

Portfolio Requirements for Special Education Learning Disabilities / Intellectual Disabilities/ Emotional-Behavioral Disorders/ Interrelated Special Education

In accordance with the Portfolio Rubric below, the candidate for graduation will submit the following for review:
(a) 3-ring notebook with dividers, (b) CD of electronic assignments, and (c) videotape of classroom teaching.

Notebook will be arranged in the following order:

- Portfolio Rubric, completed by candidate
 - Each component for all courses checked and initialed
 - Alternate course requirements listed and checked
 - Full explanation of substitutions for courses and/or course requirements on a separate page.
- Table of Contents for Portfolio – Electronic
- Table of Contents for Portfolio – Hard Copy
- Current résumé
- A 100 -150- word personal philosophy for teaching students with disabilities
- Photocopy of documentation of current membership in Special Education organizations
- Artifacts from 7 courses
 - 4 – Special Education Core (6001, 6003, 6004, 6006)
 - 1 – Characteristics in area of concentration, or if IR, choose 1 Characteristics' course
 - 1 – Methods in area of concentration, or if IR, choose 1 Methods' course
 - 1 – Internship in Special Education
- CD of electronic requirements
- Videotape of classroom teaching

Electronic Portfolio

Include electronic assignments on the CD. Indicate contents of the CD with a hard copy Table of Contents in the Notebook. Refer to the Portfolio Rubric for requirements according to your program. These may include:

- PowerPoint presentations
- Electronic Handbooks
- Single-subject design Excel graphs
- Recording forms, assessment instruments, or teacher-made materials

PORTFOLIO RUBRIC

Portfolios will not be reviewed until all required elements are included. When complete, they will be examined and graded by faculty in all Special Education programs. See current semester schedule for due date. A grade of "Superior" or "Acceptable" in each category is necessary to fulfill the Portfolio requirement.

SECTION I			
ITEM	OBJECTIVE	ACCEPTABLE	
Résumé	<ul style="list-style-type: none"> ➤ Career Objectives ➤ Educational Background ➤ Professional Experience ➤ Honors/Awards ➤ Activities related to Special Education ➤ 2 References with contact information 	<ul style="list-style-type: none"> <input type="checkbox"/> Career Objectives <input type="checkbox"/> Educational Background <input type="checkbox"/> Professional Experience <input type="checkbox"/> Honors/Awards <input type="checkbox"/> Related Activities <input type="checkbox"/> 2 References with contact information 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
SECTION II			
ITEM	OBJECTIVE	ACCEPTABLE	
Personal Philosophy of Special Education	The candidate will reflect on personal and professional attitudes and values associated with the field, and then write a succinct philosophy of teaching students with disabilities.	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly articulated philosophy <input type="checkbox"/> Succinctly stated in 100-150 words 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
SECTION III			
ITEM	OBJECTIVE	ACCEPTABLE	
Professional Memberships	The candidate will be an active member of a professional organization for special education and will provide documentation of membership.	<ul style="list-style-type: none"> <input type="checkbox"/> Member of _____ <input type="checkbox"/> Proof of membership 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A

SECTION IV - Course-Related Objectives

COURSE	OBJECTIVE	ACCEPTABLE	
SPED 6001 Legal Issues in Special Education	The candidate will: <ul style="list-style-type: none"> ➤ Research and report on a landmark case using web-based resources. ➤ Interpret the principles of IDEA relating pertinent litigation. ➤ Interpret state and federal regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Report on landmark case <input type="checkbox"/> Interpretation of IDEA <input type="checkbox"/> Relating litigation <input type="checkbox"/> Interpretation of Georgia Rules and Regulations for Special Education 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
SPED 6003 Behavior Management of Exceptional Learners	The candidate will: <ul style="list-style-type: none"> ➤ Write a functional behavior assessment and behavior intervention plan for a student with a disability. ➤ Develop and implement one aspect of the BIP. ➤ Collect and record behavioral data. ➤ Report findings in written and oral formats. ➤ Work in teams to create an ideal special education classroom and report in written and oral formats. 	<ul style="list-style-type: none"> <input type="checkbox"/> FBA & BIP <input type="checkbox"/> Behavior change project <input type="checkbox"/> Excel graph of project <input type="checkbox"/> Collaborative project 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
SPED 6004 Facilitating Inclusive Instruction	The candidate will demonstrate knowledge and skills of inclusive techniques by: <ul style="list-style-type: none"> ➤ Preparing a PowerPoint™ presentation on the inclusive model of teaching. ➤ Demonstrating an understanding of inclusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint™ <input type="checkbox"/> Demonstration of understanding of inclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
SPED 6006 Diagnostic Assessment of Students with Disabilities	The candidate will demonstrate application of assessment knowledge and skills by: <ul style="list-style-type: none"> ➤ Assessing a student. ➤ Developing an eligibility plan. ➤ Writing a comprehensive IEP on state approved forms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed assessments <input type="checkbox"/> Eligibility Plan <input type="checkbox"/> IEP 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A

SPED 6101 Characteristics of Students with SLD	The candidate will: <ul style="list-style-type: none"> ➤ Prepare an in-service handbook for general educators or parents that defines a specific disability in jargon-free terms and provides information on screening and receiving help. ➤ Conduct an ecological assessment. ➤ Review current research on topical issues and report in oral and written formats. 	<ul style="list-style-type: none"> <input type="checkbox"/> Handbook for General Educators or Parents <input type="checkbox"/> Ecological Assessment <input type="checkbox"/> Research Report 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A 	
SPED 6201 Characteristics of Students with ID				SPED 6301 Characteristics of Students with EBD
SPED 6102 Materials and Methods for Teaching Students with LD				The candidate will demonstrate knowledge of research-based methodologies, techniques, strategies and/or assistive technology by: <ul style="list-style-type: none"> ➤ Preparing a notebook that contains work samples for LD/ID/EBD. ➤ Reporting on current scientifically based methods. ➤ Reviewing current materials or texts. ➤ Planning for effective instruction, accommodation, modification, technology, and assessment.
SPED 6202/SPED 6203 Methods and Materials for Teaching Students with ID	SPED6302 Methods and Techniques for Teaching Students with EBD			
SPED 6106 Internship in LD	The candidate will demonstrate application of knowledge and skills in a classroom setting by: <ul style="list-style-type: none"> ➤ Preparing and implementing lesson plans. ➤ Creating or modifying materials. ➤ Monitoring and assessing academic progress with intern-made or -adapted assessment instruments. ➤ Using technology in the classroom ➤ Submitting a video clip of a lesson being taught. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan <input type="checkbox"/> Materials <input type="checkbox"/> Assessment instrument <input type="checkbox"/> Technology <input type="checkbox"/> Video clip of teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A 	
SPED6206 Internship in ID				SPED6304 Internship in EBD
SPED6406 Internship in Interrelated Special Education				

<p>SPED 6205 Capstone in Special Education</p>	<p>The candidate will demonstrate the following in a research-to-practice competency-based project: oral communication skills, professional growth and development, and application and synthesis of knowledge and skills.</p> <p>The candidate will develop an original research project that demonstrates mastery of competencies from each course in the program. A concise research paper will document the project. An oral summary of the project will be presented in a multimedia presentation to faculty and students. The candidate must satisfactorily answer questions which may be asked by professors and students during and after the presentation.</p> <p>The candidate will complete and submit an organized, easy-to-follow portfolio in hard copy and electronic form.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Competency Matrix <input type="checkbox"/> Literature review of scientifically based methods <input type="checkbox"/> Abstract of study <input type="checkbox"/> Graph of study <input type="checkbox"/> Written report <input type="checkbox"/> Multimedia presentation <input type="checkbox"/> Portfolio <ul style="list-style-type: none"> <input type="checkbox"/> Organized <input type="checkbox"/> Logical order <input type="checkbox"/> Hard copy <input type="checkbox"/> Electronic version <input type="checkbox"/> Videotape 	<ul style="list-style-type: none"> <input type="checkbox"/> Superior <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> N/A
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Revised 10/26/05