Department of Education

Special Education Addendum
to

Teacher Candidate Guide
for

Educator Professional Portfolio
&
Senior Panel Interview

Spring 2009

On the next few pages, you will find information that will help you to prepare the section of your portfolio related to Special Education Content Knowledge. The Special Educators at WVSU decided that the Panel Interview would be an appropriate place for candidates to demonstrate their achievements in three areas:

1) Non-English Language Proficiency,
2) Assistive and Instructional Technology for Students with Disabilities, and
3) Professional and Ethical Practice for Special Educators.

The Panel Interview Assessment was revised to add three new indicators which are applicable to special education majors only.

1) Non-English Language Proficiency:
To demonstrate this non-English language proficiency at the highest level, WVSU expects candidates to demonstrate an understanding of 12 words (including wait, stop, toilet, eat and drink) in both ASL and MFL, and to create a 2- or 3- choice communication board that could be used in a classroom with a non-speaker. Possible Artifacts & activities for Panel Interview related to Non-English Language Proficiency:

- Give examiners a list of words and sentences in ASL and MFL on which you want to be examined.
- Show examiners a 2-choice or 3-choice communication board that you made (or a picture of one).

2) Assistive and Instructional Technology for Students with Disabilities
To demonstrate proficiency at using assistive and instructional technology for students with disabilities at the highest level, WVSU expects candidates to show evidence of actual use of common assistive technology devices (non-computer related or software related) with a student with disabilities. Possible Artifacts & activities for Panel Interview related to assistive and instructional technology:

- Brief paper on how to program and change batteries for talking device (for example hip-talker), or how to change ear molds and batteries and check for functioning in hearing aids.
- Brief paper on different commonly available software and examples of use with students with Written Language Learning Difficulties. (such as spell-checker, grammar-checker, magnifying software, speech-to-text software, etc.)
- Documentation of using common assistive technology devices with students with disabilities.

3) Possible Artifacts & activities for Panel Interview related to Professional and Ethical Practice:
To demonstrate proficiency at the highest level in Professional and Ethical Practice for Special Educators, WVSU expects candidates to show evidence of advocacy for students with disabilities to which candidates have received a response from an individual or agency AND either professional development or community service activities.

- Artifacts that show that Candidate went to workshops or performed community service beyond what is required for the degree.
- Artifacts that show that Candidate is aware of advocacy opportunities for students with disabilities (member of professional listserv or receives electronic newsletter, etc.)
- Artifacts that show that Candidate advocated for students with disabilities (copy of letter to Senator or Representative, copy of response to request for feedback on pending state or national guidelines for the education of exceptional students, copy of response from legislator or agency to advocacy letter, etc.)

The scoring for all three indicators is on the next page.

Special Education Panel Assessment for _____, date _____

	Unacceptable	Developing	Target	Exemplary
Basic Non-English Facility (CEC Standard 6)	Less than 12 words in ASL or MFL, or no Communication Board artifact	Lacking in one of the "target" criteria.	Understands 12 words in both ASL and MFL, and creates a 2- or 3- choice communication board that could be used in a classroom with a non-speaker.	Obtains all "target" criteria and also can make basic requests and answer basic questions in either ASL or MFL.
Assistive Technology Facility (CEC Standard 6)	Very Limited evidence of facility with or understanding of assistive technology related to Language	Lacking in one of the "target" criteria.	Documents show understanding of how to use common non-computer assistive technology devices and common computer software useful for students with ELN	Documents show evidence of actual use of common assistive technology devices (non-computer related or software related) with a student with ELN.
Professional and Ethical Practice (CEC Standard 9)	No evidence or inadequate evidence of going beyond degree requirements in professional development, community service or advocacy activities.	Lacking in one of the "target" criteria.	Evidence of advocacy for students with disabilities AND either professional development or community service activities.	Obtains all "target" criteria and also shows evidence of positive response to advocacy activity.