

E-folio Development in Special Education Special Education General Curriculum K-12 Master of Arts in Education (M.A.Ed)

Definition

E-folios are systematic collections of evidence/artifacts that demonstrate professional growth, progress toward program goals, and achievement in key areas.

E-folio Purposes

- To showcase students' best work while emphasizing self-assessment, reflection, and ownership
- To provide a process for students to document, organize, and reflect upon their experiences and achievements during their master's degree program
- To demonstrate competency development in areas required to meet School of Education, Virginia, and national standards
- To provide a formative and summative assessment mechanism to monitor students' professional growth and development
- To demonstrate program accountability and provide a basis for program evaluation and revision

Sample Artifacts/Evidence

IEPs, units, lesson plans, behavior intervention/management plans, student work products, records of student progress, papers, projects, log notes, journal entries, assessments, reports, pictures, videos, outlines and evaluations from professional development presentations, parent/family involvement projects, publications, presentations, awards, other artifacts as appropriate

Considerations

**** Be sure to respect confidentiality in preparing and presenting e-folio materials. Information that may identify particular students, families, or teachers should be removed from all documentation. You may have pictures that illustrate competencies, but if you use these, please obtain permission from the appropriate source.**

Due Date: July 2, 2010

CROSS-REFERENCED COMPETENCY AREAS FOR SPECIAL EDUCATION

2001 Council for Exceptional Children Content Standards	Student Teaching Competency Areas	School of Education Conceptual Framework	INTASC Standards
1. Foundations of Special Education	1. Foundational Understanding	Content Expertise	1. Understands content/ Subject Matter
2. Development and Characteristics of Learners 3. Individual Learning Differences	1. Foundational Understanding	Content Expertise	2. Understands Learning and Development 3. Understands Difference / Adaptations
4. Instructional Strategies	3. Teaching Skills	Content Expertise Reflective Practice Educational Leadership	4. Designs Instructional Strategies 9. Reflects on Practice
5. Learning Environments and Social Interactions	5. Classroom Management Knowledge and Skills	Content Expertise Reflective Practice	5. Manages and Motivates in the Classroom
6. Language	3. Teaching Skills	Content Expertise Reflective Practice	4. Designs Instructional Strategies
7. Instructional Planning	2. Planning, Organization, and Preparation for Teaching	Content Expertise Reflective Practice	4. Designs Instructional Strategies 7. Plans and Integrates
8. Assessment	4. Assessment and Evaluation for Learning	Content Expertise Reflective Practice	8. Evaluates/Assesses
9. Professional and Ethical Practices	6. Professional Knowledge and Skills (Dispositions)	Effective Collaboration Educational Leadership	10. Participates in the Professional Community 9. Reflects on Practice
10. Collaboration	6. Professional Knowledge and Skills (Dispositions)	Effective Collaboration Educational Leadership	10. Participates in the Professional Community 6. Communicates

***See appropriate documents for more specific indicators of competency areas.**