

**Electronic Portfolio Evaluation**

**ED SP 4980 Directed Teaching in Special Education**

The Electronic Portfolio Evaluation is completed at the end of the student teaching requirement and reflects the candidate’s knowledge, skills, and dispositions across three standards: professional and ethical practice, collaboration, and language. The electronic portfolio is provided in digital format and is presented orally to the University supervisor, faculty, and other interested parties at the conclusion of student teaching. Candidates reflect upon and evaluate their own performance during the semester-long experience, using artifacts that represent 4 State-level teaching performance standards (i.e., South Carolina Teaching Standards). Candidates reflect on their own professional development and growth, including self-evaluation of their knowledge and skills regarding research-validated practices. They discuss their practices in relation to the field’s code of ethics, including participation in advocacy activities and professional organizations as well as the need to serve as a role model for their own students. Candidates reflect and evaluate their participation in collaborative activities, including communication, planning, coordination, and conferencing with other professionals, families, para-educators, and other related services personnel. Candidates discuss their roles in collaboration and the fostering of respectful relationships and cultural sensitivity. Candidates also discuss their repertoire of skills related to facilitating language among students with exceptional learning needs and demonstrate sensitivity toward students who are culturally or linguistically diverse.

Candidates will need to organize their portfolio into **Four** domains. These domains include:

**INSTRUCTION**

**THE LEARNING ENVIRONMENT**

**DESIGNING AND PLANNING INSTRUCTION**

**PROFESSIONALISM**

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| **INSTRUCTION**   1. **Standards and Objectives** 2. **Motivating Students** 3. **Presenting Instructional Content** 4. **Lesson Structure and Pacing** 5. **Activities and Materials** 6. **Questioning** 7. **Academic Feedback** 8. **Grouping Students** 9. **Teacher Knowledge of Content** 10. **Thinking** 11. **Problem Solving** | **THE LEARNING ENVIRONMENT**   1. **Expectations** 2. **Managing Student Behavior** 3. **Environment** 4. **Respectful Culture** |
| **DESIGNING & PLANNING INSTRUCTION**   1. **Instructional Plans** 2. **Student Work** 3. **Assessment** | **PROFESSIONALISM**   1. **Growing and Developing Professionally** 2. **Reflecting on Teaching** |
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**Each domain will require the following number of artifacts:**

**Instruction: 6 artifacts \*\*Reflection of Instructional practices is required.**

**The Learning Environment: 4 artifacts\*\*Reflection of Creating & Maintaining the Learning Environment is required.**

**Designing and Planning Instruction: 6 artifacts\*\*Reflection of Planning Instruction required**

**\*\* Reflection of Planning and Interpreting Assessments is required.**

**\*\*CBM /SLO graphing and reflection of practices and results required.**

**\*\*Reflection of Unit Planning and results required.**

**Professionalism: 4 artifacts \*\* Reflection on Growth in Professionalism required**

**\*\* Philosophy of Education Required**

**\*\* Current Resume Required**

**All reflections must be at least one page in length.**