



**California State University, Long Beach
Advanced Studies in Education and Counseling
Education Specialist Preliminary Credential Program**

Education Specialist Portfolio Requirements
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Each candidate in the Education Specialist Preliminary Credential Program at CSULB is required to assemble a portfolio. The portfolio represents each candidate's opportunity to highlight developing competencies in relation to the program goals of becoming effective and caring teachers, partners with parents and others in the development of quality educational programs, and life long learners engaged in program development reflective of best practices in special education.

A. Purpose of the Portfolio

Developing and maintaining an up-to-date program portfolio serves many purposes:

- 1) Facilitates demonstration of special education teaching competencies as specified in the Education Specialist Preliminary Competency Checklist.
- 2) Provides an ongoing opportunity to critically reflect upon what you have learned in your coursework and field experiences.
- 3) Serves as a way to document your ongoing professional development.

B. The Portfolio Process

Each candidate will begin to assemble his or her portfolio in EDSP 480 (Foundations of Inclusive Education) as part of the requirements for this course. This portfolio will be then be built upon in subsequent semesters throughout the credential program. The portfolio will be reviewed by instructors in program courses and by your University Fieldwork Supervisor during advanced fieldwork (EDSP 587/588). Your University Fieldwork Supervisor will give final approval of your portfolio. The portfolio will serve as an important tool to link your coursework and fieldwork experiences, and as a means to demonstrate your teaching competencies during your advanced fieldwork courses.

C. Display/Format

Each candidate should select a method for display and formatting that best allows for a demonstration of his or her competencies in an organized fashion. An electronic portfolio, a binder or series of binders, or a file box or other format as desired by the candidate and approved by the candidate's advisor could be used. A table of contents should be included and it should list the components of the portfolio and clearly identify the location of portfolio components.

D. Required Portfolio Components

- 1) Name on outside of portfolio
- 2) Title Page with your name and credential objective
- 3) Table of Contents
- 4) Personal Philosophy of Special Education (see below)
- 5) Coursework and Fieldwork Artifacts with accompanying reflective narrative in each of 6/7 competency areas (see below)
- 6) Field Experience Log (See below)
- 7) Completed Competency Checklist

Personal Philosophy of Special Education

This written document will originate in EDSP 480. In 2-3 pages, each candidate is required to write a personal philosophy of special education including its relationship to general education. The statement of personal philosophy should include the candidate's views on collaboration, diversity, literacy, technology, and transition. Each candidate's personal philosophy may change with new insights gained throughout involvement in the program and so the personal philosophy statement will most likely need to be revised after the original document is written in EDSP 480.

Coursework and Fieldwork Artifacts with an Accompanying Reflective Narrative

Candidates will include the artifacts listed below that serve to demonstrate their competencies in each of the 6/7 program competency areas. For each competency, there will be at least two artifacts; at least one from your University coursework and at least one based on fieldwork experiences. An accompanying 1-2 page (double spaced) reflective narrative should explain the link between the coursework and field experience artifacts and the competency area. Coursework included should be the original, graded artifact.

The following artifacts must be included in your portfolio to support each of the following 6/7 competency areas:

- 1) Historical and Legal Foundation
 - a. EDSP 480 Philosophy of Education
 - b. EDSP 480 Legal Principles Exam
 - c. Fieldwork Artifact – Reflective Journal entries addressing historical/legal/ethical issues and influences affecting field practices
 - d. Narrative
- 2) Assessment and Progress Monitoring : A and B
 - a. EDSP 564 Case Study Project
 - b. EDSP 577 Intervention Project (M/M) or EDSP 578 Case Study (M/S see Competency 7)

- c. Fieldwork Artifact – Present Level of Performance summary in preparation for an Initial or tri-annual assessment report on a particular student
 - d. Fieldwork Artifact – Ongoing progress monitoring data for a particular student in the areas serviced
 - e. Narrative
- 3) Program Planning
 - a. EDSP 480 IEP Assignment
 - b. EDSP 534 ITP Assignment
 - c. Fieldwork Artifact – Current IEP implemented in the classroom that was collaboratively developed with candidate
 - d. Narrative
- 4) Instructional Implementation
 - a. EDSP 578 Unit Plan (M/S) or EDSP 577 Lesson Plan (M/M)
 - b. EDEL 452 or EDEL 462 Unit/Lesson Plan
 - c. Fieldwork Artifact – Unit and/or several lesson plans developed that demonstrates appropriate accommodations/modifications
 - d. Narrative
- 5) Managing the Teaching-Learning Environment
 - a. EDSP 560 Case Study
 - b. Fieldwork Artifact – Classroom management system summary
 - c. Fieldwork Artifact – Individual Behavior Plan developed collaboratively
 - d. Narrative
- 6) Professionalism and Interpersonal Skills
 - a. EDSP 534 Collaborative IEP Project
 - b. EDSP 587/588 A/B sample field notes written by University Supervisor
 - c. Professional Disposition Qualities Self-Evaluation from EDSP 480 and EDSP 587/588
 - d. Fieldwork Artifact – Current Administrator Evaluation (formal or informal), if applicable
 - e. Fieldwork Artifact - Evidence of communication with families (e.g. phone logs, notes, newsletters)
 - f. Fieldwork Artifact – Evidence of collaborative participation (e.g. notes from meetings with department, teams, pre-referral intervention teams, grade-level general education teams)
 - g. Fieldwork Artifact – Evidence of participation in professional development (e.g. district conferences, trainings)
 - h. Narrative
- 7) Moderate-Sever Disability-Specific Competencies
 - a. EDSP 578 Case Study
 - b. Fieldwork Artifact- Accommodations page from a current student's IEP

- c. Fieldwork Artifact – Medical/health/physical accommodation Specialized Schedule that reflects a current student's IEP needs
- d. Narrative

Please refer to the Education Specialist Program Competency Checklist for detailed components of these 6/7 areas.

Optional Artifacts Demonstrating Competencies

The candidate is encouraged to include in their program portfolio other artifacts that reflect their professional development as they relate to the 6/7 competency areas. These artifacts might include information on certification completed, staff development conducted, membership in professional organizations, etc.



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Field Experience Log Requirements
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Per our arrangement with CCTC, every student in the Education Specialist Preliminary Credential Program must demonstrate a breadth and depth of field experiences with students with and without a range of disabilities at different age and grade levels. The field log documents these field experiences. While many of these field experiences will be conducted as part of course requirements, you may need to conduct additional field observations, to ensure that you have observed students across age and disability levels as listed below.

You will start working on your field log in EDSP 480 and continue to build upon it throughout the program. It is expected that you will use coursework assigned observations to complete the most if not all of your Field Log. Your University Fieldwork Supervisor will give final approval of your Field Log.

Each field experience will be accompanied by:

- i) a completed field experience description form (see template attached)
- ii) an accompanying narrative discussing what was learned during the field experience and relating the field experience to coursework.

Content for each narrative will be provided in the accompanying course to describe a field observation project. **If** your field experience was not done as part of a course requirement, please include a 2-page narrative that addresses the following 4 questions:

- 1) Description of the experience conducted.
- 2) What did you learn from this experience?
- 3) Describe how this experience builds upon or connects with your coursework in the Education Specialist program?
- 4) How did this experience demonstrate best practices in one or more of the 5 Education Specialist program theme areas (i.e. individualized education, collaboration, cultural responsiveness, evidence-based practices & advocacy and literacy)?

The Field Experience Log will include experiences across the following **six (6)** settings. Education Specialist candidates will maintain one Field Log which records all six observations:

Each candidate must conduct brief observations, lasting 1 to 3 hours, of individuals with and without disabilities in a range of educational settings (you must complete at least one experience in an inclusive setting, a special day class (SDC) setting, and a

resource (RSP) setting completed at differing school sites) across the following age levels and disability categories:

- i) Students with mild/moderate disabilities at the elementary level
- ii) Students with mild/moderate disabilities at the secondary level
- iii) Students with moderate/severe disabilities at the elementary level
- iv) Students with moderate/severe disabilities at the secondary level
- v) Students in a post-secondary or transition program
- vi) Observation in a setting that involves the use of assistive technologies (AT) for individuals with disabilities

Coursework assignments should be used to complete the Field Log. Instructors will encourage you to show evidence of the Field Log being maintained throughout your course of study. Final acceptance of the Field Log requirements will be done by your university supervisor.

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FIELD EXPERIENCE DESCRIPTION FORM
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Candidate's name: _____

Observation Site: _____

Supervisor's name: _____

Supervisor's phone number: _____

Supervisor's signature: _____

Date(s) of experience: _____

Length of experience (i.e., number of hours): _____

Description of students (e.g., ages, disability labels): _____

Type of setting (e.g., general education class, inclusive classroom, RSP, Special Day Class, Special Center/NPS, community-based setting, recreation setting, etc.): _____

Field Log Cover Sheet

Field Experience	Name of Field Site	Type of Setting (SDC, RSP, GE)	Age/ Grade Level	Course Assigned	Super-visor Initials
M/M Elementary Experience				EDSP 480	
M/S Elementary Experience				EDSP 564	
M/M Secondary Experience				EDSP 480	
M/S Secondary Experience				EDP 560	
Post- Secondary/ Transition Experience				EDSP 534	
AT Observation Experience				EDSP 577/578	

The candidate must complete at least one experience in each of the following settings: special day class, RSP, and inclusive/collaborative setting completed at differing school sites. Field experiences may be part of course assignments from courses.