Blind & Partially Sighted

ePortfolio Guide

Missouri State University
### Missouri State Portfolio Guide

**MoSTEP & Conceptual Framework Standards**

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MoSTEP 1.2.1</strong></td>
<td><strong>1.2.1.1</strong> 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;</td>
</tr>
<tr>
<td>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.</td>
<td><strong>1.2.1.2</strong> The preservice teacher presents the subject matter in multiple ways;</td>
</tr>
<tr>
<td><strong>1.2.1.3</strong> The preservice teacher uses students’ prior knowledge;</td>
<td><strong>1.2.1.4</strong> The preservice teacher engages students in the methods of inquiry used in the subject(s);</td>
</tr>
<tr>
<td><strong>1.2.1.5</strong> The preservice teacher creates interdisciplinary learning.</td>
<td><strong>1.2.1.5</strong> The preservice teacher creates interdisciplinary learning.</td>
</tr>
</tbody>
</table>

**Conceptual Framework**

1. Foundations
2. Subject Matter
6. Professional Skills

| **MoSTEP 1.2.2** | **1.2.2.1** The preservice teacher knows and identifies child/adolescent development; |
| The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. | **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. |
| **1.2.2.4** The preservice teacher knows theories of learning. | **1.2.2.4** The preservice teacher knows theories of learning. |

**Conceptual Framework**

3. Learning and Development
6. Professional Skills

| **MoSTEP 1.2.3** | **1.2.3.1** The preservice teacher identifies prior experience, learning styles, strengths, and needs; |
| The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | **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. |

**Conceptual Framework**

3. Learning and Development
6. Professional Skills
9. Diversity
<table>
<thead>
<tr>
<th><strong>MoSTEP 1.2.4</strong></th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
2. Subject Matter  
3. Learning and Development  
4. Reflective Skills  
6. Professional Skills  
9. Diversity

<table>
<thead>
<tr>
<th><strong>1.2.4.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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);</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>1.2.4.2</strong></th>
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</thead>
<tbody>
<tr>
<td>The preservice teacher creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;</td>
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<table>
<thead>
<tr>
<th><strong>1.2.4.3</strong></th>
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</thead>
<tbody>
<tr>
<td>The preservice teacher evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.</td>
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</table>

<table>
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<tr>
<th><strong>MoSTEP 1.2.5</strong></th>
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<tbody>
<tr>
<td>The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</td>
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</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
2. Subject Matter  
3. Learning and Development  
4. Reflective Skills  
5. Technology  
6. Professional Skills  
9. Diversity

<table>
<thead>
<tr>
<th><strong>1.2.5.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>1.2.5.2</strong></th>
</tr>
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<tbody>
<tr>
<td>The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>MoSTEP 1.2.6</strong></th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
3. Learning and Development  
4. Reflective Skills  
6. Professional Skills

<table>
<thead>
<tr>
<th><strong>1.2.6.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The preservice teacher knows motivation theories and behavior management strategies and techniques;</td>
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<table>
<thead>
<tr>
<th><strong>1.2.6.2</strong></th>
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<tbody>
<tr>
<td>The preservice teacher manages time, space, transitions, and activities effectively;</td>
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<table>
<thead>
<tr>
<th><strong>1.2.6.3</strong></th>
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</thead>
<tbody>
<tr>
<td>The preservice teacher engages students in decision making.</td>
</tr>
</tbody>
</table>
| **MoStep 1.2.7** | **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. |
| --- | --- |
| **The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.** | **CONCEPTUAL FRAMEWORK**  
5. Technology  
6. Professional Skills  
9. Diversity |
| **MoStep 1.2.8** | **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. |
| **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.** | **CONCEPTUAL FRAMEWORK**  
4. Reflective Skills  
6. Professional Skills |
| **MoStep 1.2.9** | **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;  
**1.2.9.2** The preservice teacher uses resources available for professional development.  
**1.2.9.3** The preservice teacher practices professional ethical standards. |
| **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.** | **CONCEPTUAL FRAMEWORK**  
1. Foundation  
4. Reflective Skills  
8. Dispositions |
MoSTEP 1.2.10

The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

**CONCEPTUAL FRAMEWORK**

6. Professional Skills  
10. Collaboration and Leadership

| 1.2.10.1 | The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment; |
| 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; |
| 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 learning and well-being; |
| 1.2.10.4 | The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential. |

MoStep 1.2.11

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.

**CONCEPTUAL FRAMEWORK**

2. Subject Matter  
3. Learning & Development  
5. Technology  
7. Assessment Skills

| 1.2.11.1 | The preservice teacher demonstrates an understanding of technology operations and concepts. |
| 1.2.11.2 | The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology. |
| 1.2.11.3 | The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning. |
| 1.2.11.4 | The preservice teacher applies technology to facilitate a variety of effective assessment and evaluation strategies. |
| 1.2.11.5 | The preservice teacher uses technology to enhance personal productivity and professional practice. |
| 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 practice. |
The beginning (pre-service) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Blind and Partially Sighted** areas of study:

<table>
<thead>
<tr>
<th>1. Philosophical, Historical, and Legal Foundations of Special Education</th>
<th>COMMON CORE (CC)</th>
</tr>
</thead>
</table>
| **Common Core:** (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: see designated test on category-specific competencies docs) **VI:** (1997 SSC: 1.1-1.6, 4.9; 2002 CEC: VI1K2-6; CR: III A; Praxis 0280: I 1-2, III 1-2) | CC1 [1.3] models, theories, and philosophies that provide the basis for special education practice.  
CC2 [CC1K2; 1.5] laws, policies, procedures, and ethical principles regarding behavior management planning and implementation.  
CC3 [CC1K3; 1.2] relationship of special education to the organization and function of educational agencies, community agencies, and advocacy groups.  
CC4 [CC1K4] rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  
CC5 [CC1K5; 1.4] issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.  
CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.  
CC7 [CC1K7] family systems and the role of families in the educational process.  
CC8 [CC1K8; 1.1] historical points of view and contribution of culturally diverse groups.  
CC9 [CC1K9] impact of the dominant culture on shaping schools and the individuals who study and work in them.  
CC10 [CC1K10] potential impact of differences in values, languages, and customs that can exist between the home and school.  
**BLIND AND PARTIALLY SIGHTED (VI)**  
VI1 [4.9] Federal entitlements (e.g., American Printing House for the Blind Quota Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments.  
VI2 [VI1K2] historical foundations of education of individuals with visual impairments.  
VI3 [VI1K3] educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with visual impairments.  
VI4 [VI1K4] basic terminology related to the structure and function of the human visual system.  
VI5 [VI1K5] basic terminology related to diseases and disorders of the human visual system.  
VI6 [VI1K6] issues and trends in special education and the field of visual impairment. |

<table>
<thead>
<tr>
<th>2. Development and Characteristics of Learners</th>
<th>COMMON CORE (CC)</th>
</tr>
</thead>
</table>
| **Common Core:** (1997 SSC: 2.1-4; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: see designated test on category-specific competencies docs) | CC1 [2.1] similarities and differences in the development of individuals with and without disabilities.  
CC2 [CC2K6] similarities and differences among individuals with exceptional learning needs.  
CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
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</table>
| VI: (1997 SSC: 2.1-9; 2002 CEC: VI2K1-3; CR III A,B; Praxis 0280: II 1-2) | emotional needs of individuals with disabilities  
CC4 [CC6K1] effects of cultural and linguistic differences on growth and development.  
CC5 [CC2K4] family systems and the role of families in supporting development.  
CC6 [CC2K7] effects of various medications on individuals with exceptional learning needs.  
**BLIND AND PARTIALLY SIGHTED (VI)**  
VI1 [VI2K1-3] development of the human visual system, including secondary sense development, and the effect of visual impairment on development.  
VI2 [2.5] effect of vision loss on cognitive processes  
VI3 [2.9] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. |
| 3. Individual Learning Differences                                      | **COMMON CORE (CC)**  
CC1 [CC3K1] effects an exceptional condition(s) can have on an individual’s life.  
CC2 [CC3K2] impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  
CC3 [CC3K3] variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.  
CC4 [CC3K4] cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  
CC5 [CC3K5] differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  
**BLIND AND PARTIALLY SIGHTED (VI)**  
VI1 [VI3K1] effects of visual impairment on the family and the reciprocal impact on the individual’s self-esteem.  
VI2 [VI3K2] impact of additional exceptionalities on individuals with visual impairments.  
VI3 [VI3K3] attitudes and actions of teachers that affect the behaviors of individuals with visual impairments. |
| 4. Instructional Strategies                                              | **COMMON CORE (CC)**  
CC1 [CC4S1] strategies to facilitate integration into various settings.  
CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs.  
CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student.  
CC4 [CC4S4] strategies to facilitate maintenance and generalization of skills across learning environments.  
CC5 [CC4S5] procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.  
CC6 [4.5] supports for students making age- and grade-level transitions including the transition to adult life. |
BLIND AND PARTIALLY SIGHTED (VI)

VI1 [VI4K1, VI4S4; 4.3, 4.10, 4.13] instructional practices used in teaching Braille reading and writing and the use of traditional writing tools and devices (e.g., slate and stylus, Braillewriter, and writing guides).

VI2 [VI4K2-3] strategies for teaching handwriting to individuals with low vision and signature writing to individuals who are blind.

VI3 [VI4K4, VI4K12; 4.16] strategies for teaching listening, compensatory auditory, and perceptual skills to individuals with visual impairments.

VI4 [VI4K5; 4.13] strategies for teaching typing and keyboarding skills.

VI5 [VI4K6] strategies for teaching technology skills to individuals with visual impairments.

VI6 [VI4K7; 4.14] strategies for teaching use of the abacus, talking calculator, tactile graphics and adapted science equipment.

VI7 [4.6] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities.

VI8 [VI4K9] strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.

VI9 [4.5] instructional practices used in teaching organization and study skills.

VI10 [4.18] procedures and application of basic orientation and pre-cane mobility skills (i.e., concepts, trailing, sighted guide techniques, room orientation, sound localization, protective techniques, directional techniques).

VI11 [4.19] methods of travel, including public transportation and use of mobility devices and services provided by a ACVREP-(Academy for Certification of Vision Rehabilitation and Education Professionals) certified orientation and mobility specialist (COMS).

VI12 [VI4K13] strategies for teaching human sexuality to individuals with visual impairments.

VI13 [4.4] curricula for the instruction of social competence, motor, sensory, cognitive, academic, language, affective, and functional life skills for individuals with disabilities.

VI14 [VI4K16] strategies for teaching career-vocational skills and providing vocational counseling for individuals with visual impairments.

VI15 [VI4K17] strategies for promoting self-advocacy in individuals with visual impairments.

VI16 [4.8] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments.

VI17 [VI4K19] strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.

VI18 [VI4S1] teach individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies.

VI19 [VI4S3] transcribing, proofreading, and interlining materials in contracted literary and Nemeth Braille codes.

VI20 [VI4S5] Prepare individuals with visual impairments to access information and services from the community.
### 5. Learning Environments and Social Interactions

**COMMON CORE (CC)**

| CC1 [5.1] | effective classroom management theories, models, and techniques for individuals with disabilities incorporating research-supported practices. |
| CC2 [CC5K4 & CC5S7] | teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, including the establishment and maintenance of rapport with individuals with and without exceptional learning needs. |
| CC3 [CC5K5] | social skills needed for educational and other environments. |
| CC5 [CC5S1-16] | strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. |
| CC6 [CC5K8] | creating learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage. |
| CC7 [CC5K9-10] | strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped. |
| CC8 [5.2] | universal precautions to maintain healthy and safe environments. |
| CC9 [CC5S2] | identifying realistic expectations for personal and social behavior in various settings. |
| CC10 [CC5S1-16] | modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. |
| CC12 [5.7] | strategies for directing the activities of a classroom paraprofessional and others in an assistive role. |
| CC13 [5.5] | strategies for managing time, schedules, and other associated variables for providing instruction. |
| CC14 [5.6] | strategies for utilizing mentors and role models in programming for students with disabilities. |
| CC15 [6.1] | legal and ethical standards regarding behavioral support systems for individuals with disabilities. |
| CC16 [6.4] | analyzes communicative intent of behavior (i.e., behaviors are messages). |
| CC17 [6.5] | pragmatic language skills needed for social, educational, and functional-living environments. |

**BLIND AND PARTIALLY SIGHTED (VI)**

| VI1 [VI5K1; 5.7-8] | strategies for directing the activities of a classroom paraprofessional and others in an assistive role and for supervising Braille transcribers. |
| VI2 [5.6] | strategies for utilizing mentors and role models in programming for students with disabilities. |
| VI3 [5.5] | strategies for managing time, schedules, learning environment, and other associated variables for providing instruction. |
| VI4 [VI5S2] | designing multisensory learning environments that encourage... |
### 6. Communication

**Common Core:** (1997 SSC: 7.1-3; 2002 CEC: CC6K1-4, CC6S1-2; CR: III A,B; Praxis: see designated test on category-specific competencies docs)

**VI:** (1997 SSC: 7.1-5; 2002 CEC: VI6K1-2; CR III A,B; Praxis 0280: none apparent)

**COMMON CORE (CC)**
- **CC1** [CC6K2] characteristics of one’s own culture and use of standard English and the ways in which these can differ from other cultures and uses of language.
- **CC2** [CC6K3] ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.
- **CC3** [CC6K4] augmentative and assistive communication strategies.
- **CC4** [CC6S1] strategies to support and enhance communication skills of individuals with exceptional learning needs.
- **CC5** [CC6S2] communication strategies and resources that facilitate understanding of subject matter for students whose primary language is not the dominant language.
- **CC6** [7.1] strategies to promote and provide access to information and facilities for individuals, families, school, and community.

**BLIND AND PARTIALLY SIGHTED (VI)**
- **VI1** [VI6K1] strategies for teaching alternatives to nonverbal communication.
- **VI2** [VI6S1] strategies for preparing individuals with visual impairments to respond constructively to societal attitudes and actions.

### 7. Instructional Planning

**Common Core:** (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: see designated test on category-specific competencies docs)

**VI:** (1997 SSC: ; 2002 CEC: ; CR III A-C; Praxis 0280: IV 3)

**COMMON CORE (CC)**
- **CC1** [CC7K1] theories and research that form the basis of curriculum development and instructional practice.
- **CC2** [CC7K2] scope and sequences of general and special curricula.
- **CC3** [CC7K3] national, Missouri, and local curricula standards.
- **CC4** [5.4] strategies for using technology to enhance the teaching and learning environment.
- **CC5** [4.4] techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments.
- **CC6** [CC7K5] roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
- **CC7** [CC8S8] making changes in instruction in response to assessment data.

**BLIND AND PARTIALLY SIGHTED (VI)**
- **VI1** [VI7K1] relationships among assessment, individualized education plan development, and placement as they affect vision-related services.
- **VI2** [VI7K2] model programs for individuals with visual impairments and for individuals with additional handicaps.

### 8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)

**COMMON CORE (CC)**
- **CC1** [3.3] commonly used principles and terminology of psychometrics.
- **CC2** [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process.
- **CC3** [3.5] continuum of placement and service delivery models available...
### MoSTEP 1.2.1.1: SPED Blind and Partially Sighted Competencies
Revised: March 2004, page 6

**Common Core:** (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: see designated test on category-specific competencies docs)

**VI:** (1997 SSC: 3.1-9; 2002 CEC: VI8K1-6, VI8S1-6; CR III A,C; Praxis 0280: IV 2, V 3)

<table>
<thead>
<tr>
<th>Common Core:</th>
<th>for individuals with disabilities emphasizing appropriateness in meeting individual needs.</th>
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</thead>
<tbody>
<tr>
<td>CC4 [3.7]</td>
<td>understanding the sequence and interrelatedness of each step of the Special Education Process, including the development and implementation of Individual Educational Plans and Individual Learning Plans.</td>
</tr>
<tr>
<td>CC5 [3.2]</td>
<td>appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments.</td>
</tr>
<tr>
<td>CC6 [3.6]</td>
<td>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).</td>
</tr>
<tr>
<td>CC7 [3.8]</td>
<td>the terminology and impact of medical, therapeutic, and educational information on assessment and programming.</td>
</tr>
<tr>
<td>CC8 [3.4]</td>
<td>strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities.</td>
</tr>
</tbody>
</table>

**BLIND AND PARTIALLY SIGHTED (VI)**

**VI1** [VI8K1] specialized terminology used in assessing individuals with visual impairments.

**VI2** [3.9] the terminology and impact of medical, therapeutic, and educational information on assessment and programming.

**VI3** [VI8K2] Ethical considerations, laws, and policies for assessment of individuals with visual impairments.

**VI4** [VI8K3-4; 3.6, 3.8] specialized policies and procedures for prereferral, screening, referral, and identification of individuals with visual impairments.

**VI5** [3.3] formal and informal assessments, including functional vision assessments and learning media assessments to comply with Braille Instruction RSMo 167.225.

**VI6** [VI8K6, VI8S2-3, VI8S6; 3.2] strategies for adapting and administering assessments for individuals with visual impairments; and for interpreting and applying information from disability-specific assessment instruments for instructional planning.

**VI7** [3.7] 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).

**VI8** [VI8S5] strategies for gathering background information and family history related to the individual’s visual status.

### 9. Professional and Ethical Practices and Resources

**Common Core (CC)**

**CC1** [CC9K1] personal cultural biases and differences that affect one’s teaching.

**CC2** [CC9K2] impact and value of teachers serving as effective role models for individuals with exceptional learning needs.

**CC3** [CC9K4] Methods of reflective practice that help one remain current regarding research-validated practice.

**CC4** [4.3] accessing and acquiring curricular content knowledge as
**specific competencies docs**

**VI:** (1997 SSC: 8.1-3; 2002 CEC: VI91, VI9S1; CR III A,B; Praxis 0280: III 3, V 5)

- **VI1** needed.
- **VI2** CC5 [8.2] ethical practices as defined by appropriate professional learned societies.
- **VI3** CC6 [CC955] demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- **VI4** CC7 [CC956] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- **VI5** CC8 [8.1] consumer organizations accessed by individuals with disabilities.
- **VI6** CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.

### COMMON CORE (CC)

**CC1** [7.4] collaboration skills necessary to participate as an active and knowledgeable member of an educational team.

**CC2** [7.5] roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, ancillary and support personnel, and community in planning and delivering an individualized program.

**CC3** [7.3] strategies to address concerns of families, teachers, students, and community related to individuals with disabilities.

**CC4** [CC10K4] culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

**CC5** [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families.

**CC6** [7.7] general classroom settings, curriculum, and instructional strategies.

**CC7** [7.8] techniques that can be used to provide and support services in general education settings.

**CC8** [7.9] strategies for developing effective behavioral support systems within and across school and community settings.

### BLIND AND PARTIALLY SIGHTED (VI)

**VI1** [VI9K1] organizations and publications relevant to the field of visual impairment.

**VI2** [VI9S2] participate in the activities of professional organizations in the field of visual impairment.

**VI3** strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.

**VI4** [VI10K2] services, networks, publications for and organizations of individuals with visual impairments.

**VI5** [VI10S1] strategies for helping families and other team members understand the impact of a visual impairment on learning and experience.

**VI6** [VI10S2] structuring and supervising the activities of paraprofessionals and tutors who work with individuals with visual impairments.

**Common Core:** (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: none)

**VI:** (1997 SSC: 4.9; INTASC SPED Principle 1; 2002 CEC: VI7S2-3; CR: III A; Praxis 0280: V 5)

**COMMON CORE (CC)**
- CC1 solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. Special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history).
- CC2 [4.2] curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities.
- CC3 [CC7S1] strategies for identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- CC5 [CC7S7] strategies for integrate affective, social, and life skills with academic curricula.

**BLIND AND PARTIALLY SIGHTED (VI)**
- VI1 [VI7S2] sequencing, implementing, and evaluating learning objectives based on the expanded core curriculum for individuals with visual impairments.
- VI2 [VI7S3] obtaining and organizing special materials to implement instructional goals for individuals with visual impairments.
- VI3 [4.2] proficiency in reading and writing of standard English Braille Grade 2.
The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at Missouri State 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: ELE 302/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 Missouri State PEU Website at [http://www.missouristate.edu/peu/](http://www.missouristate.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://www.missouristate.edu/peu/student_portfolios/](http://www.missouristate.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 Missouri State (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.
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 Missouri State 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.

- “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.
- “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.”
- “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.
- “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.
- “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.
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?
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.

Missouri State 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.