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SED 610/620 Course Description
Supervised practice to develop and document professional skills for in-service special educators or related services professionals. May be repeated for credit.

Prerequisites: M.Ed. or C.A.S. candidate in special education, current employment in special education or related services, or permission. Cr 3
Course format

- The course combines field-based work in a school setting, individually-scheduled sessions with the instructor as needed, and biweekly communication logs documenting progress in completing portfolio tasks.

- We will use maine.edu for course announcements.

Requirements

1. Each student will develop an online portfolio to document expertise with respect to College of Education and Human Development proficiencies, InTASC and CEC standards, and Maine initial teacher certification standards.

2. By the second week of the semester, submit a Background Information file including:
   - Professional résumé
   - Scores on Praxis Core (previously Praxis I) and Praxis II in Special Education
   - Unofficial transcript from the special education graduate program

3. By the end of the semester, submit a portfolio documenting your level of accomplishment with respect to College of Education & Human Development proficiencies (see Capstone Portfolio Guidelines for specific due dates).

4. Work should be completed following guidelines of APA style, particularly for citations. If you are not familiar with APA style, you can purchase the following guide or consult on-line resources:


   Online resources for APA style:

   [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Course Goals/Objectives and Student Outcomes

SED 610/620 is designed to support development and documentation of knowledge, dispositions, and skills identified by the College of Education and Human development, Council for Exceptional Children (CEC), NCATE, and State of Maine. As a complement to other courses taken as part of the graduate degree, SED 620 focuses on skills and dispositions more than the knowledge base.
Overview of Four Portfolio Tasks

Task 1:
Description of the context of your teaching
• Describe your teaching context and the role that you play in your school.

Task 2:
• Describe two students with differing academic and social/behavioral abilities/needs, and who come from different home, family, socio-cultural, language, or racial backgrounds.

Task 3:
• Plan, teach, and evaluate a learning segment
• Administer a pre-assessment to establish a baseline on Student A and B’s performance on the target skill/objective prior to beginning the lesson sequence;
• Plan a series of six to eight lessons.
• Select/develop assessments to measure progress toward meeting the academic and social/behavioral objective(s) of the lesson sequence (can be embedded within lessons)
• Describe lessons and reflect on student learning, behavior, and instruction
• Design/administer a post-assessment to measure learning across the learning segment.
• Describe and interpret all assessments
• Analyze student learning and behavior across the instructional sequence, including results of all assessments.
• Analyze and reflect upon your teaching based upon student performance and evidence from student assessments and work samples.

Task 4:
Professional contribution through (a) work with students’ families and community, (b) collaboration with other professionals in your school, district, or more broadly, and (c) professional development and application of learning from your graduate program in Special Education.
• Description and analysis of 3 sets of activities or accomplishments.
• Documentation of accomplishments.

Student Outcomes:
By the end of the semester, students will demonstrate mastery of the following proficiencies:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets Proficiency (Practicum/internship)</th>
<th>How assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1: Learner</td>
<td>Candidates will</td>
<td>Portfolio Task #2 requires development and implementation of a series of lessons appropriately</td>
</tr>
<tr>
<td>Development</td>
<td>Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
<td>Aligned with Maine teaching standards and national professional standards. Portfolio Tasks #1 &amp; 2 require candidates to identify individual differences in two students in cognitive, language, physical, emotional and social development and to design and implement instructional strategies to support further development of each student. Evaluations by employers or supervisors indicate that candidates are knowledgeable of teaching standards, the content areas that they teach, and the foundations of Special Education.</td>
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<tr>
<td>InTASC 2: Individual Learning Differences</td>
<td>CEC 1: Learner Development &amp; Individual Learning Differences</td>
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</tr>
<tr>
<td>Candidates will create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</td>
<td>Portfolio task #1 requires description of school policies that impact Special Education services, social/cultural context of school and community; and student development, learning needs, and interests. Portfolio Task #2 requires design, implementation, and evaluation of a plan to support participation of a student in a group or environment and to enhance learning. Evaluations by employers or practicum supervisors indicate that candidates create positive environments which support and encourage student learning.</td>
<td></td>
</tr>
<tr>
<td>InTASC 3: Learning Environments</td>
<td>CEC 2: Learning Environments</td>
<td></td>
</tr>
<tr>
<td>Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</td>
<td>Portfolio task #2 requires development and implementation of a series of lessons; all lessons are linked to ELA standards and at least one lesson addresses standards in one or more additional subject areas.</td>
<td></td>
</tr>
<tr>
<td>InTASC 4: Content Knowledge InTASC 5: Application of Content</td>
<td>CEC 3: Curricular Content Knowledge</td>
<td></td>
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<tr>
<td>Candidates will use multiple methods of assessment and data-sources in making educational decisions.</td>
<td>Portfolio Tasks 1 and 2 require description of student’s present level of performance, IEP goals and objectives, instructional methods, services and assessments that are appropriate for the subject matter, student, and curriculum goals; Candidates identify changes that could be made to enhance the effectiveness of the unit. Portfolio task #1 requires analysis and synthesis of results of previous assessments to identify student’s present level of performance and learning needs. Portfolio tasks # 2 and 3 require design/selection, administration, scoring, and interpretation of results of assessments to assess student learning in response to a unit of instruction.</td>
<td></td>
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<tr>
<td>InTASC 6: Assessment CEC 4: Assessment</td>
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</tbody>
</table>
InTASC 7: Planning for Instruction

InTASC 8: Instructional Strategies

CEC 5: Instructional Planning & Strategies

Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Portfolio Task #2 requires design/selection of appropriate instructional strategies to implement a series of lessons that are aligned with students’ IEP goals/objectives and Maine teaching standards.

Portfolio tasks 1, 2 & 3 require description of student’s present level of performance, IEP goals and objectives, instructional methods, services and assessments that are appropriate for the subject matter, student, and curriculum goals; Candidates document learning that occurred as a result of the lesson and identify changes made during the lessons to enhance the effectiveness of the unit.

Portfolio task # 2 requires design and implementation of a series of lessons; one or more lessons include appropriate adaptive/assistive technology to support student learning.

InTASC 9: Professional Learning & Ethical Practice

CEC 6: Professional Learning & Ethical Practice

Candidates will use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Portfolio task #4 requires candidates to identify their professional development needs and to develop a plan to meet those needs.

Portfolio requires candidates to identify appropriate readings to contribute to professional development of self and others, and to identify resources to assist in portfolio development.

All portfolio tasks require compliance with ethical and legal standards for the profession.

Evaluations by school- and/or university-based supervisor(s) indicate that candidates meet ethical and legal responsibilities associated with their profession.

InTASC 10: Leadership and Collaboration

InTASC 10

CEC 7: Collaboration

Candidates will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning.

Portfolio task #4 requires description, documentation and evaluation of at least one professional accomplishment that reflects effectiveness in partnering with parents/families to enhance student learning.

Portfolio task #4 requires description, documentation and evaluation of two professional accomplishments that reflect effectiveness in enhancing student learning through partnerships with parents, families, and professional colleagues.

Portfolio task #4 requires description, documentation and evaluation of an accomplishment that reflects personal commitment to ongoing professional development and one that reflects professional contribution to colleagues or school.

Evaluations by employers or practicum supervisors
Experiences

provide evidence of effectiveness in advocating for students and families, building partnerships with parents and working with other professionals to support student learning.

Evaluation

Your portfolio will be rated using a series of 4-point rubrics and a checklist of minimum requirements (attached). You will be rated on each task as well as on the portfolio as a whole. In addition, you will be rated on each proficiency by a school- or clinic-based supervisor who is familiar with your work with students with disabilities (see attached rubric).

Your grade in the course will be determined by a combination of three elements:

- Independence and initiative in meeting portfolio requirements and deadlines
- Quality of work within the portfolio (rated by the instructor, see attached rubric)
- Evaluations by school-based personnel (see attached rubric)

If minimum requirements for independence and initiative are met, grades will be assigned using the following framework:

Grade = A
Most proficiencies are rated 4 (both by instructor and school personnel); no ratings are lower than 2.
Grade = B
Most proficiencies are rated 3 or higher; no ratings are lower than 2.
Grade = C
Most proficiencies are rated 2 or 3; no ratings are lower than 2.
Grade = D/F
Few proficiencies are rated 3 or 4; some are rated 1.

NOTE: If portfolio or school-based evaluations provide evidence of significant violations of standards of professional and ethical conduct, the course grade will be F.

Pluses and minuses may be assigned to reflect effort, initiative, and commitment, and to address performance falling between levels identified above.

Tk-20 Online Data Management System
Electronic Submission: Your requirements in this course include the electronic submission of the portfolio using the TK-20 system. All students enrolled in degree programs that receive accreditation from NCATE are required to have a TK20 account and upload key assessments. Failure to upload the portfolio may result in an incomplete or unsatisfactory grade. You will upload a cover letter, resume, and link to your online portfolio (as one document).

In addition, to receiving a grade in the course, you will be evaluated on the proficiencies identified above, and these ratings will be entered into TK-20. To be judged as meeting the standard on a proficiency, your work must be rated at rubric level 3 or higher on task-specific rubrics.

Readings

Throughout the portfolio, your reflections should reference key readings and resources that have contributed to your development as a professional working with students with disabilities. Please use APA format when citing and references and attach a list of references at the end of the portfolio. Include only sources that you cite in work included in the portfolio on the reference list.

Schedule/ Tentative task due dates are listed below

During the semester, we will schedule meetings/check-ins as needed to review progress in developing the portfolio. Individual appointments with me can be scheduled on an as needed basis.

Peer Feedback

Throughout the semester, you are encouraged to seek out peers in this course as well as colleagues in your district to review your portfolio materials.
Part I: Tasks 1 - 3

General Information

To complete Tasks 1-3, you will need to make several key decisions. Consider the points listed below to help you make good choices for your portfolio.

Selecting Students to Highlight

- Tasks 1-3 focus on the work and progress of two of your students (Student A and Student B). The two students should have different learning and behavioral/social needs, and if possible, have different home, family, socio-economic, language, cultural, or racial backgrounds.

- If you have other students in the same class/instructional group as the target students, they should continue to remain a part of the class/group. That is, although your analysis will focus on the target students, one-to-instruction is not presumed (or even desirable). When selecting the two students to highlight, choose students who attend school regularly. We suggest that you target a third student who could serve as a back-up if Student A or Student B were absent for an extended time period or moves.

Selecting the Content of Your Lesson Sequence

- Task 3 is structured to document your teaching of the Maine learning standards (preferably the Common Core but you can use the Learning results if your school has not yet transitioned to the Common Core). We recommend selection of English/Language Arts (ELA) as a focus because the vast majority of students with disabilities have reading, writing, and/or oral language as a major area of need. However, if you teach exclusively in a content area other than ELA (e.g. social studies, science, mathematics, life skills, career preparation) you can design a lesson sequence that involves ELA skills but is embedded within another content area. If you are working with students with severe disabilities, you may to link your instruction to the standards using alternate assessment rubrics.

- Because technology plays an important role in Maine classrooms, your lesson sequence should also demonstrate your skill in integrating technology to enhance student learning.

- As you design your lesson sequence for your portfolio, be sure to consider your students’ prior knowledge in reading, writing, and oral language (or other subject area), their IEP goals and objectives (if applicable), and their individual learning needs. When you choose materials for your lessons, consider what modifications and/or accommodations you will need to make to address the specific learning needs of your students. Select materials and learning activities that engage students in meaningful learning and provide them with opportunities to apply their learning. Also consider the research base for the instructional and behavior management strategies that you will implement because you will need to address this issue in your planning commentary. It is acceptable to use materials that are part of a commercial program; however, this is your opportunity to
demonstrate skill in creating an exemplary sequence, one that uses a variety of instructional strategies and maximizes student engagement and achievement.

**Task 1: The Context of Your Teaching**
Describe the context of your teaching addressing the following points. DO NOT IDENTIFY THE NAME OF YOUR SCHOOL OR TOWN.

1. Describe the context of your teaching including information on the following:
   a. Type of school/program in which you teach,
   b. Grade/subject matter configuration of your school (e.g., single grade, departmentalized, interdisciplinary teams)
   c. Any state or district mandates or policies that shape your teaching such as required curricula, standardized tests or other assessments or required programs,
   d. Organization of special education services in the district,
   e. Type of community in which the school is located and its social, cultural, and economic composition.

2. Describe your own assignment within the school/district including information on the following:
   a. Job title
   b. Case load characteristics, including grade(s), age levels, and number of students you teach and/or case manage each day,
   c. Subject areas or domains in which you teach
   d. Leadership responsibilities (if applicable) such as IEP team coordination, mentoring, coaching, consulting

**Task 2: Student Description**
Task 2 provides the opportunity for you to demonstrate an understanding of the specific learning strengths and needs of your students, including family, social, and cultural background, Individual Education Program (IEP) objectives, and prior academic performance and behavior/social skills. The task also demonstrates your skill in synthesizing and communicating the results of previous assessments.

1. Select two students of differing learning needs, and/or social-cultural background, who are in the same class or instructional group. These two students should be referred to as Students A and B, and will be the focus for this task. Subsequent documentation (lesson logs, work samples, etc.) will focus on these two students. The students should also have significant social skills/behavioral needs.

2. Write a narrative description of each student. In addition to characteristics such as age and grade level, category of disability, and social/cultural background, address the following:
   o Effects of the disabilities of Student A and Student B on their involvement and progress in the general curriculum.
Strengths and weaknesses of Students A and B that affect each one’s ability to acquire new knowledge and skills without individualized instruction, and/or to participate in classroom instruction.

Significant family, language, social, or cultural factors that affect the progress of Students A and B.

Prior academic achievement and social skills/behavior of Students A and B, based on a synthesis of results of prior assessments (i.e., from the students’ file (in narrative form -- do not just include lists of scores).

Academic and behavioral modifications and/or accommodations that are needed in order to support the learning of each of these students.

Task 3: Planning, Teaching, and Evaluating a Learning Segment

Introduction

• Effective teaching begins with lesson planning. Task 3 documents your knowledge of Maine Common Core/Learning Results, and your proficiency in modifying and adapting instructional methods and materials to address the academic and social/behavioral needs of individual students, assessing student progress in meeting lesson objectives, and creating a positive learning environment during instruction. The task is also structured to demonstrate your skill in integrating implementing appropriate assistive technology to enhance student learning.

• The learning segment that you plan should provide students with opportunities to be engaged in learning activities, demonstrate their understanding, and apply skills and concepts, and should demonstrate your skill in implementing a variety of instructional strategies.

• In your planning commentary, you will need to address the research base that supports your choice of instructional and behavior management strategies so be sure to choose strategies for which there is a research base.

• Task 3 requires you to develop a coherent sequence of lessons organized around concepts or skills within the ELA Standards and around behavior/social skills. If you do not provide direct instruction related to ELA, you may focus on integration of ELA into another content area.

• Task 3 also provides the opportunity for candidates to document skill in assessing student learning and revising the instructional plan in light of student progress or difficulty. The task requires design and implementation of assessments to determine the extent to which students have mastered the learning objectives and use of assessment results to identify need for reteaching content or skills, or moving ahead. The task also serves as a basis for candidates’ to evaluate the effectiveness of their own teaching.

Task 3.a: Planning
Describe your plan for this learning segment by responding to the following prompts.

1. Conduct assessments, as needed, to establish a baseline on student performance on the target skill(s). Consider academic and social/behavioral skills. Summarize findings from your initial assessments, and attach assessment records to the end of the Planning Commentary.

2. List the objectives of this learning segment (academic and social/behavioral) for Students A and B. Note that the Planning Commentary addresses what you plan to accomplish; however, you may modify your plans as needed. Modifications will be reflected in your Lesson Logs.

3. Describe how consultation with other school personnel and/or with the student’s family was incorporated in planning instruction for the selected students (if applicable).

4. Describe the instructional and behavior management strategies that you plan to use as part of the instructional sequence. Discuss the research base (using APA format for citations) that supported your choices.

5. Describe your plan for assessing student progress during the lesson sequence, both with respect to academic and social/behavioral objectives. In addition to baseline assessment prior to the first lesson (see above), you will need to develop lesson-specific assessments (at least one per lesson) and a final (post-) assessment to be administered 1-2 weeks AFTER the last lesson.

6. Describe the performance criteria or standards that you will use to evaluate your students’ performance on the assessments. That is, what level of performance do students need to achieve for you to consider them to be meeting the objectives that you have identified.

Task 3.b: Lesson Logs (these are records that describe lesson what transpired during each lesson)

- Begin each lesson log with a heading that includes the lesson log number, the date of the lesson, and the length of the lesson (in minutes).

- Document instruction for six consecutive lessons, creating 1 log per lesson. NOTE: If you do not meet with students on consecutive days, document the lessons that occur for a series of six consecutive class sessions. If you meet with students during a large instructional block that includes multiple lessons with diverse objectives, select one component within the block to document in the lesson logs.

For each of your lessons, create a lesson log that responds to the prompts listed below. Be specific in your responses to the prompts.

1. Describe the objective of the lesson. That is, what did you hope that the student would learn or be able to do as a result of this lesson?
2. List and describe in sequential order your instructional strategies, learning activities in which the student was engaged, and the materials that you used during the lesson (including use of technology). Describe what you did and what the student did.

3. Describe the instructional and/or behavioral modifications and accommodations that you made during the lesson to address the identified learning and behavioral needs of Students A and/or B and to promote the independent learning of each student.

4. Describe what you found about the progress (or difficulty) of Students A and B in meeting the lesson objectives based on your interactions with the students during instruction and on assessment results. Based on the above information, describe any instructional or management changes you will make for Student A and/or B in your next lesson, and describe any changes that you will make in your assessments.

5. Collect work samples, performance records, and/or other assessments completed by Student A during the lesson and include them with each daily lesson log. Include completed homework, if assigned. Remove students’ names from all work and label it with “Student A” or “Student B.”

Task 3.c: Summary of assessment results
After you have delivered all the lessons in the sequence, create a summary table and/or graph, depicting the progress of your students in meeting the learning objectives that you set, including data from before, during, and after the end of the instructional sequence. Create a similar table/graph to summarize the performance of Student A and/or B in meeting social-behavioral objectives that you set.

Task 3.d: Analysis of Students’ Learning and Behavior
After completing the lesson sequence and the final assessment (one to two weeks after the last lesson), summarize your analysis of student learning and behavior, addressing the following questions.

1. Given the results shown in your summary table, what did you conclude about Student A and B’s mastery of the skills/goals that were the focus of this learning segment? Support your conclusion with specific examples from your assessments and other submitted student work.

2. How do you plan to address the strengths and weaknesses you found in Student A and B’s learning and behavior in the future?

Task 3.e: Reflection on Teaching and Assessment
Write a final reflection on the quality of your instruction and assessments during the learning segment. Use specific examples from your portfolio as you respond to the following questions.

1. Based on your analysis of student performance, what did you learn about the effectiveness of your instruction in the domain that you targeted, including your proficiency in integrating appropriate technology, and fostering the development of appropriate social-behavioral skills?
2. What strategies and materials did you identify as being most effective with your students as they progressed toward the learning and behavioral goals that you set?

3. What instructional changes would you make to better support student attainment of the goals that you set?

4. What changes would you make in your assessments or assessment procedures to better inform your instruction?

5. What types of professional development experiences would be helpful to you at this point in time to develop your skills in planning/delivering instruction and supporting social/behavioral development in your students?

Part II
Task 4: Other Professional Accomplishments that Contribute to Student Learning

Introduction
Tasks 1 through 3 address your work as a provider of direct instruction to students with disabilities. Task 4 is designed to document contributions to improved student or school outcomes that you have made as a result of (a) partnerships with families and other caregivers, (b) collaboration with other professionals within and outside of your school setting, and (c) application of learning in the M.Ed. program in Special Education at UMaine.

What To Do
This task requires you to reflect on your accomplishments in three categories:

- Teacher as partner with families and community: Evidence of your involvement with parents and other interested adults as valued partners in your students' development and education; how your school-community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and student learning; and how you foster two-way dialogue with parents and other interested adults. Select 1-3 accomplishments.

- Teacher as collaborator: Evidence of your collaboration with other professionals within the school or in the wider professional community to improve teaching and learning. Select 1-3 accomplishments.

- Teacher as learner: Evidence of your commitment to professional development. Discuss professional development experiences that have had a significant impact on your work and identify at least three ways in which you have applied what you learned in the M.Ed. program to improve teaching, assessment, and/or students' social skills/behavior.

All accomplishments should have occurred within the past five years or since you entered the M.Ed. program.

Complete a cover sheet for each set of accomplishments (attached), indicating the category in which each accomplishment falls.
Task 4.a Description and Analysis of Accomplishments

- The Description and Analysis of each accomplishment should clearly and specifically explain what the accomplishment is and why it is significant in your teaching context, including how it has had an effect on student, class, or school outcomes.
- Describe the accomplishments that you have chosen so that someone who does not know you or your teaching context can appreciate the significance and impact of what you have described.
- The Description and Analysis should be specific because accomplishments often sound alike, and their actual significance may not be clear just from their names or a brief description. It is up to you to indicate what is important about each accomplishment.
- An accomplishment may be a single activity or event, or a set of related activities and events that are logically related to a single goal or outcome.

Answer the following questions for EACH accomplishment.
1. What is the nature of this accomplishment? Be specific.
2. Why is this accomplishment significant? To be significant, the accomplishment must be an important effort or achievement that demonstrates your work as a partner with students' families and their community; as a learner; and as a leader and/or collaborator with colleagues or other professionals.
3. Some activities in which all teachers must engage may not make the best examples of accomplishments unless you perform them in a way or to a degree that makes them very effective in promoting students' learning. For example, almost all teachers are required to attend an Open House for parents each new school year. This is, of course, a form of communication with parents and caregivers. In and of itself, this activity shows no significant accomplishment or impact, because it is both routine and required. However, if your contribution to the Open House night went beyond routine and established practice in your school, and provided an effective avenue to engage parents about their child's learning, you should make that very clear in your Description and Analysis.

Documentation of accomplishments
Each Description and Analysis must be accompanied by supporting documentation. There are two types of documentation that you can submit:
1. Artifacts
   - These are documents produced by engaging in activities such as writing articles, developing a newsletter, receiving letters from parents, or winning an award. You may wish to provide documents that support descriptions of curricula, professional articles or other publications, workshops or presentations that you developed or conducted, grant proposal abstracts, or syllabi for professional classes you have taught.
   - For long artifacts such as publications (e.g., an article or newsletter), you may submit the title page only. For multiple artifacts such as a correspondence journal with parents, one or two letters/pages may suffice. Be certain that your name and
a date appear on one of the pages submitted, but conceal names of students and parents.

2. Verification Forms (attached)

- Many accomplishments do not leave a paper trail that you can copy and submit as documentation. In these cases—such as mentoring a new teacher in your school—you may find someone familiar with your activities who will verify your description using the Verification Form provided at the end of the handbook. It is not necessary to have a Verification Form for every accomplishment, or to submit both artifacts and Verification Forms for the same accomplishment.
- The Verification Form, if you choose to submit one, must come from someone who is personally knowledgeable about the accomplishment you are describing. The verifier need not be a supervisor or someone in authority in your school or district; for example, a parent could be a verifier. A single verifier is sufficient for any one accomplishment.
- The verifier should read the brief cover letter, read a summary description of the accomplishment (prepared by you), complete the bottom section of the form, and return the form to you.
- We will de-identify verification forms prior to sharing your portfolio with anyone other than the instructor to preserve confidentiality.

**What to submit** (Place in order in Task 4 section)

- Cover Sheet for each accomplishment
- Task 4.a: Description and Analysis
- Documentation of Accomplishments

**Evaluation of Portfolio**

**Procedures**

Your portfolio will be evaluated throughout the semester.

First, you will be evaluated using rubrics for each task.

Second, you will be evaluated on the portfolio as a whole using the following checklist to determine whether you have met minimum requirements:

- Comprehensiveness: All required components of the portfolio are present.
- Adequacy: The candidate has followed portfolio directions.
- Timeliness of submission: The portfolio was received by the specified deadline. Any exceptions to the deadline were requested in writing and for good cause.
Conduct in Accordance with the Code of Professional Responsibility for Professional Educators: The work with students, parents and colleagues documented in the portfolio reflects professional and ethical conduct.
### Task 1

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets Proficiency</th>
<th>Rubric</th>
</tr>
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</table>
| Candidates recognize the individual and group differences in their students and families, build positive relationships and supportive interactions, and adjust their practice so that all students can learn | Candidates recognize the individual and group differences in their students and families, and the broad social, cultural, and organizational factors that affect school practice. | (4) Candidates demonstrate proficiency in analyzing the individual and group differences in students and their families and considering the implications of broad social, cultural and organizational factors on practice.  
(3) Candidates demonstrate competence in analyzing the individual and group differences in students and their families and considering the implications of broad social, cultural and organizational factors on practice.  
(2) Candidates demonstrate limited skill in analyzing the individual and group differences in students and their families and considering the implications of broad social, cultural and organizational factors on practice.  
(1) Candidates demonstrate lack of awareness of the individual and group differences in students and their families and fail to consider the implications of broad social, cultural and organizational factors on practice. |
| CEC Standard 1                                                          |                                                                                  |                                                                                                                                         |

### Task 2

<table>
<thead>
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<th>Standard</th>
<th>Meets Proficiency</th>
<th>Rubric</th>
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| Candidates can create learning experiences that make subject matter meaningful to students | Candidates develop and teach lessons that make subject matter meaningful by addressing individual differences in development, learning needs, and student interests. | (4) Student description provides clear, convincing & consistent evidence of knowledge and understanding of individual differences in development, learning needs, and interests of target students.  
(3) Student description provides clear evidence of knowledge and understanding of individual differences in development, learning needs, and interests of target students.  
(2) Student description provides limited |
<table>
<thead>
<tr>
<th>Task 3</th>
<th>Standard</th>
<th>Meets Proficiency</th>
<th>Rubric</th>
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<tr>
<td>Candidates demonstrate knowledge of the central concepts, tools of inquiry, and structures of the disciplines taught</td>
<td>Candidates plan and implement lessons and units in the classroom around large concepts in Maine’s Learning Results and national professional standards.</td>
<td>Candidates select/design, administer, score, and interpret results of formal and informal assessments; candidates use assessments to identify instructional needs, monitor student progress and modify instruction</td>
<td>(4) Candidates demonstrate proficiency in gathering data and interpreting results of previous assessments</td>
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<tr>
<td>CEC Standard 4</td>
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<td></td>
<td>(3) Candidates demonstrate competence in gathering data and interpreting results of previous assessments</td>
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<td></td>
<td>(2) Candidates demonstrate limited skill in gathering data and interpreting results of previous assessments</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(1) Candidates demonstrate little or no skill in gathering data and interpreting results of previous assessments</td>
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<tr>
<td>Candidates can create learning</td>
<td>Candidates develop and teach lessons that make</td>
<td></td>
<td>(4) Candidates design &amp; implement a lesson series that is fully aligned with CCSS and demonstrates strong content knowledge &amp; understanding.</td>
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<td>(3) Candidates design &amp; implement a lesson series that is fully aligned with CCSS and demonstrates satisfactory content knowledge &amp; understanding.</td>
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<td>(2) Candidates design &amp; implement a lesson series that is fully aligned with CCSS and demonstrates partial content knowledge &amp; understanding.</td>
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<td>(1) Candidates design &amp; implement a lesson series that is fully aligned with CCSS and demonstrates limited content knowledge &amp; understanding.</td>
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<td>(4) Student planning commentary provides clear, convincing &amp; consistent evidence of</td>
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</table>
| Candidates integrate the concepts, content, and tools of inquiry among the disciplines | Candidates teach lessons that integrate concepts, content, and tools of relevant disciplines | (4) Lessons consistently integrate important reading language arts concepts, content, and tools.
(3) Lessons generally integrate important reading language arts concepts, content, and tools.
(2) Lessons partially integrate important reading language arts concepts, content, and tools.
(1) Lessons do not integrate important reading language arts concepts, content, and tools. |
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<tr>
<td>CEC Standard 5</td>
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</table>

| Candidates understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner | Candidates select/design, administer, score, and interpret results of formal and informal assessments; candidates use assessments to identify instructional needs, monitor student progress and modify instruction | (4) Candidates demonstrate proficiency in designing/selecting, administering, and scoring and interpreting results of assessments to assess student learning and behavior in response to a unit of instruction.
(3) Candidates demonstrate competence in designing/selecting, administering, scoring, and interpreting results of assessments to assess student learning and behavior in response to a unit of instruction.
(2) Candidates demonstrate limited skill in designing/selecting, administering, scoring, and interpreting results of assessments to assess student learning and behavior in response to a unit of instruction.
(1) Candidates demonstrate little to no skill. |
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<tbody>
<tr>
<td>CEC Standard 4</td>
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</table>
Candidates can demonstrate the impact of their teaching on student learning

CEC Standard 4

<table>
<thead>
<tr>
<th>Task 4</th>
<th>Meets Proficiency</th>
<th>Rubric</th>
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<tbody>
<tr>
<td>Candidates support student learning and well-being by engaging students, home, school, colleagues, and community</td>
<td>Candidates provide evidence of effectiveness in advocating for students and families, building partnerships with parents and working with other professionals to support student learning</td>
<td>(4) Candidate provides clear, consistent, and convincing evidence of effectiveness in advocating for students and families, building partnerships with parents and/or working with other professionals to support student learning. (3) Candidate provides clear evidence of effectiveness in advocating for students and families, building partnerships with parents and/or working with other professionals to support student learning. (2) Candidate provides limited evidence of effectiveness in advocating for students and families, building partnerships with parents and/or working with other professionals to support student learning. (1) Candidate provides little or no evidence of effectiveness in advocating for students and families, building partnerships with parents and/or working with other professionals to support student learning.</td>
</tr>
<tr>
<td>Candidates demonstrate a</td>
<td>Candidates engage in ongoing self-evaluation</td>
<td>(4) Candidate provides clear, consistent, and convincing evidence of professional</td>
</tr>
</tbody>
</table>
strong professional ethic and a desire to contribute to the education profession

CEC Standard 6

and professional development to improve teaching practice; provides professional development and/or mentoring for other school professionals

contribution to colleagues or school

(3) Candidate provides clear evidence of professional contribution to colleagues or school

(2) Candidate provides limited evidence of professional contribution to colleagues or school

(1) Candidate provides little or no evidence of professional contribution to colleagues or school

Tasks 1-4 overall

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets Proficiency</th>
<th>Rubric</th>
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| Candidates demonstrate a commitment to reflecting on and seeking to improve practice | Candidates analyze own teaching performance, including strengths and weaknesses, and accesses a range of resources to improve teaching performance | (4) Candidate clearly and completely demonstrates strong reflective capacity and full commitment to improving teaching performance.

(3) Candidate demonstrates adequate reflective capacity and commitment to improving teaching performance.

(2) Candidate demonstrates some reflective capacity and limited commitment to improving teaching performance.

(1) Candidate demonstrates low reflective capacity and lack of commitment to improving teaching performance. |

Checklist of minimum requirements:

- Comprehensiveness: All required components of the portfolio are present.

- Adequacy: The candidate has followed portfolio directions.

- Timeliness of submission: The portfolio was received by the specified deadline. Any exceptions to the deadline were requested in writing and for good cause.

- Conduct in Accordance with the Code of Professional Responsibility for Professional Educators: The work with students, parents and colleagues documented in the portfolio reflects professional and ethical conduct.
FORMS
ACCOMPLISHMENT COVER SHEET

Accomplishment #_____

Area of accomplishment

This accomplishment reflects (check all that apply):

- Teacher as partner with families and community: Evidence of how you treat parents and other interested adults as valued partners in your students' development and education; how your school-community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and student learning; and how you foster two-way dialogue with parents and other interested adults.

- Teacher as collaborator: Evidence that you have worked collaboratively with colleagues to improve teaching and learning (within the school or in the wider professional community) and how you have shared your expertise in a leadership role with other educators to improve teaching and learning.

- Teacher as learner: Evidence of how you have applied what you have learned in the M.Ed. program to your teaching context and how that has effected student learning.

Description and Analysis Place Description and Analysis for this accomplishment after the cover sheet.

Documentation Once you have completed the Description and Analysis for the accomplishment, place the documentation for this accomplishment in your portfolio, following the Description and Analysis.
Verification Cover Letter and Form

The teacher whose name appears below is a candidate for the M.Ed. in Special Education at the University of Maine. The teacher has been asked to describe several professional accomplishments and to provide documentation of these accomplishments as part of the capstone portfolio. The teacher has identified you as someone personally knowledgeable about his or her work. We would appreciate your help in verifying the accuracy of the candidate’s description of the accomplishments. Thank you for your assistance. If you have any questions about this form or about portfolio procedures, please don’t hesitate to contact me: deborah.l.rooks@maine.edu or 207-581-2352

(To be completed by the candidate)
Candidate Name:

Below, briefly describe the accomplishment(s) being verified by the signer of the form. Explain what the accomplishment is, why it is significant, and how it has impacted student learning (attach extra page if needed).

(To be completed by the verifier after the candidate has completed the top section)
Is the candidate’s description of his or her activities accurate?

______ Yes ______ No______ Don’t Know

How do you know of these activities?

Signature: __________________________________________________________

Name (please print): _____________________________________________ Date:
Title or Position: ____________________________ E-mail and Phone: ____________________________
Portfolio Authenticity Form

**DIRECTIONS:** Please complete the following form and include at the end of Section 1 of the portfolio (background section).

This portfolio has been submitted to meet requirements of the M.Ed. program in Special Education at the University of Maine. The ultimate responsibility for the work for the portfolio lies with the M.Ed. candidate. We encourage you to seek assistance, input and feedback from peers and colleagues during the portfolio development process, but the work contained in the portfolio must be yours.

*By signing below, you are certifying that:*

- The student work included in the portfolio is the authentic work of the two students featured in the portfolio and was completed during the portfolio lesson sequence,
- You are the sole author of the commentaries and other written responses to portfolio questions and forms in this portfolio;
- Professional accomplishments that are described in the portfolio are yours; and
- Appropriate citations have been made for all published and/or internet materials used during the portfolio unit.

M.Ed. candidate’s signature and date:
Other Policies

Office hours
Walk-in office hours (i.e., no appointment necessary) are on Tuesdays from 3:00-4:00. Other days/times are possible as well. The quickest way to reach me with questions or to schedule an appointment is by e-mail.

Additional Information about Evaluation
Course Evaluation
Student perception and evaluation of the course is valued by the instructor, the department, and the university. Methods for obtaining student perception and evaluation of the course will be requested. These evaluation procedures are both formative and summative.

Individual Conferences
Students are encouraged to meet with the instructor periodically to discuss specific topics or for an informal chat.

Student Evaluation of Teaching (SET)
Students are asked to complete the university approved course evaluation at the end of the Semester. These evaluations are not given to the instructor until after final grades have been given to the registrar's office. Final evaluations are found on Blackboard.

University of Maine administrative policy statements

Academic honesty:
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities:
If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course schedule disclaimer (disruption clause):
In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Sexual violence policy:
Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, your teacher is required to report this
information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?
The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise— for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher does report?
An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
Policy on Incomplete Grades in Graduate Classes
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

• Academic dishonesty including cheating, plagiarism and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," plagiarism (the submission of another’s work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to the Associate Dean.

Confidentiality
All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:
http://catalog.umaine.edu/content.php?catoid=50&navoid=1001

Accommodations
If you have a disability for which you are requesting an accommodation, please contact Director of Disabilities Services (121 East Annex, 581-2319), as early as possible in the term.

COEHD policy on incomplete grades in graduate classes
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under
unusual circumstances. For grades of $I$, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Cancellations
On bad weather days, check the UMaine snowline (581-SNOW) to find out if the university will be closing. If I need to cancel or reschedule a class, I will post an announcement on the course Blackboard site by 2:00 p.m. and send an email to your mailedu address.

Updates, announcements and communication

- All email from the university (including email that I send you) will be sent to your mailedu address. If you do not use that account regularly, you should arrange to forward email from that account to the address that you prefer. In doing so, please make sure that you do not forward to an address with limited capacity to accept email (and attached files) or with security measures that require special handling. If you are unfamiliar with online communications at UMaine, please see http://dll.umaine.edu/cd/html/welcome_manual.html or http://mail.maine.edu/

- In the event of disruption of normal course activities, the format for this course may be modified to enable completion of the course. If that happens, you will be provided an addendum to this syllabus that will supersede this version.