

EDL 685 B Rubric: Supervisor Practicum Portfolio (updated 7/9/15)

by Grand Valley Education Administrator

Supervisor Practicum Portfolio

Standards

- CEC-ADV-2012.2.2** Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
- CEC-ADV-2012.3.5** Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.
- CEC-ADV-2012.5.4** Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- CEC-ADV-2012.6.4** Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- CEC-ADV-2012.6.5** Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- INTASC-2013.8** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Directions to the Student

1. Spend one full day shadowing a special education administrator. Your choice of administrator to shadow must be approved by your field mentor. Write a reflection of the experience.
2. Attend three school board meetings: a state board meeting, an intermediate school district board meeting and a local district board meeting. Provide a copy of the agenda and write a reflection of the experience for each of the three meetings.
3. Attend a meeting of your intermediate school district's Parent Advisory

Committee (PAC). Write a reflection of the experience.

4. Attend a general membership meeting of the Michigan Association of Administrators in Special Education (MAASE). Provide a copy of the agenda and write a reflection of the experience.

5. Locate and review all written documentation of your program/building/district's process for the selection of new special education instructional and related services staff (teachers, aides, psychologists, speech language therapists, etc.) to include the following: role descriptions, interview questions, and performance evaluation procedures and forms. Determine the adequacy and thoroughness of the documentation. Make specific recommendations for improvement in the form of a reflection, answering all six reflection questions.

6. Complete a performance evaluation for one instructional or related staff member using the complete evaluation system for your district. Keep in mind that a performance evaluation includes more than an observation and the resulting documentation of that observation. Provide all documentation of the performance evaluation (with all personal identifiers redacted) and a written reflection of the experience.

7. Obtain the most recent IDEA Public Reporting of special education data (indicators 1-14) for your district. Prepare a presentation with the intended audience (e.g., the district administration team, the school board, district special education staff) to be determined by your field mentor. The presentation must include an explanation of the reporting requirement, presentation and explanation of the data, and recommended action for improved future data.

8. Develop a plan for a professional development event to be delivered to a group of special educators. The intended audience and the topic must be approved by your field mentor. The plan must include the intended outcomes for participants as well as the agenda and all presentation materials.

9. Complete a project dealing with an aspect of curriculum. Suggested areas for consideration are: curriculum development, curriculum alignment, curriculum study, and curriculum evaluation. The two most important considerations in choosing your task are whether your chosen project will further your personal growth as a curriculum leader and whether you will be producing something that will have a positive impact on the delivery of curriculum to students with disabilities in your district and/or your field mentor's district.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

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	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
CEC 2.2 Special education specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards,	Completes a project related to curriculum (curriculum development, curriculum alignment, curriculum study, and/or curriculum evaluation) resulting in a product for use by district special education administrative and/or instructional personnel and/or related service	Completes a project related to curriculum (curriculum development, curriculum alignment, curriculum study, and/or curriculum evaluation) resulting in a product for use by district special education administrative and/or instructional personnel and/or related service	Completes a project related to curriculum (curriculum development, curriculum alignment, curriculum study, and/or curriculum evaluation) resulting in a product unlikely to be used by district special education administrative and/or instructional personnel and/or related service	Assignment not submitted

<p>effective teaching strategies, and assistive technologies to support access to and learning of challenging content</p> <p>InTASC Standard 8: Instructional Strategies- The Administrator Candidate understands and uses a variety of leadership strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways</p> <p>(1.000, 14%) CEC-ADV-2012.2.2 INTASC-2013.8</p>	<p>personnel. The product is well suited to the stated purpose and is ready for immediate use</p>	<p>personnel. The product is well suited to the stated purpose</p>	<p>personnel</p>	
<p>CEC 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of the programs, services, and supports for individuals with exceptionalities</p> <p>(1.000, 14%) CEC-ADV-2012.3.5</p>	<p>Prepares a professional appearing electronic presentation of the most recent IDEA public reporting data for a district to include an accurate and explanation of the reporting requirement, presentation and explanation of the data, and recommended action for improved future data. The presentation is likely to be understandable to laypersons. Recommended action for improved future data is likely to lead</p>	<p>Prepares an electronic presentation of the most recent IDEA public reporting data for a district to include an accurate and explanation of the reporting requirement, presentation and explanation of the data, and recommended action for improved future data. The presentation is likely to be understandable to laypersons. Recommended action for improved future data is likely to lead</p>	<p>Prepares an electronic presentation of the most recent IDEA public reporting data for a district to include an accurate and explanation of the reporting requirement, presentation and explanation of the data, and recommended action for improved future data. The presentation is likely to be understandable to laypersons</p>	<p>Assignment not submitted</p>

	to improved outcomes for students with exceptional learning needs	outcomes for students with exceptional learning needs		
CEC 5.4 (a) Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities (1.000, 14%) CEC-ADV-2012.5.4	Applies knowledge of legal and effective recruitment and hiring procedures to evaluate a district's process for the selection of special education personnel. Documentation for the following are reviewed: role descriptions, interview questions, and performance evaluation procedures. Specific written recommendations for improvement of district procedures are made using the reflection questions provided.	Applies knowledge of legal and effective recruitment and hiring procedures to evaluate a district's process for the selection of special education personnel. Documentation for the following are reviewed: role descriptions, interview questions, and performance evaluation procedures. Specific written recommendations for improvement of district procedures are made	Applies knowledge of legal and effective recruitment and hiring procedures to evaluate a district's process for the selection of special education personnel. Documentation for the following are reviewed: role descriptions, interview questions, and performance evaluation procedures	Assignment not submitted
CEC 5.4 (b) Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities (1.000, 14%) CEC-ADV-2012.5.4	Conducts a performance evaluation of a instructional or related staff member. Evidence that the performance evaluation included documentation of pre and post observation interaction between the evaluator and the staff member is provided. A written reflection of the experience is submitted	Conducts a performance evaluation of a instructional or related staff member. Evidence that the performance evaluation included documentation of pre and post observation interaction between the evaluator and the staff member is provided	Conducts a performance evaluation of a instructional or related staff member	Assignment not submitted
CEC 6.4 (a) Special education specialists actively participate in professional development and learning communities to increase professional knowledge	Provides evidence of spending an entire work day with a special education administrator and writes a reflection that includes a description of activities for the day and insights gained	Provides evidence of spending an entire work day with a special education administrator and writes and provides written documentation of activities for the day	Provides evidence of spending an entire work day with a special education administrator	Assignment not submitted

and expertise (1.000, 14%) CEC-ADV- 2012.6.4				
CEC 6.4 (b) Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise (1.000, 14%) CEC-ADV- 2012.6.4	Provides evidence of attendance at a general membership meeting of the Michigan Association of Administrators of Special Education (MAASE) and writes a reflection that includes a description of agenda items and insights gained	Provides evidence of attendance at a general membership meeting of the Michigan Association of Administrators of Special Education (MAASE) and writes a reflection that includes a description of agenda items	Provides evidence of attendance at a meeting of a general membership meeting of the Michigan Association of Administrators of Special Education (MAASE)	Assignment not submitted
6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels (1.000, 14%) CEC-ADV- 2012.6.5	Creates a professional development event for general and/or special education personnel. The topic of the event has current relevancy. Intended outcomes for participants are included. Presentation materials, including any electronic presentation, is of professional quality and is engaging to adult learners	Creates a professional development event for general and/or special education personnel. The topic of the event has current relevancy. Intended outcomes for participants are included	Creates a professional development event for general and/or special education personnel. The topic of the event has current relevancy	Assignment not submitted



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