

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

Education Specialist Portfolio Requirements

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.

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 for critical reflection upon the links between what you have learned in your coursework and fieldwork experiences
- 3) Serves to document your ongoing clinical fieldwork experiences across the arc of the program
- 4) Serves to document your evaluations and ongoing professional development

The Portfolio Process

Each candidate will begin to assemble their portfolio in EDSP 480 (Foundations of Inclusive Education) as part of the requirements for this course. This portfolio will be then be added to in subsequent semesters throughout the credential program. It is the responsibility of the candidate to continue to update and maintain their portfolio throughout coursework and fieldwork. The portfolio will then be reviewed by your University Fieldwork Supervisor during Final Fieldwork – Student Teaching (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 to demonstrate your teaching competencies during your advanced fieldwork courses.

Display/Format

Each candidate will develop an electronic portfolio, called an E-Portfolio, through the BeachBoard system. Clear design of the portfolio will include links and dropdown menus for all components listed below.

Required Portfolio Components

Name & Credential Objective & Personal Philosophy on Home Page

Clear dropdown menu to organize sections below

- Competencies for all six (mild/moderate) or seven (moderate/severe) Areas
 - Coursework
 - Fieldwork Artifacts (including Optional Artifacts. See below)
 - Narrative and/or Journal sections
- Clinical Fieldwork Log (see Clinical Fieldwork Log Observation and Reflections guidelines)
 - Fieldwork Log Matrix (just one to record all experiences)
 - Fieldwork Experience Description Form
 - Narrative for each of the six required experiences
 - See list on Clinical Fieldwork Log Observations and Reflections guidelines
- Evaluations
 - Competency Checklist
 - Self-Evaluations
 - Formative and Summative Evaluations

Personal Philosophy of Special Education

This written document will originate in EDSP 480. Each candidate is required to write a brief Personal Philosophy of Special Education including its relationship to general education. The statement of personal philosophy should include the candidate's views on either collaboration, cultural responsiveness, advocacy, literacy, technology, and transition. Each candidate's personal philosophy may likely change with new insights gained throughout involvement in the program and so the Personal Philosophy statement will be revised during Final Fieldwork.

Competency Areas

Coursework and Fieldwork Artifacts with an Accompanying Reflective Narrative

Candidates will include the artifacts listed below that serve to demonstrate their competencies. For each competency, there will be at least two artifacts; one each from your University coursework and final fieldwork experience. An accompanying (1-2 page) reflective narrative or Journal 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 student
 - d. Fieldwork Artifact – Ongoing progress monitoring data for a 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 examples from work with agencies or include information on staff development experiences or membership in professional organizations.

Clinical Fieldwork Log

Candidates will complete a variety of clinical fieldwork experiences across the arc of the Preliminary program. Candidates need to refer to the *Clinical Fieldwork Log Observation and Reflection guidelines* for detail on how this log is completed.

Evaluations

Candidates will include a variety of evaluations to reflect their progress through the Preliminary Credential. Evaluations will include the following required items: Competency Checklist, Self-Evaluations, Formative and Summative Evaluations. Some evaluations may be embedded in the different Competency areas, and not housed separately in the Evaluation section. Candidates are also invited to include examples of feedback from Master Teachers/Mentors or other professionals that have had the opportunity to evaluate a candidate’s progress in teaching. This section might include letters of recommendations. Additionally, candidates should include copies of examinations completed (like RICA, CPR, CSETs, Basic Skills) and any passed training certificates.