings, and photographs,
  - Student/peer nominated products
  - Family nominated products
  - Team nominated products

### III. Impact Statements

- Complete a form for each impact statement.
- Identify the level of impact.
- Describe the impact resulting from your professional work.
- ***Be sure to describe the impact, its importance and the artifacts you will include as evidence.***

#### IV. Professional Development Plan

Identify a maximum of five action steps to guide your professional development. You should:

- Clearly state what you will do;
- Identify the purpose or rationale for the action step;
- Think about the role that will be emphasized;
- Form a timeline to complete the step(s);
- Identify the impact and/or artifacts that will result from your efforts.

*\* In general, you should think about what you learned this semester and where you are trying to “take” your classroom and students. What new knowledge and skills are needed to move forward? What types of tools might you need to improve instruction? Try to base your action steps on real data or needs.*

#### V. Discussion of Literature

- Describe the professional literature that has influenced your practice
- Discuss how it influenced your practice
- Identify areas in which you would like to enhance your knowledge of the professional literature

#### VI. Required Portfolio Artifacts

- Evidence of team communication system
- Improvement of student’s communication skills
- Documentation of student learning
- Classroom safety plan
- Evidence of family partnership
- Behavior support plan
- Other artifacts dominated by candidate

#### VII. Evaluation

Refer to the attached rubric to see the criteria for evaluating the evidence aligned with each professional standard.