

Indiana University Southeast

Special Education Program

K480 Student Teaching
16 weeks - 2 placements (8 wks. ea.)

Portfolio Directions

School of Education Themes			
High Quality Educators	Caring Professionals	Who are Leaders in the Continuous Transformation of Schools	Within a Diverse Society
Broad Outcomes for Special Educators Engaged in Growth....			
Understand students' needs & contexts.	Collaboratively plan and implement effective learning experiences.	Continuously assess the effects of their professional choices.	

WEBSITE TO HELP CLASSROOM SUPERVISORS
<http://homepages.ius.edu/Special/EESP/>

FALL 2013 – Spring 2014

DUE dates Fall 11/22 and Spring 4/22

K480 STUDENT TEACHING PORTFOLIO

Introduction

At the end of your special education student teaching you are required to submit a special education portfolio. The purpose of the student teaching portfolio is to provide one type of evidence that you have met the performance standards established by Indiana University Southeast's Special Education Program. Your portfolio will include specified artifacts of your teaching practice.

This is not a scrapbook of your student teaching. Artifacts provide evidence that you understand and can implement standards during student teaching. These artifacts will be **authentic**, revealing your ability to adapt to the contexts of your classroom and school. Artifacts may include, but are not limited to student work, teaching notations, policies, and reports.

The program faculty's summative judgment of the portfolio is a key element in Decision Point Four. A satisfactory score on the portfolio is needed in order to complete student teaching.

NOTE: You should not type or retype artifacts that would naturally be written in longhand. In fact, the originals with notations or edits might be appropriate for some.

ARTIFACTS FORMAT

3. Format: Put everything in a 3-ring binder. Divide the artifacts with clearly marked tabs. If student work accompanies an artifact, place it behind the artifact in the appropriate section. Student papers can be put in an envelope if that makes more sense than punching holes in them.

DO NOT USE PLASTIC SLEEVES

4. **Each artifact is completed only once. They take differing amounts of time to complete. Do not try to do them all in the second placement. Start them early at your placement, as that is when you have the least amount of night work to do for planning.**

TEACHING AND LEARNING CONTEXT

Artifact A

It is important for the teacher to have a in-depth knowledge of the academic, emotional, and social development of students, and how this development can impact student learning and instructional planning.

DIRECTIONS: Complete the following:

- Select a group of students that you will see daily and complete sections A – F on the chart below.
- During the first three weeks of school*, observe the academic and behavioral characteristics of the students in your selected group and keep anecdotal notes. Suggested areas of observation are included in the charts below. This is not an exhaustive list nor do all items have to be addressed.

- At the end of each week discuss the notes with your supervising teacher and get input from him/her regarding your observations. At the end of each weekly meeting have the supervising teacher initial your notes. The notes should be included in your portfolio.
- Use the notes to complete sections G – J on the chart.

*For those in an elementary placement, your classroom teacher might not begin working with students immediately. Begin your observation notes once students begin coming to the resource room on a regular basis.

A. Students in class or group	B. Grade level(s)	C. Disability area(s)																
D. Place a ✓ beside the phrase that best describes the setting(s). <div style="display: flex; justify-content: space-around;"> Inclusion classroom Special education classroom </div>																		
E. Place a ✓ beside the role that describes the types of help available to you. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="checkbox"/> instructional assistant(s) <input type="checkbox"/> peer (student) tutor(s) <input type="checkbox"/> general education teacher </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> volunteer(s) <input type="checkbox"/> other (Please specify) </div>																		
F. Indicate the # of children in each category below. <div style="display: flex; justify-content: space-around; margin-top: 5px;"> LEP # with IEPs / IFSPs # with 504 modifications Title I / At Risk Other </div>																		
G. First Week Observation Summary. Summarize the academic and behavior characteristics that you observed during your first week. Use the list below as a guide. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Academic</u></td> <td style="width: 50%; border: none;"><u>Behavior</u></td> </tr> <tr> <td style="border: none;">Attention to task</td> <td style="border: none;">Motivation</td> </tr> <tr> <td style="border: none;">Follows directions (underline the noun)</td> <td style="border: none;">Noncompliance (not following directions, talking back, refusals)</td> </tr> <tr> <td style="border: none;">Handwriting</td> <td style="border: none;">Not prepared</td> </tr> <tr> <td style="border: none;">Copying/note taking</td> <td style="border: none;">Classroom status</td> </tr> <tr> <td style="border: none;">Asks for help</td> <td style="border: none;">Leadership</td> </tr> <tr> <td style="border: none;">Learned helplessness</td> <td style="border: none;">Social awareness</td> </tr> </table>					<u>Academic</u>	<u>Behavior</u>	Attention to task	Motivation	Follows directions (underline the noun)	Noncompliance (not following directions, talking back, refusals)	Handwriting	Not prepared	Copying/note taking	Classroom status	Asks for help	Leadership	Learned helplessness	Social awareness
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H. Second Week Observation Summary. Summarize the academic and behavior characteristics that you observed during your second week. Use the list below as a guide. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Academic</u></td> <td style="width: 50%; border: none;"><u>Behavior</u></td> </tr> <tr> <td style="border: none;">Attention to task</td> <td style="border: none;">Motivation</td> </tr> <tr> <td style="border: none;">Follows directions (underline the noun)</td> <td style="border: none;">Noncompliance (not following directions, talking back, refusals)</td> </tr> <tr> <td style="border: none;">Handwriting</td> <td style="border: none;">Not prepared</td> </tr> <tr> <td style="border: none;">Copying/note taking</td> <td style="border: none;">Classroom status</td> </tr> <tr> <td style="border: none;">Asks for help</td> <td style="border: none;">Leadership</td> </tr> <tr> <td style="border: none;">Learned helplessness</td> <td style="border: none;">Social awareness</td> </tr> </table>					<u>Academic</u>	<u>Behavior</u>	Attention to task	Motivation	Follows directions (underline the noun)	Noncompliance (not following directions, talking back, refusals)	Handwriting	Not prepared	Copying/note taking	Classroom status	Asks for help	Leadership	Learned helplessness	Social awareness
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I. Third Week Observation Summary. Summarize the academic and behavior characteristics that you observed during your third week. Use the list below as a guide. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Academic</u></td> <td style="width: 50%; border: none;"><u>Behavior</u></td> </tr> <tr> <td style="border: none;">Attention to task</td> <td style="border: none;">Motivation</td> </tr> <tr> <td style="border: none;">Follows directions (underline the noun)</td> <td style="border: none;">Noncompliance (not following directions, talking back, refusals)</td> </tr> <tr> <td style="border: none;">Handwriting</td> <td style="border: none;">Not prepared</td> </tr> <tr> <td style="border: none;">Copying/note taking</td> <td style="border: none;">Classroom status</td> </tr> <tr> <td style="border: none;">Asks for help</td> <td style="border: none;">Leadership</td> </tr> <tr> <td style="border: none;">Learned helplessness</td> <td style="border: none;">Social awareness</td> </tr> </table>					<u>Academic</u>	<u>Behavior</u>	Attention to task	Motivation	Follows directions (underline the noun)	Noncompliance (not following directions, talking back, refusals)	Handwriting	Not prepared	Copying/note taking	Classroom status	Asks for help	Leadership	Learned helplessness	Social awareness
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J. Answer the following questions about your class using your observations as a guide. <ul style="list-style-type: none"> • What are the strengths of the students? • What concerns do you have at this time regarding the students? • How will you use this information for teaching? • How will you use this information to manage the classroom environment? 																		

COLLABORATION

Artifact B

Collaboration with other professionals and families is an important and complex responsibility for special educators. The goal of collaboration is to facilitate joint ownership and responsibility for the learning and management of students with special needs.

DIRECTIONS: Working with your supervising teacher, select an area in which you can collaborate with another teacher, a paraprofessional, or a family to address an academic or behavioral issue. After determining the focus of the collaboration, complete the chart below.

1. Describe the collaborative activity and provide a rationale for selection.
2. Develop a collaborative plan that addresses the following: <ul style="list-style-type: none">• Objectives – what do you plan to accomplish• Assessment plan – how will you measure the impact of the collaborative efforts• Proposed activities• Persons involved• Resources needed
3. Describe the impact of the collaboration on the child's outcomes and identify possible next steps.

BEHAVIOR INTERVENTION

Artifact C

A functional behavior assessment (FBA) is used to hypothesize the function (i.e., purpose) of the behavior and to design an appropriate behavior intervention plan (BIP). Once the function is determined, teachers can strategize how to meet the same function (purpose) using an appropriate replacement behavior with motivational strategies. The observation of a behavior may appear to be a relative simple task, but determining the function of the behavior is often a difficult task. Example: A student that is asked to go to the office may be trying to escape work or gain attention.

FBA Functional Behavioral Analysis

DIRECTIONS:

Step 1 Review FBA/BIPs of students with whom you are working. (at least 1 FBA/BIP)

Step 2 After reviewing student's FBA/BIPs, choose one student who has a FBA/BIP or who may be in need of a FBA.

Step 3 Focus on one behavior of student X. Keeping in mind the chosen behavior of student X, complete all of the FBA forms listed below:

- MAS – Motivational Assessment Scale
- Interview - student
- 5 observation samples
- Baseline chart
- Environmental analysis
- Triangular analysis
- FBA Form with hypothesis statement

Step 4 Recommend/suggest two strategies for the student’s BIP that teach the replacement behavior and that may motivate the student to change his or her behavior.

LANGUAGE INSTRUCTION
Artifact D

One of the standards addressed by the Council for Exceptional Children is communication. This standard states that beginning special education teachers will have a knowledge base of language and have a skills base of strategies that can support and enhance communication skills of individuals with exceptional learning needs.

DIRECTIONS: Develop and teach three lessons that give specific attention to writing and/or vocabulary development. Lessons can be a combination of the two areas, one of the areas, or be combined with science, math, social studies, etc. Copies of authentic student work must accompany this artifact. This artifact is to be completed with one group of students. **This lesson cannot be part of the Data Based Instruction activity.**

Outline each lesson that you will teach using the chart below. Lessons should contain a variety of evidence-based research strategies that are developmentally appropriate. For each lesson identify the learning outcome(s) addressed; describe the specific learner activity or strategy you plan to use; describe the accommodations or modifications that will be used; and describe how you plan to assess student progress on the outcomes. Following each lesson, reflect on the lesson and determine student progress. Identify necessary changes that will increase student progress toward the outcomes.

Lesson #	Learning Outcome(s) Addressed	Instructional Strategy/Activity	Accommodations	Assessments	Reflection
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DATA BASED INSTRUCTION
Artifact E

The purpose of this performance activity is to focus attention on the critical relationship between assessment and instruction. Instructional outcomes are more likely to be positive if planning is deliberate and activities naturally flow from identified needs. As a teacher of students with special needs you will need to use ongoing informal assessment methods to monitor your students’ academic progress. The information gathered from informal assessment is invaluable in adjusting or modifying curriculum or environmental needs and for identifying patterns of errors in instruction.

DIRECTIONS: Select a unit of study such as math (long division), language arts (a book or concept such as persuasive writing), science (solar system), or social studies (Revolutionary War). Create a pre-assessment for the unit based on the student outcomes. After giving the pre-assessment, use the

data collected to plan instruction for the unit. The formative assessments should match the student outcomes. At the end of the unit, give a post assessment to determine if student outcomes have been met. Copies of authentic student work must accompany this artifact. This artifact is to be completed with one group of students such as the language arts resource group or 3rd period algebra. **These lessons may not be the same lessons used in Language Instruction activity g.**

A. Student Outcomes

Determine the outcomes that you would like the students to be able to achieve.

B. Collect and Analyze Baseline Data

Administer a pre-assessment based on the unit objectives. After administering the pre-assessment, use the learning outcomes as well as any other information collected to analyze initial performance. Using charts, graphs, or tables, present the results of the pre-assessment in a format that allows you to find patterns of child performance. Describe the pattern that you found. Discuss the implications of the pre-assessment results for the design of the instruction and how this information will guide your instruction.

C. Lesson Planning and Instruction

The unit should consist of a minimum of five lessons. Outline each lesson that you will teach in your unit using the chart below. Each lesson should be designed to facilitate learning of the proposed outcomes. Lessons should contain a variety of evidence-based research strategies that are developmentally appropriate. For each lesson identify the learning outcome(s) addressed; describe the specific learner activity or strategy you plan to use; describe the accommodations or modifications that will be used; and describe how you plan to assess student progress on the outcomes. Following each lesson, reflect on the lesson and determine student progress. Identify necessary changes that will increase student progress toward the outcomes.

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D. Reflection of Lessons

Select three lessons from the unit and answer the following:

- What does this analysis tell you about teaching and learning in this setting?
- How did the assessment methods selected provided information to assess teaching and learning? What patterns and trends can inform the next steps?
- What resources or personnel might assist you in the next steps?

- Describe how you have reported or plan to communicate learning results to the students and families.

E. Reflection on the Impact of Instruction

At the completion of the unit answer the following:

- Describe the progress each student made. You may use charts, graphs, or tables.
- Select the learning objective on which your children were most successful based on your assessment of learning. Provide two possible reasons for this success.
- Select the learning objective on which children were least successful based on your analysis of learning. Provide two or more possible reasons for this lack of success and discuss any trends that you recognize in the data collected. Describe what you would do differently to improve performance as evidenced in the samples of the child's work.
- What impact will the information gained from your reflection about student performance have on your professional development?

PARAPROFESSIONAL INSERVICE

Artifact F

Paraprofessionals are individuals who assist teachers and others in the provision of services to students with disabilities. They are considered non-certified staff and their responsibilities for making decisions about students are limited. Typically school districts use paraprofessionals to provide individual ongoing assistance to one or more students with special needs in general education classrooms, special education classroom and other school and community environments. The partnership you form with a paraprofessional will be different than your relationship with other non-certified staff. As the special education teacher you may be responsible for directing and possibly helping to evaluate one or more paraprofessionals. Additionally you could be required to plan, implement and document the training you provide to them.

***Paraprofessionals are not teachers. Therefore they should not do initial teaching or make instructional decisions without collaboration with the teacher of record/service.**

DIRECTIONS: Create a 30 minute in-service for a paraprofessional. The in-service area may be academic (how to do a think aloud, questioning strategies for comprehension, etc.) or behavioral (how to give positive reinforcement). The in-service must include the following areas:

- Rationale
 - Clear explanation or description of skill, strategy, or concept
 - Why do they need to know this
- Demonstration
 - How the skill, strategy, or concept is used in realistic situations
 - You teaching how the skill, strategy, or concept should be used
- Practice
 - Time for the paraprofessional to practice the skill and receive feedback from you (think role play)