Special Education Cross-Categorical

ePortfolio Guide

Missouri State University
## Missouri State Portfolio Guide

**MoSTEP & Conceptual Framework Standards**

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td><strong>MoSTEP 1.2.1</strong></td>
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<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>1.2.1.1</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>
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<tr>
<td></td>
<td><strong>1.2.1.2</strong> The preservice teacher presents the subject matter in multiple ways;</td>
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<td><strong>1.2.1.3</strong> The preservice teacher uses students’ prior knowledge;</td>
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<td><strong>1.2.1.4</strong> The preservice teacher engages students in the methods of inquiry used in the subject(s);</td>
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<td><strong>1.2.1.5</strong> The preservice teacher creates interdisciplinary learning.</td>
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<tr>
<td><strong>Conceptual Framework</strong></td>
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<tr>
<td>1. Foundations</td>
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<tr>
<td>2. Subject Matter</td>
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<tr>
<td>6. Professional Skills</td>
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| **MoSTEP 1.2.2**   |                         |
| The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. | **1.2.2.1** 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. |
| **Conceptual Framework** |                         |
| 3. Learning and Development |                         |
| 6. Professional Skills |                         |

| **MoSTEP 1.2.3**   |                         |
| The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | **1.2.3.1** 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. |
| **Conceptual Framework** |                         |
| 3. Learning and Development |                         |
| 6. Professional Skills |                         |
| 9. Diversity |                         |
| **MoSTEP 1.2.4** | **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);

**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;

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

| **MoSTEP 1.2.5** | **1.2.5.1** The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

**1.2.5.2** The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities. |
|---|---|
| The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills. | **CONCEPTUAL FRAMEWORK**
2. Subject Matter
3. Learning and Development
4. Reflective Skills
5. Technology
6. Professional Skills
9. Diversity |

| **MoSTEP 1.2.6** | **1.2.6.1** The preservice teacher knows motivation theories and behavior management strategies and techniques;

**1.2.6.2** The preservice teacher manages time, space, transitions, and activities effectively;

**1.2.6.3** The preservice teacher engages students in decision making. |
|---|---|
| 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. | **CONCEPTUAL FRAMEWORK**
3. Learning and Development
4. Reflective Skills
6. Professional Skills |
MoStep 1.2.7

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

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.

MoStep 1.2.8

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

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.

MoStep 1.2.9

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

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.
**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

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<tr>
<td><strong>1.2.10.1</strong></td>
<td>The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;</td>
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<tr>
<td><strong>1.2.10.2</strong></td>
<td>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;</td>
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<tr>
<td><strong>1.2.10.3</strong></td>
<td>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;</td>
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<tr>
<td><strong>1.2.10.4</strong></td>
<td>The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential.</td>
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**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

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<tr>
<td><strong>1.2.11.1</strong></td>
<td>The preservice teacher demonstrates an understanding of technology operations and concepts.</td>
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<tr>
<td><strong>1.2.11.2</strong></td>
<td>The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology.</td>
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<td><strong>1.2.11.3</strong></td>
<td>The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.</td>
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<td><strong>1.2.11.4</strong></td>
<td>The preservice teacher applies technology to facilitate a variety of effective assessment and evaluation strategies.</td>
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<tr>
<td><strong>1.2.11.5</strong></td>
<td>The preservice teacher uses technology to enhance personal productivity and professional practice.</td>
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<tr>
<td><strong>1.2.11.6</strong></td>
<td>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.</td>
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The beginning (proservice) special education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Cross-Categorical Education** areas of study:

<table>
<thead>
<tr>
<th>1. Philosophical, Historical, and Legal Foundations of Special Education</th>
<th>COMMON CORE (CC)</th>
</tr>
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</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) | CC1 [CC1K1; 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. |
CAT2 [GC1K2, GC1K9; 1.3] knowledge and identification of models and theories of deviance and behavior problems, including theories of reinforcement and manifest determination in serving individuals with mild/moderate disabilities.  
CAT3 [GC1K3; 1.1] historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.  
CAT4 [GC1K4, GC1K6; 1.6] legal basis and procedures including statutes, regulations, and case law which impact individuals with mild/moderate disabilities.  
CAT5 [GC1K7] factors influencing over-representation of culturally/linguistically diverse students in programs for individuals with mild/moderate disabilities.  
CAT6 [GC1K8] principles of normalization, the concept of least restrictive environment, and substantive and procedural due process. |

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<tr>
<th>2. Development and Characteristics of Learners</th>
<th>COMMON CORE (CC)</th>
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</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 [CC1K1; 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. |
| CC1K1-10, CC1S1; CR: II A; Praxis: see designated test on category-specific competencies docs) | CC3 [2.4] effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities |
| | CC5 [GC2K4] family systems and the role of families in supporting development. |
| | CC6 [GC2K7] effects of various medications on individuals with exceptional learning needs. |

**CROSS-CATEGORICAL COMPETENCIES (CAT)**

**CAT1** [GC2K1, GC4K4, GC4S8] life-span characteristics, etiology, early intervention, and transition issues as they affect individuals with mild/moderate disabilities (BD, LD, MH, POHI).

**CAT2** [GC2K3, GC2K4; 2.5] effects of medical, psychosocial, and/or environmental conditions on the educational, social, behavioral, and emotional needs of individuals with mild/moderate disabilities.

**CAT3** [2.5] effects of poverty in contributing to the development and/or sustaining of mild/moderate disabilities.

**CAT4** [2.4] effect of one or more disabilities on an individual=s learning.

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| 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. |

**CROSS-CATEGORICAL COMPETENCIES (CAT)**

**CAT1** [GC3K1; 4.5] relationship among various school, community, cultural, and classroom factors in ameliorating or supporting existing disabilities, including, but not limited to, relationship between language impairment and reading acquisition (written, expressive, pragmatic language).

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.

### CROSS-CATEGORICAL COMPETENCIES (CAT)

**CAT1** [GC4K1] sources of specialized materials, curricula, and resources for individuals with mild/moderate disabilities.

**CAT2** [GC4K3] advantages and limitations of instructional strategies and practices for teaching individuals with mild/moderate disabilities.


**CAT4** [GC4K5] strategies for integrating student-initiated learning experiences into ongoing instruction.

**CAT5** [GC4K7, GC4S3, GC4K2; 4.4, 5.5] methods for guiding individuals in identifying and organizing critical content and for preparing for tests.

**CAT6** [GC4S1; 4.1, 4.3] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with mild/moderate disabilities.

**CAT7** [GC4S6] modifying pace of instruction and providing organizational cues.

**CAT8** [GC4S9] nonaversive techniques to control targeted behavior and maintain attention of individuals with mild/moderate disabilities.

**CAT9** [GC4S11] instructional methods designed to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

**CAT10** [GC4S12] using responses and errors to guide instructional decisions and to provide feedback to learners.

### 5. Learning Environments and Social Interactions

**Common Core:** (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: see designated test on category-specific competencies docs)


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**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.

**CC4** [CC5K7] strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

**CC5** [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others respective language and cultural heritage.

**CC6** [CC5K9-10] strategies used by diverse populations to cope with a
MoSTEP 1.2.1.1: SPED Cross-Categorical Education Competencies
Revised: March 2004, page 4

| Legacy of former and continuing racism and the ways specific cultures are negatively stereotyped. CC7 [5.2] universal precautions to maintain healthy and safe environments. CC8 [CC5S2] identifying realistic expectations for personal and social behavior in various settings. CC9 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. CC10 [6.2] community affiliation and advocacy issues and their influence on self-advocacy. CC11 [5.7] strategies for directing the activities of a classroom paraprofessional and others in an assistive role. CC12 [5.5] strategies for managing time, schedules, and other associated variables for providing instruction. CC13 [5.6] strategies for utilizing mentors and role models in programming for students with disabilities. CC14 [6.1] legal and ethical standards regarding behavioral support systems for individuals with disabilities. CC15 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages). CC16 [6.5] pragmatic language skills needed for social, educational, and functional-living environments. |

| CROSS-CATEGORICAL COMPETENCIES (CAT) |
| CAT1 [GC5K3] methods for ensuring individual academic success in one-to-one, small-group, and large-group settings. CAT2 [GC5S1, GC5S3] providing instruction in a variety of community-based and educational settings. CAT3 [GC5S4] teaching individuals with mild/moderate disabilities to give and receive meaningful feedback from peers and adults. CAT4 [GC5S5] problem-solving and conflict-resolution skills. CAT5 [GC5S6; 5.1] effective classroom management theories (including managing time, schedules, reinforcements, and other associated variables), models, and techniques for individuals with mild/moderate disabilities incorporating research-supported practices. CAT6 [5.2, 5.3] understanding student-mediated instructional techniques, equipment, and specialized resources that can increase social and academic skills (e.g., peer tutoring, cooperative learning, adaptive equipment). |

<p>| 6. Communication 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 |</p>
<table>
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<tr>
<th>GC6K1-3; CR: III A,B; Praxis 0353: I-C, II-A, II-C; 0542: II-A )</th>
<th>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. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC6K1] impact of language development and listening comprehension on academic and non-academic learning of individuals with mild/moderate disabilities. CAT2 [GC6K2] communication and social-interaction alternatives for non-verbal individuals with mild/moderate disabilities. CAT3 [GC6K3] typical language development and how that may differ for individuals with mild/moderate disabilities.</th>
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<tr>
<td>7. Instructional Planning</td>
<td>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. CROSS-CATEGORICAL COMPETENCIES (CAT) CAT1 [GC7K1] integrating academic instruction and behavior management for individuals and groups with mild/moderate disabilities. CAT2 [GC7K2] model career, vocational, and transition programs for individuals with mild/moderate disabilities. CAT3 [GC7S1] planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. CAT4 [GC7S2] selecting and using specialized instructional strategies appropriate to the abilities and needs of the individual. CAT5 [GC7S3] planning and implementing age- and ability-appropriate instruction for individuals with mild/moderate disabilities, including understanding of and access points to the general education curriculum. CAT6 [GC7S6] designing and implementing instructional programs that address career education for individuals with mild/moderate disabilities. CAT7 [GC7S8] designing, implementing, and evaluating instructional programs that enhance social participation across environments.</td>
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<tr>
<td><strong>(Special Education Process)</strong></td>
<td>guidelines regarding compliance with the Special Education Process. CC3 [3.5] continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs. CC4 [3.7] 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. CC5 [3.2] appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments. CC6 [3.6] 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). CC7 [3.8] the terminology and impact of medical, therapeutic, and educational information on assessment and programming. CC8 [3.4] strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities.</td>
</tr>
<tr>
<td><strong>Common Core:</strong> (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: see designated test on category-specific competencies docs)</td>
<td><strong>CROSS-CATEGORICAL COMPETENCIES (CAT)</strong> CAT1 [GC8K1, GC8S2; 3.2, 3.3] specialized terminology, state and federal identification criteria, and exceptionality-specific assessments for use with individuals with mild/moderate disabilities. CAT2 [GC8K3] types and importance of information concerning individuals with mild/moderate disabilities available from families and public agencies. CAT3 [GC8S1; 6.2, 6.5] procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with mild/moderate disabilities. CAT4 [GC8S3; 3.6] selecting, adapting, and modifying assessments to accommodate the unique abilities and needs of individuals with mild/moderate disabilities, including functional and curriculum-based assessment and analysis. CAT5 [GC8S5] monitoring behavior changes across subjects and activities.</td>
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</table>
CC7 [CC9S6] demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC8 [8.1] consumer organizations accessed by individuals with disabilities.
CC9 [CC9S12] professional activities that benefit individuals with exceptional learning needs, their families, and one=s colleagues.

**CROSS-CATEGORICAL COMPETENCIES (CAT)**
CAT1 [GC9K1; 8.1] sources of unique services, networks, and organizations for individuals with mild/moderate disabilities.
CAT2 [GC9K2, GC9S1] knowledge of and participation in organizations and publications relevant to individuals with mild/moderate disabilities.
CAT3 [GC9S2] ethical responsibility to advocate for appropriate services for individuals with mild/moderate disabilities.

### 10. Collaborative Partnerships

**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.
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.

**Cross-CAT**
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.

**CROSS-CATEGORICAL COMPETENCIES (CAT)**
CAT1 [GC10K1, GC10S3; 7.1, 7.3, 7.8] family education programs and behavior management guides that address severe behavior problems and facilitate communication for individuals with mild/moderate disabilities.
CAT2 [GC10K2] collaborative and/or consultative role of the special education teacher in the reintegration of individuals with mild/moderate disabilities.
CAT3 [GC10K3; 7.7] roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with mild/moderate disabilities.
CAT4 [GC10K4; 7.10, 7.11] co-planning and co-teaching methods to strengthen content acquisition of individuals with mild/moderate disabilities.
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<th>CAT5 [GC10S1] using community and state resources to assist in programming with individuals with mild/moderate disabilities.</th>
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<tr>
<td>CAT6 [GC10S2; 7.5] selecting, planning, and coordinating activities of related services personnel to maximize instruction for individuals with mild/moderate disabilities.</td>
</tr>
<tr>
<td>CAT7 [GC10S4; 7.6] increasing partnership with families in order to meet the needs of students with mild/moderate disabilities and to support their academic and social skills in multiple settings.</td>
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**Common Core:** (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: *none*)

**Cross-CAT:** (1997 SSC: *none*; INTASC SPED Principle 1; 2002 CEC: GC4K6, GC4S1-5,10,13-16; CR: *none*; Praxis 0353: ; 0542: I-C)

**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.

**Cross-Categorical Competencies (CAT)**

CAT1 [GC4S10, GC4S13] identification of and research-based instructional strategies in essential concepts, vocabulary, basic structures and relationships within and across the curriculum.

CAT2 [GC4S4, GC4S14, GC4S16, GC4S15] research-based reading methods and strategies appropriate to individuals with mild/moderate disabilities, with emphasis on systematic instruction in reading, fluency, comprehension, and monitoring strategies; accuracy, fluency, and comprehension in content area reading and written language; and in organizing and composing written products.

CAT3 [GC6S1, GC6S2, GC6S4, GC6S3] research-based methods and strategies for teaching individuals with mild/moderate disabilities to check for spelling accuracy and generalization, for producing legible documents, and for enhancing vocabulary.

CAT4 [GC4K6, GC4S5] appropriate research-based instructional strategies for increasing accuracy and proficiency in math calculations and applications.
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/
*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.
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 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.