

## Portfolio Guide

**Program: Deaf of Hearing Impaired (undergraduate)**

## Portfolio Guide

Program: Deaf or Hearing Impaired (Undergraduate)

### MoStep / Conceptual Framework

| Quality Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                          | Performance Indicators                                                                                                                                                               | Artifact and Course |
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| <p><b>MoStep 1.2.1</b> The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society, and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p><b>Conceptual Framework</b><br/>                     1. Foundations<br/>                     2. Subject Matter<br/>                     6. Professional Skills</p> | 1.2.1.1 The preservice teacher knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies) - rule number to be determined; |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.1.2 The preservice teacher presents the subject matter in multiple ways;                                                                                                         |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.1.3 The preservice teacher uses students' prior knowledge;                                                                                                                       |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s)                                                                                     |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.1.5 The preservice teacher creates interdisciplinary learning.                                                                                                                   |                     |
| <p><b>MoStep 1.2.2</b> The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p> <p><b>Conceptual Framework</b><br/>                     3. Learning and Development<br/>                     6. Professional Skills</p>                                                                                                  | 1.2.2.1 The preservice teacher knows and identifies child/adolescent development;                                                                                                    |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas;                                                                                                           |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.2.3 The preservice teacher encourages student responsibility;                                                                                                                    |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.2.4 The preservice teacher knows theories of learning.                                                                                                                           |                     |
| <p><b>MoStep 1.2.3</b> The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><b>Conceptual Framework</b><br/>                     3. Learning and Development<br/>                     6. Professional Skills<br/>                     9. Diversity</p>                                                                               | 1.2.3.1 The preservice teacher identifies prior experience, learning styles, strengths, and needs;                                                                                   |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;                                   |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students' needs;                                                                            |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.2.3.4 The preservice teacher connects instruction to students' prior experiences and family, culture, and community.                                                               |                     |

\* This is a guide. Check with program faculty for required artifacts and changes.

\* Updated on 9/26/01

| Quality Indicators                                                                                                                                                                                                                                                                                                                                                                                               | Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Artifact and Course |
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| <p><b>MoStep 1.2.4</b> The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p> <p><b>Conceptual Framework</b></p> <p>2. Subject Matter<br/>3. Learning and Development<br/>4. Reflective Skills<br/>6. Professional Skills<br/>9. Diversity</p> | <p>1.2.4.1 The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired);</p> <p>1.2.4.2 The preservice teacher creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;</p> <p>1.2.4.3 The preservice teacher evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.</p> |                     |
| <p><b>MoStep 1.2.5</b> The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.</p> <p><b>Conceptual Framework</b></p> <p>2. Subject Matter<br/>3. Learning and Development<br/>4. Reflective Skills<br/>5. Technology<br/>6. Professional Skills<br/>9. Diversity</p>                                | <p>1.2.5.1 The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</p> <p>1.2.5.2 The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities.</p>                                                                                                                                                                                                                                                                                         |                     |
| <p><b>MoStep 1.2.6</b> The preservice 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.</p> <p><b>Conceptual Framework</b></p> <p>3. Learning and Development<br/>4. Reflective Skills<br/>6. Professional Skills</p>                              | <p>1.2.6.1 The preservice teacher knows motivation theories and behavior management strategies and techniques;</p> <p>1.2.6.2 The preservice teacher manages time, space, transitions, and activities effectively;</p> <p>1.2.6.3 The preservice teacher engages students in decision making.</p>                                                                                                                                                                                                                                                                                                                                                   |                     |

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| Quality Indicators                                                                                                                                                                                                                                                                                                                               | Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                          | Artifact and Course |
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| <p><b>MoStep 1.2.7</b> The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><b>Conceptual Framework</b><br/>           5. Technology<br/>           6. Professional Skills<br/>           9. Diversity</p> | 1.2.7.1 The preservice teacher models effective verbal/non-verbal communication skills;                                                                                                                                                                                                                                                                                                                                                         |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.7.2 The preservice teacher demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;                                                                                                                                                                                                                                            |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.7.3 The preservice teacher supports and expands learner expression in speaking, writing, listening, and other media;                                                                                                                                                                                                                                                                                                                        |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.7.4 The preservice teacher uses a variety of media communication tools.                                                                                                                                                                                                                                                                                                                                                                     |                     |
| <p><b>MoStep 1.2.8</b> The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p><b>Conceptual Framework</b><br/>           4. Reflective Skills<br/>           6. Professional Skills</p>               | 1.2.8.1 The preservice teacher employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies; |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.8.2 The preservice teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;                                                                                                                                                                                     |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.8.3 The preservice teacher evaluates the effect of class activities on both the individual student and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;                                                                                                                                                                                               |                     |
|                                                                                                                                                                                                                                                                                                                                                  | 1.2.8.4 The preservice teacher maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.                                                                                                                                                                                                       |                     |

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| Quality Indicators                                                                                                                                                                                                                                                                                                                                                                                                     | Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Artifact and Course |
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| <p><b>MoStep 1.2.9</b> The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilizes assessment and professional growth to generate more learning for more students.</p> <p><b>Conceptual Framework</b><br/>1. Foundation<br/>4. Reflective Skills</p> | <p>1.2.9.1 The preservice teacher applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;</p> <p>1.2.9.2 The preservice teacher uses resources available for professional development.</p> <p>1.2.9.3 The preservice teacher practices professional ethical standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <p><b>MoStep 1.2.10</b> The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</p> <p><b>Conceptual Framework</b><br/>6. Professional Skills<br/>10. Collaboration and Leadership</p>                                                                                                              | <p>1.2.10.1 The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;</p> <p>1.2.10.2 The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;</p> <p>1.2.10.3 The preservice teacher seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student <u>learning and well-being</u>;</p> <p>1.2.10.4 The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential.</p>                                                                                                                                                                                                                                     |                     |
| <p><b>MoStep 1.2.11</b> The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.</p> <p><b>Conceptual Framework</b><br/>2. Subject Matter<br/>3. Learning &amp; Development<br/>5. Technology<br/>7. Assessment Skills</p>                                              | <p>1.2.11.1 The preservice teacher demonstrates an understanding of technology operations and concepts.</p> <p>1.2.11.2 The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional <u>technology</u>.</p> <p>1.2.11.3 The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student <u>learning</u>.</p> <p>1.2.11.4 The preservice teacher applies technology to facilitate a variety of effective assessment and <u>evaluation strategies</u>.</p> <p>1.2.11.5 The preservice teacher uses technology to enhance personal productivity and professional <u>practice</u>.</p> <p>1.2.11.6 The preservice teacher demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in <u>practice</u>.</p> |                     |

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\* Updated on 9/26/01

**Specialty Area: Special Education**

**Category: Deaf or Hearing-Impaired**

*The beginning (preservice) Special Education Teacher of students who are deaf or hearing-impaired will demonstrate a*

| Quality Indicators                                                                         | Performance Indicators                                                                                                                                              | Artifact and Course |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>1. Philosophical, Historical, and Legal Foundations of Special Education (CR III A)</b> | 1.1 Historical, social, and political issues which impact the field of Special Education and their relationship to developments in the field (CC1-K2; DH1-K1, K4-5) |                     |
|                                                                                            | 1.2 The roles of community and advocacy groups and their influence on developments in special education (CC1-K2, K5; DH1-K3)                                        |                     |
|                                                                                            | 1.3 Models, theories, and philosophies that provide the basis for special education practice (CC1-K1; DH1-K2-3)                                                     |                     |
|                                                                                            | 1.4 The existence of a disability does not preclude normal academic development, cognitive development, or communication ability (DH2-K8)                           |                     |
|                                                                                            | 1.5 Issues in definition, identification and placement procedures for individuals with disabilities (CC1-K3-4; DH1-K4)                                              |                     |
|                                                                                            | 1.6 The legal basis and procedures including statutes, regulations, and case law which impact individuals with disabilities (CC1-S2; DH1-K1, K5)                    |                     |

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| Quality Indicators                                  | Performance Indicators                                                                                                                                                                                         | Artifact and Course |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>2. Characteristics of Learners (CR III A, B)</b> | 2.1 Similarities and differences in the development of individuals with one or more disabilities (CC2-K1, K7)                                                                                                  |                     |
|                                                     | 2.2 Characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities (CC2-K3)                                                                             |                     |
|                                                     | 2.3. Various cultural dimensions that impact an individual with a disability including racial/ethnic and/or disability cultures (CC2-K5; DH2-K3)                                                               |                     |
|                                                     | 2.4. The effect of hearing loss on cognitive processes (DH2-K2)                                                                                                                                                |                     |
|                                                     | 2.5 Receptive abilities (visual, spatial, tactile, and/or auditory) that can be promoted to enhance cognitive, emotional, social, and language development (DH2-K1)                                            |                     |
|                                                     | 2.6 Components of expressive nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing                                                                                    |                     |
|                                                     | 2.7 Impact of early comprehensible communication on the development of the individual who is deaf or hard of hearing (DH2-K7)                                                                                  |                     |
|                                                     | 2.8 Existing communication modes used by individuals who are deaf or hard-of-hearing, including American Sign Language, manually coded English, and speech (DH2-K4)                                            |                     |
|                                                     | 2.9 Structure, function, diseases, and disorders of the human auditory system                                                                                                                                  |                     |
|                                                     | 2.10 Various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in individuals who are deaf or hard of hearing (DH2-K4)                                      |                     |
|                                                     | 2.11 Effects that age of onset, degree of loss, age of identification, and timing of intervention have on the development of the individual who is deaf or hard of hearing (DH2-K6)                            |                     |
|                                                     | 2.12 The effect of one or more disabilities on an individual's learning (CC2-K2)                                                                                                                               |                     |
|                                                     | 2.13 The effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities (CC2-K6) |                     |

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| Quality Indicators                                                                                      | Performance Indicators                                                                                                                                                                                                                        | Artifact and Course |
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| <b>3. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process*) (CR III A, C)</b> | 3.1 Legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process (CC3-K3; DH3-K3)                                                                                                          |                     |
|                                                                                                         | 3.2 The impact of cultural versus medical views of hearing loss on the Special Education Process (DH1-K4)                                                                                                                                     |                     |
|                                                                                                         | 3.3. Appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments (CC3-K5; DH3-K1)                                                                                    |                     |
|                                                                                                         | 3.4. Components of an appropriate evaluation for eligibility, program planning decisions, and placement (DH3-K2)                                                                                                                              |                     |
|                                                                                                         | 3.5 Commonly used principles and terminology of psychometrics (CC3-K1; DH3-K1)                                                                                                                                                                |                     |
|                                                                                                         | 3.6 Strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities (CC3-K7; DH3-K4)                                                                                 |                     |
|                                                                                                         | 3.7 Special policies and guidelines regarding referral and placement procedures for individuals who are deaf or hard of hearing (DH3-K2)                                                                                                      |                     |
|                                                                                                         | 3.8 Continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs (CC3-K8; DH3-K3, S3)                                                               |                     |
|                                                                                                         | 3.9 Methods of monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning) (CC3-K4, K9, S7, S11) |                     |
|                                                                                                         | 3.10 Understanding of the sequence and interrelationship of each step of the Special Education Processes (CC3-K3-4)                                                                                                                           |                     |
|                                                                                                         | 3.11 The terminology and impact of medical, therapeutic, and educational information on assessment and programming (CC3-K1; S3)                                                                                                               |                     |

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|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>4. Instructional Content</b><br><b>(CR III B, C)</b> | 4.1 Research-supported instructional practices, strategies, and materials used across the continuum of service delivery models (CC4-K1, S2, S4; DH4-K1)                                                                                                                               |                     |
|                                                         | 4.2 Curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities (CC4-K3)                                                                                                          |                     |
|                                                         | 4.3 Effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities (CC4-K1-2; DH4-S5)                                                                                           |                     |
|                                                         | 4.4. Instructional practices used in teaching organizational and study skills                                                                                                                                                                                                         |                     |
|                                                         | 4.5 Awareness of the models, theories, and perspectives (e.g., American Sign Language, bilingual-bicultural, total communication, manually coded English, oral/aural) that provide the basis for educational practice(s) for individuals who are deaf or hard of hearing (DH4-K4, S3) |                     |
|                                                         | 4.6 Current theories of first language development (e.g., ASL and English) and second language acquisition in individuals who are hearing and those who are deaf or hard of hearing (DH4-K5; S7)                                                                                      |                     |
|                                                         | 4.7 Strategies to facilitate cognitive and communication development in individuals who are deaf or hard-of-hearing (e.g., visual saliency and environmental modification for incidental language learning) (DH4-K7)                                                                  |                     |
|                                                         | 4.8 Performance-based signing proficiency for teaching individuals who use sign language (consistent with the program philosophy) (DH4-K4, S1-2)                                                                                                                                      |                     |
|                                                         | 4.9 Assessing and acquiring curricular content knowledge as needed (CC4-K4; DH4-K6)                                                                                                                                                                                                   |                     |
|                                                         | 4.10 Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments (CC4-K4; DH4-K6)                                                                                                                          |                     |
|                                                         | 4.11 Techniques for stimulation and utilization of residual hearing in individuals for whom it is appropriate (DH4-K8)                                                                                                                                                                |                     |
|                                                         | 4.12 Appropriate activities for individuals who are deaf or hard of hearing to promote literacy (DH4-S9)                                                                                                                                                                              |                     |
|                                                         | 4.13 The differences in quality and quantity of incidental language/learning experiences for individuals who are deaf or hard of hearing may experience (DH2-K9)                                                                                                                      |                     |
|                                                         | 4.14 Providing supports to students making age and grade level transitions, including the transition to adult life (CC4-K6; DHS-K2)                                                                                                                                                   |                     |

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| <b>5. Planning and Managing the Teaching and Learning Environment (CR III A-C)</b> | 5.1 Effective classroom management theories, methods, and techniques for individuals with disabilities, incorporating research-supported practices (CC5-K1-2; DH5-K1)                                                                                                                                             |                     |
|                                                                                    | 5.2 Strategies for modifying the classroom environment to meet the physical, cognitive, cultural, and communication needs of the individual who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, availability of support services, and availability of appropriate technologies) (DH4-S5) |                     |
|                                                                                    | 5.3. Universal precautions to maintain healthy and safe environments (CC5-S1)                                                                                                                                                                                                                                     |                     |
|                                                                                    | 5.4. Understanding when and how to access specialized resources, including funding sources (DH5-S1)                                                                                                                                                                                                               |                     |
|                                                                                    | 5.5 Resources/information/advocates to help families of students who are deaf or hard of hearing consider and make choices regarding educational options and communication modes/philosophies for their children (DH5-K2)                                                                                         |                     |
|                                                                                    | 5.6 Strategies for using technology to enhance the teaching and learning environment (CC5-K3)                                                                                                                                                                                                                     |                     |
|                                                                                    | 5.7 Strategies for managing time, schedules, and other associated variables for providing instruction) (CC5-S6)                                                                                                                                                                                                   |                     |
|                                                                                    | 5.8 Strategies for utilizing mentors and role models in programming for individuals with disabilities (CC5-S7; DH6-K1)                                                                                                                                                                                            |                     |
|                                                                                    | 5.9 Strategies for directing the activities of a classroom paraprofessional and others in an assisting role (CC5-S7)                                                                                                                                                                                              |                     |
|                                                                                    | 5.10 Appropriate use of interpreters (DH6-S1)                                                                                                                                                                                                                                                                     |                     |

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| <b>6. Student Behavior and Social Interaction Skills (CR III A, B)</b> | 6.1 Legal and ethical standards regarding behavioral support systems for individuals with disabilities (CC6-K1-2)                                                                                                          |                     |
|                                                                        | 6.2 Pragmatic language skills needed for social, educational, and functional-living environments (CC6-K3)                                                                                                                  |                     |
|                                                                        | 6.3 Community affiliation and advocacy issues and their influence on self-advocacy (CC6-K6, S6; DH6-K2)                                                                                                                    |                     |
|                                                                        | 6.4 Strategies for crisis prevention/intervention (C6-K5)                                                                                                                                                                  |                     |
|                                                                        | 6.5 Analyzes communicative intent of behavior (i.e., behaviors are messages) (CC6-K3)                                                                                                                                      |                     |
|                                                                        | 6.6 Cultural differences of social behavior in a variety of settings (CC6-S4)                                                                                                                                              |                     |
| <b>7. Communication and Collaborative Partnerships (CR III A, B)</b>   | 7.1 Strategies to promote access to information and facilities for individuals, families, school, and community (CC7-K1; DH7-K1)                                                                                           |                     |
|                                                                        | 7.2 Strategies to provide the appropriate communication access for individuals, families, school and community (CC7-K1)                                                                                                    |                     |
|                                                                        | 7.3 Strategies to address concerns of families, teachers, students, and the community related to individuals with disabilities (CC7-K2; DH7-K1)                                                                            |                     |
|                                                                        | 7.4 Collaboration skills necessary to participate as an active and knowledgeable member of an educational team (CC7-K3; DH7-K2)                                                                                            |                     |
|                                                                        | 7.5 Skills required to participate as an active and knowledgeable member of a multi-disciplinary team (CC7-K3; DH7-K2, S3)                                                                                                 |                     |
|                                                                        | 7.6 Roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel in planning and delivering an individualized program (CC7-K4; DH7-K2) |                     |
|                                                                        | 7.7 Effects of families and/or primary caregivers on the overall development of the individual who is deaf or hard of hearing (DH7-K3)                                                                                     |                     |
|                                                                        | 7.8 Strategies to address social and emotional issues that impact individuals with disabilities and their families (CC7-K5, S5; DH7-K4)                                                                                    |                     |
|                                                                        | 7.9 General classroom settings, curricula, and instructional strategies (CC7-S6-7; DH7-K2)                                                                                                                                 |                     |
|                                                                        | 7.10 Techniques that can be used to provide and support services in general education settings (CC7-K4; DH7-K2)                                                                                                            |                     |
|                                                                        | 7.11 Strategies for developing effective behavioral support systems within and across school and community settings                                                                                                        |                     |

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| <b>8. Professional and Ethical Practices and Resources (CR III A, B)</b> | 8.1 Consumer organizations that can be accessed by individuals with disabilities (DH8-K2)                                                                                                      |                     |
|                                                                          | 8.2 Ethical practices as defined by appropriate professional learned societies (CC8-K2, S3, S4, S6, S9; DH8-K2)                                                                                |                     |
|                                                                          | 8.3 The process for acquiring information and communication skills not currently in an individual's repertoire which are necessary to appropriately meet individual student needs (DH8-K1, S1) |                     |
|                                                                          | 8.4 Educational reform initiatives at the state and national levels                                                                                                                            |                     |

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## **The Professional Preparation Portfolio**

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at SMSU in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student's progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302, PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

### **Portfolio Checkpoint 1: ELE302/SEC 302/PED 200/MUS 200\***

These artifacts are required and must be included within the portfolio at checkpoint 1:

- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet
- Evaluation of uploaded materials by faculty

### **Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program**

A summary of general expectations for Portfolio Checkpoint 2 follows:

- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes
- Educational Philosophy

### **Portfolio Checkpoint 3: Supervised Student Teaching**

Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:

- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the SMSU PEU Website at <http://education.smsu.edu/peu>

\*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.

## Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at: [http://education.smsu.edu/peu/student\\_portfolios](http://education.smsu.edu/peu/student_portfolios)
- Candidates (students) starting the program in **fall 2001** semester will be expected to develop the portfolio in an **electronic format** (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the *Portfolio Guide* (see downloadable forms).

### Portfolio Sections

#### Section I. Introduction

Section I contains the professional education candidate's:

- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

#### Section II. Professional Practice

Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.

- Download a copy of the *Portfolio Guide* (replaces the old Table of Contents) specific to your area of study. The *Portfolio Guide* should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the *Portfolio Guide* (downloadable form).
- Artifacts that reflect the SMSU (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an *Artifact Cover Sheet* that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the *Artifact Cover Sheet* and corresponding *Directions for the Artifact Cover Sheet*).

#### Section III. Showcase

Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

#### Section IV. Field Evaluations

This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.

## ***APPENDIX 2: ABOUT THIS ARTIFACT DIRECTIONS FOR THE ARTIFACT COVER SHEET***

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the SMSU Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards.

Directions for completing the sections of the cover sheet follow.

1. *“Title of artifact”*: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.
2. *“Date this artifact was collected”*: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”
3. *“Course or experience where the artifact was developed”*: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.
4. *“Quality indicators addressed by this artifact”*: Identify the quality indicators/learner outcomes that are represented within the artifact. Example:

CF (add learner outcome and #)

MoSTEP (add # and description)

Specialty Area: Science Education (add # and description)

Since there is commonality between the CF, the MoSTEP, and the Specialty Area Standards, it is typically appropriate to reference all three sets of standards on the cover sheet. See your program faculty for guidance if you have questions.

5. *“Reflective Narrative”*: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

**Examples of completed Artifact Cover Sheets follow; however, you must seek guidance from program faculty regarding requirements specific to your area of study. (Attach examples from IMT 365)**

**ARTIFACT COVER SHEET**  
**ABOUT THIS ARTIFACT**

Student Name: \_\_\_\_\_

Major/Certification Area: \_\_\_\_\_

Title of the Artifact:

Date this artifact was collected:

Course or experience where artifact was developed:

Quality indicators addressed by this artifact - Include MoSTEP and Specialty Area Indicator(s) as well as PEU CF Learner Outcome(s) as appropriate:

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. ***What do I know and what am I able to do?***

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Comments and Recommendations:

*(Note that signatures are optional. Cover Sheets may be scanned to facilitate the electronic format.)*

### **Appendix 3: CF General Learning Outcomes**

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

#### **SMSU professional education graduates will demonstrate competence in:**

1. **Foundations** : knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate's field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students' learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.