

**THE GEORGE WASHINGTON UNIVERSITY**  
*Graduate School of Education and Human Development*  
*Department of Teacher Preparation and Special Education*

**EARLY CHILDHOOD SPECIAL EDUCATION**  
*and*  
**INFANT SPECIAL EDUCATION CONCENTRATION**

**PROFESSIONAL PORTFOLIO HANDBOOK**

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## ***I. INTRODUCTION***

Changing practice in the field of assessment has focused attention throughout the country on alternative forms of assessment of children and simultaneously of professionals. The faculty of the Early Childhood Special Education Program at The George Washington University is committed to preparing clinical professionals fully exposed to the changing nature of professional practices. As a result, the development of a professional portfolio is an integral part of the master's program.

A professional portfolio is a representative group of documents that provides evidence of one's knowledge, beliefs, skills and dispositions. It is a work in progress that reflects the evolution and refinement of professional and personal development. In the master's degree program, each student creates a portfolio that is individualized based upon talents of the student. The student receives faculty and peer input at each stage of the process resulting in a collaborative journey of collegial sharing between the student, the faculty and other students.

## ***II. PURPOSE***

The development of a professional portfolio is an integral part of completing the Master's Degree Training in the Early Childhood Special Education program. For ECSE, 0-5 Focus students, the portfolio requires students to demonstrate mastery of program competencies in an alternative format to the traditional comprehensive examination.

The professional portfolio is the synthesis of the student's academic and field experiences and provides a summary of the student's development from his/her own perspective. The portfolio is intended to encourage the student to become actively involved in monitoring and reflecting on his/her development as an early intervention/early childhood special education professional working with infants, toddlers, young children and their families. The contents of the portfolio reflect both academic and field experiences that demonstrate the student's application of knowledge and skills. In addition, the portfolio is intended to be used as an ongoing tool to encourage and guide future professional development. It is expected that graduates will continue to develop their portfolio and become increasingly reflective practitioners and lifelong learners.

## ***III. GOAL OF THE PORTFOLIO***

**The goal of the portfolio is to document the student's progress in the program and their mastery of the program competencies in the strand areas of:**

- Development and Learning
- Assessment, Evaluation, and Diagnosis
- Curriculum Development and Implementation
- Working with Families
- Building Collaborative Relationships

- Professionalism
- Technology
- Culturally Competent Professional

Students should include materials in their portfolio that document progress and mastery in each strand. It is not necessary to address each of the individual competencies.

#### **IV. STAGES OF PORTFOLIO DEVELOPMENT**

Portfolio development begins in the student’s first semester and continues throughout their program and is finalized in the completed portfolio. The final product is submitted at the end of the internship for ECSE, 3-8 Focus, students and in the final semester for ECSE, 0-5 Focus, students. The student evaluates and reflects on his/her individual learning strengths, needs, and opportunities. It is anticipated that these perceptions will change as the student progresses through the program.

In the initial phase, the student begins collecting and selecting information that will represent him/her as a developing professional. The student develops his/her professional philosophy statement and articulates the purpose of the portfolio.

The final phase of portfolio development occurs during the internship (SPED 292/293) and during the student’s final semester. The student develops a professional resume and selects evidence or artifacts that reflect and document competence. The student works with the faculty and in collaborative groups to integrate graduate coursework, field experiences and related employment into the professional document. Many students subsequently use portions of their portfolios in job interviews to document that they meet special education standards.

**The stages of portfolio development include, but are not limited to, the following:**

Identify Purpose	The primary purpose of the portfolio is to demonstrate competency in the eight strand areas. ECSE, 3-8 Focus students also show progress in the program. A student may articulate other purposes.
Collect	Starting in the first semester, gather all artifacts/evidence that demonstrate competence in each of the strand areas. At the end of each semester, use the Competency Evidence Sheet to monitor data collection.
Select	Reflect on and select the artifacts that are most relevant to the purpose of the portfolio and individualized beliefs and philosophy. You may begin entering these into your electronic portfolio.

Categorize	Identify the developing themes of the portfolio and determine the final format and design for your electronic portfolio.
Connect	Develop linkages between the selected artifacts and your Professional Philosophy. This is the “thinking through” stage that formulates the reflections.
Reflect	Make each entry relevant and meaningful by writing about why each was selected. What competencies are met? What themes in the student’s Philosophy are addressed? This reflection ties each individual entry to the overall portfolio document.
Portfolio Defense (0-5 focus)	Submit the portfolio to program faculty for formal review. Defend the portfolio at a time scheduled after faculty review.
Portfolio Presentation (3-8 focus)	Present the portfolio to program faculty and your peers at the completion of the internship semester.

## V. *COMPONENTS OF THE PORTFOLIO*

The three components of the portfolio are the physical format, the philosophical basis and the supportive evidence.

### PHYSICAL FORMAT

#### 1. *METHOD OF PRESENTATION*

The format is determined by the student and is dependent on the computer program used to create the electronic portfolio. The portfolio can be individualized by students within the provided format.

#### 2. *TABLE OF CONTENTS*

The Table of Contents provides organization of the materials presented and structures the presentation of the portfolio. Each competency strand should be included in the Table of Contents. The Table of Contents may be the list of portfolio components on the left side of the home page or another format created by the student.

### PHILOSOPHICAL BASIS

#### 1. *STATEMENT OF PURPOSE*

The Statement of Purpose introduces the reader to the portfolio. It includes a statement that highlights what the student hopes the reader will learn by reading the portfolio.

## **2. PROFESSIONAL PHILOSOPHY**

The Professional Philosophy presents the core values that guide the student's work with infants and young children and their families and should be evident throughout the portfolio. The student's reflections throughout the portfolio should relate to the professional philosophy and should indicate areas for continued professional growth. The following question may help to shape the philosophy:

*"Drawing upon theoretical knowledge, research and personal experiences, what are my professional beliefs and attitudes about working with children and families? "*

### **SUPPORTIVE EVIDENCE/DOCUMENTATION**

#### **1. ENTRIES**

The materials that document the student's experiences is referred to an entry. There are three types of entries used for documentation:

Artifacts: Materials that provide evidence of the knowledge, beliefs, skills and dispositions the student wishes to present. Examples of artifacts include observations, videotapes, journal entries, photographs, computer disks, annotated bibliographies, activity/lesson plans, assessment reports, case studies and research papers.

Reproductions: Summaries of discussions with mentors or supervisors and/or audiotapes of relevant meetings (with the permission of all involved parties).

Attestations: Documentation of the student's work prepared by someone else. Examples include letters of recommendation, parent letters, and intern evaluations.

When selecting material for documentation, the following guidelines should be used:

- \* Select entries that provide the most compelling evidence for the purpose of the portfolio.
- \* Select entries that reflect the Professional Philosophy statement that introduces the portfolio.

- \* Select entries that address each competency strand (minimum of 4 pieces per strand for ECSE, 0-5 Focus students)
- \* Select entries that reflect the full range of acquired knowledge, beliefs, skills and dispositions.

## **2. REFLECTIONS**

Reflections are interpretation, commentary, analysis and explanation that make the individual entries and the composite portfolio meaningful and relevant to the student's purpose and philosophy. The major themes of the student's philosophy must be evident in the reflections.

## **3. CAPTIONS**

Captions give explanations about an entry and are used to focus the reader on selected content of the entry.

## **4. ANNOTATIONS**

Annotations are materials such as annotated bibliographies, brief descriptions of courses and/or abstracts of the student's own research papers.

## **5. BOXED ENTRIES**

"Boxed" entries highlight or bring attention to sections of journals, papers or other entries. Boxed entries may be delineated by highlighting, boxing or bolding a portion of an entry. Faculty reviewers will not read a lengthy entry in order to find the section the student refers to in his/her reflection.

## **VI. REQUIRED PORTFOLIO FORMAT**

1. The student must include:

- Table of Contents (may be part of the ePortfolio format)
- Resume
- Statement of Purpose
- Professional Philosophy

2. The student must choose one or more entries from each of the following categories:

- Activity/lesson/intervention plans
- Instructional and assessment activities and materials
- Academic/course assignments
- Observation reports

Child observation reports  
Interactions with families

**ePortfolios:** Students should refer to the eFolio Development Workshop presentation for recommended practices related to eportfolios. Students may choose Blackboard, which has the format for the ECSE portfolios on it, or another format for their eportfolio.

**Recommended books:**

Kilbane, C. R., & Milman, N. B. (2005). *The digital teaching portfolio workbook: Understanding the digital teaching portfolio process*. Boston: Pearson Education, Inc.

Kilbane, C. R., & Milman, N. B. (2003). *What every teacher should know about creating digital teaching portfolios*. Boston: Pearson Education, Inc.

## **VI. EVALUATION OF PORTFOLIO AND DEFENSE OR PRESENTATION**

### **THE PORTFOLIO DEFENSE (ECSE, 0-5 FOCUS)**

The development of the professional portfolio is required for all students in the Early Childhood Special Education Program, 0-5 Focus and has been approved as a waiver of the Master's degree comprehensive examination, a part of the university requirement for graduation. Students doing a portfolio in place of a comprehensive examination do not have to register for the comp exam with GSEHD.

All students must present and defend their portfolios to the Early Childhood Special Education Program Faculty. The portfolio is an opportunity for students to showcase what they have learned and accomplished throughout the Master's program. All portfolios must be submitted to faculty prior to the portfolio defense. The portfolio will be returned to the student with comments and suggestions and with a content score prior to the date of defense. Portfolios will be evaluated using the *Portfolio Rubric* included in this handbook.

The portfolio defense will be scheduled at a time separate from the internship class. It will be 30 minutes in length. The student will present the portfolio for the first 20 minutes of the session addressing any deficiency areas noted in the faculty feedback. During the final 10 minutes the student will respond to questions from the faculty. Students should be prepared to explain and clarify all components of their portfolio. The defense should be approached as a professional presentation.

### **THE PORTFOLIO PRESENTATION (ECSE, 3-8 FOCUS)**

ECSE, 3-8 Focus students must present their portfolios to the Early Childhood Special Education Program faculty and to a group of their peers. The portfolio presentation is an opportunity for students to showcase what they have learned and accomplished

throughout the master's program. Portfolios will be evaluated by the program faculty using the Portfolio Rubric in the Appendix of this handbook.

The portfolio presentation will be approximately 15 minutes long. The student will present the portfolio and then respond to questions from the faculty and peers. Students should be prepared to explain and clarify all components of their portfolio. Faculty will keep student portfolios after the presentation for further review.

The Portfolio Defense and the Portfolio Presentation must include:

1. Review of the Table of Contents
2. Overview of the Statement of Purpose
3. The basic components of the student's Professional Philosophy
4. A reflective statement that demonstrates integration of all program components
5. An example of one entry and related reflection from each competency strand

Students should consider the following questions when developing their presentation:

- What were your goals for this program and to what extent did you accomplish them?
- Which assignments and activities best represent your work?
- How did you bridge the gap between theory and actual practice?
- How can you demonstrate that you learned what you say you have learned?
- How did you integrate learning throughout your program?

Guidelines for effective presentations:

- Be organized, prepared, and professional
- Use a Power Point presentation
- Provide handouts
- Internet access will be provided to access e-portfolios or students may bring their portfolio on a flash drive.

**Portfolio Feedback Form:** All ECSE students must complete this form and turn it in at the Defense or Presentation (see Section 2 Forms).

### ***GENERAL RECOMMENDATIONS AND REMINDERS***

Students should begin collecting materials for their portfolios at the beginning of their program. Specific guidance for portfolio development will be given in both the practicum (SPED 261) and the internship (SPED 292/293).

The portfolio should be a personal reflection of the student's professional growth as an early intervention/early childhood professional working with infants, toddlers, young children, and families.

The portfolio should comprise entries that demonstrate professional growth, development, and competence in each competency strand.

The entries in the portfolio should demonstrate the student's involvement with infants, toddlers, young children, and their families.

Entries in the portfolio should demonstrate the student's ability to work with other professionals as a member of a team serving infants, toddlers, young children, and their families.

Faculty and supervisors may suggest entries for the portfolio; however, all final choices other than required components are made by the student.

# **Section Two**

## **Forms**

## ***PORTFOLIO REFLECTION PROCESS***

### ***Philosophy Statement***

The portfolio is enhanced and strengthened by the degree to which it is based on and reflects the student's personal beliefs. The philosophical grounding and reflective dimension of the portfolio reveal the student as an active learner.

- A. **Brainstorm:** What themes have you identified that will link together into a whole and describe your primary beliefs as a professional.
- B. **Consider:** What experiences have helped to shape your beliefs, understandings and knowledge?
- C. **Reflect:** Why are these beliefs/themes important to you?

### ***Entries***

- A. What entries are you considering for each category?
- B. Do you have at least four entries per competency strands?
- C. Do you have a variety of entries?
- D. What do the entries demonstrate?

## PORTFOLIO ENTRIES WORKSHEET

Entries to Include	Reason for Including	Entries I have	Entries I need

**PORTFOLIO EVIDENCE BY COMPETENCY STRANDS**  
**Early Childhood Special Education**

***Strand I. Development and Learning***

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Entry/Artifact</i>
<b>A.</b>	<b>Demonstrate an understanding of typical development.</b>	
1.	Demonstrate theoretical understanding of the basic principles of infant, toddler and young child growth and development including range and variability in the areas of: physical development, including vision and hearing, communication, social-emotional, cognition and adaptive behaviors.	
2.	Identify pre-, peri-, and postnatal development and biological conditions that affect development and learning in young children.	
3.	Apply knowledge of cultural and linguistic diversity and recognize that children are best understood in the contexts of family, culture, and society.	
4.	Demonstrate an understanding of the importance of mental health, protective factors, resiliency, and supportive relationships.	
5.	Discuss the connections between a young child's experiences and their early brain development.	
<b>B.</b>	<b>Demonstrate an understanding of atypical development.</b>	
1.	Identify the etiology, characteristics, and classification of both high and low incidence disabilities in infants, toddlers and young children.	
2.	Describe specific implications of high and low incidence disabilities for development and learning in infancy and early childhood.	
3.	Describe the effects of various medical interventions on the educational, cognitive, physical, social, and emotional behavior of infants, toddlers and young children with special needs.	
4.	Demonstrate an understanding of the developmental consequences of stress and trauma.	

5.	Apply theories of child development and current research in learning situations within family and community contexts.	
6.	Use an understanding of the individual child's development to meet curriculum and learning goals.	

**Strand II. Assessment, Evaluation, and Diagnosis**

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Data</i>
A.	<b>Follow the legal provisions, regulations, and guidelines regarding infant and toddler assessment.</b>	
1.	Describe the process of screening, assessment and evaluation to determine eligibility for early intervention or special education.	
2.	Demonstrate the appropriate use and limitations of various assessment instruments and procedures.	
3.	Demonstrate an understanding of the appropriate application and interpretation of scores (e.g. age/grade equivalents, percentile ranks and stanines).	
4.	Recognize the influence of diversity on assessment, eligibility, programming, and placement of infants and young children with special needs.	
5.	Discuss the relationship between assessment and placement decisions.	
6.	Integrate assessment results from others as an active team participant in the development and implementation of the individualized family service plan (IFSP) and individualized education plan (IEP).	
7.	Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP and IEP.	
8.	Communicate options for programs and services at the next level and assist the family in training for transition.	
9.	Discuss the ethical concerns related to the assessment process.	

<b>B.</b>	<b>Demonstrate appropriate use of various types of assessment procedures.</b>	
1.	Gather background information regarding medical, developmental, academic and family history.	
2.	Collaborate with parents and other professionals involved in the assessment of infants and young children.	
3.	Select and use various types of assessment procedures (e.g., norm-referenced, curriculum-based, portfolio, observations, task analysis) to make decisions about an infant's or young child's learning and development.	
4.	Assess infants' and young children's functional and adaptive capacities such as mutual attention, engagement, two-way communication, and problem solving.	
5.	Develop and adapt individualized assessment strategies for infants and young children, including data collection and the family and infant/child portfolio.	
6.	Interpret formal and informal assessment instruments and procedures.	
7.	Report assessment results to students, parents, administrators, and other professionals using appropriate communication skills.	
8.	Use assessment information in planning individual intervention or instructional programs.	
9.	Use multiple and continuous opportunities to monitor the development and learning progress of infants and young children.	
10.	Create and maintain children's developmental and/or academic records.	
11.	Use performance data and teacher/parent/child input to make or suggest appropriate modifications in learning environments.	
12.	Evaluate the results of intervention/instruction.	
13.	Evaluate readiness for integration into various program placements.	

14.	Incorporate the least restrictive environment/natural sources of learning into development of outcomes/goals, objectives and strategies required for IFSP's, IEP's and intervention plans.	
<b>C.</b>	<b>Demonstrate respect for families.</b>	
1.	Use various strategies (e.g., discussion, parent questionnaires, observations) in collaboration with the family and other professionals, to gather information about a child within their family.	
2.	Involve family members in all phases of the assessment and intervention process.	
3.	Listen effectively and recognize a family's concerns, priorities, and resources.	
4.	Participate and collaborate as a team member with other professionals and the family in conducting family centered assessments.	
5.	Communicate clearly, effectively and sensitively to families.	
6.	Communicate assessment results, orally and in writing, demonstrating respect for a family's culture, socioeconomic and educational level, and in the family's preferred mode of communication.	

### **Strand III. Curriculum Development and Implementation**

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Data</i>
<b>A.</b>	<b>Plan and implement interventions that promote development and learning in infants and young children.</b>	
1.	Select interventions, curricula and methods for infants and young children with any disability.	
2.	Plan and implement developmentally and culturally appropriate instruction based on an understanding of development in infants and young children.	
3.	Organize space, time, peers, materials, and adults to maximize infant and child progress in group and home settings.	

4.	Design and implement interventions that are sensitive to and respectful of an infant or young child’s cultural and linguistic background and that recognize the resources and privacy of the family.	
5.	Demonstrate the ability to translate data obtained from portfolios and other assessment results into appropriate intervention objectives, instructions and activities.	
6.	Integrate information from the IFSP/IEP into individual, small group, and large group interventions.	
7.	Demonstrate the ability to conduct and use task analysis.	
8.	Engage and support infants and young children in learning activities.	
9.	Identify learning opportunities that can be used in the classroom routines and by families/caregivers throughout a child’s daily routine in the home or other natural environments.	
10.	Recognize that the core of curriculum revolves around building relationships and developing attunement to emotional needs.	
11.	Develop, implement and monitor a behavior management plan.	
<b>B.</b>	<b>Demonstrate knowledge of an integrated curriculum.</b>	
1.	Incorporate knowledge, skills and strategies from multiple disciplines in the design and implementation of intervention strategies.	
2.	Make specific curricular adaptations for infants and young children who have unique talents, learning and developmental needs, or specific disabilities.	
3.	Implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, parent-mediated activities, small group activities and systematic instruction.	
4.	Develop/select learning experiences and strategies that affirm and respect family, cultural, and community diversity.	

5.	Demonstrate knowledge and understanding of inclusive, culturally appropriate curriculum and learning environments.	
6.	Integrate care giving routines and learn to construct quality curriculum.	
<b>C.</b>	<b>Use multiple teaching strategies for meaningful learning.</b>	
1.	Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	
2.	Modify the learning environment and/or guide the parent /caregiver in mediating the environment so that the infant/young child will be challenged and successful.	
3.	Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).	
4.	Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and young children, and procedures regarding childhood illnesses and communicable diseases.	
5.	Design intervention plans and strategies with families/caregivers that incorporate the use of technology, including adaptive and assistive technology, enabling infants and young children with disabilities to access learning opportunities.	
6.	Support and facilitate family and child interactions as primary contexts for learning and development.	
7.	Accurately read an infant's or young child's cues and provide developmentally appropriate responses.	
8.	Assess and encourage mastery motivation and other learning processes through structured and unstructured play.	

## Strand IV. Working with Families

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Data</i>
<b>A.</b>	<b>Identify differences in family systems and the impact on development of infants and young children.</b>	
1.	Demonstrate knowledge of family systems theory in interactions with families and professionals.	
2.	Recognize how community, culture, and socioeconomic influences affect the family system.	
3.	Assess the impact that disability has on family structure and functioning.	
4.	Understand the differences in childrearing beliefs, practices and parenting goals of diverse families and the implications for practice.	
<b>B.</b>	<b>Establish and maintain positive, collaborative relationships with families.</b>	
1.	Build and maintain a trust relationship with families.	
2.	Discuss the importance of sharing complete and unbiased information with a family.	
3.	Use language that is respectful, emphasizes capabilities, and is non-discriminatory.	
4.	Support and guide the parent or other caregiver during their interactions with the child, rather than lead and teach.	
5.	Interpret a child's play and behavior in relation to developmental strengths and needs in a way that is meaningful to the family.	
6.	Communicate effectively with families about their child's progress with consideration of quality of life across the lifespan.	
7.	Identify resources to support the development, learning, and well-being of children and families.	
8.	Identify child and family services consistent with parent choices and goals for their children.	

9.	Use approaches and tools for supporting and empowering families from diverse cultural, linguistic and socioeconomic backgrounds.	
<b>C.</b>	<b>Involve families in assessing and planning for their children.</b>	
1.	Assist families in identifying resources, priorities and concerns in relation to their child's development and learning skills.	
2.	Apply adult learning theory when educating families regarding development of infants and young children.	
3.	Empower the family/caregiver by collaborating in identifying and implementing learning activities within daily routines.	
4.	Educate families about the use of portfolios and other assessments and actively involve families in the assessment process.	
5.	Involve the family in developing family-centered IFSPs and IEPs.	
6.	Explain policies and procedures that guarantee family rights and confidentiality.	
7.	Design and evaluate processes and strategies that support transitions.	
8.	Translate emerging research findings into clinical practice and practical advice for parents.	

## **Strand V. Building Collaborative Relationships**

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Data</i>
<b>A.</b>	<b>Collaborate/consult with other professionals and agencies in the larger community to support the family/child's development, learning, and well-being.</b>	
1.	Demonstrate active listening and effective communication skills.	
2.	Maintain confidentiality in communicating about children and families.	

3.	Define the roles of service providers according to IDEA.	
4.	Develop individual intervention programs in collaboration with the family and other team members.	
5.	Foster respectful and beneficial relationships between families and professionals.	
6.	Collaborate with teachers, caregivers, and other community personnel in integrating infants and young children into early care and education environments.	
7.	Demonstrate the ability to inform and educate other professionals, paraprofessionals, families, and agencies about the health, development, and education of infants and young children.	
8.	Demonstrate the ability to work in a consultative relationship with members of a team serving infants and young children..	
<b>B.</b>	<b>Identify the dynamics of team interaction and team functioning.</b>	
1.	Demonstrate the knowledge of systems change theory and application to early intervention and early childhood settings.	
2.	Apply principles of adult learning in interactions with peers and team members.	
3.	Understand how personality, learning style and cultural differences affect individual functioning within a group.	
5.	Describe models of team process in diverse service delivery settings.	
6.	Participate as a team member to identify dynamics of team building, team roles, interactions, and communication.	
7.	Identify functions of team members as determined by service delivery needs of children and families.	
8.	Describe roles and responsibilities of members of interdisciplinary, multidisciplinary and transdisciplinary teams.	

9.	Use problem-solving and conflict resolution strategies within the team process.	
10.	Identify structures supporting interagency collaboration including interagency agreements, referral and consultation.	

**Strand VI. Professionalism**

*This Program prepares Infant and Early Childhood Special Educators to:*

	<b><i>Competency</i></b>	<b><i>Evidence/Data</i></b>
1.	Articulate the historical, philosophical, and legal basis for services for infants, young children and their families.	
2.	Adhere to the professional code of ethical conduct.	
3.	Identify current trends and issues related to early intervention and special education.	
4.	Understand the process of advocacy on behalf of infants, young children and their families.	
5.	Actively seek out opportunities to grow professionally.	
6.	Engages in systematic reflective practices to continually evaluate the effects of his/her choices and actions on others (infants/young children, families and other professionals).	
7.	Present self as a competent professional through development and defense of a professional portfolio.	
8.	Read and critically apply research and recommended practices.	
9.	Delineate and respect confidentiality in speaking, writing, and practicing with infants, young children and their families.	

**Standard VII. Technology\***

*This Program prepares Infant and Early Childhood Special Educators to:*

	<b><i>Competency</i></b>	<b><i>Evidence/Data</i></b>
1.	Identify, locate, retrieve, and differentiate among types of information available using technology.	
2.	Use technology effectively and appropriately to interact electronically using a variety of formats.	
3.	Demonstrate an understanding of the legal, social and ethical issues related to technology.	

4.	Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.	
5.	Design, implement and assess learning experiences that incorporate the use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and collaboration.	
6.	Understand human equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply it to practice.	
7.	Develop professional practice that supports continued learning and professional growth in technology.	

**\*From Maryland Technology Standards for Teachers**

**Standard VII. Culturally Competent Professional**

*This Program prepares Infant and Early Childhood Special Educators to:*

	<i>Competency</i>	<i>Evidence/Data</i>
1.	Listen to and value family perspectives.	
2.	Move beyond stereotypes toward individual consideration of each child and family within their socio-cultural context.	
3.	Connect and develop relationships with children and families who come from cultures or speak languages different from their own.	
4.	Demonstrate understanding of how cultural and linguistic differences can influence how families experience and participate in their child's early care and education and/or intervention.	
5.	Discover ways to support and preserve home language and culture within the context of early care and education.	
6.	Recognize that over- and under-representation of certain populations in special education may be caused, in part, by biased assessment practices.	

*The George Washington University  
Graduate School of Education and Human Development  
Early Childhood Special Education  
Master's Degree Program*

***Professional Portfolio Rubric, ECSE 0-5 Focus***

**Student:** \_\_\_\_\_

**Faculty Reviewer:** \_\_\_\_\_

The purpose of this rubric is to evaluate the quality of the contents of the portfolio as well as the quality of the portfolio defense. The rubric is divided into four sections:

- Physical Format (6 points)
- Conceptual Format (10 points)
- Evidence of Competency (64 points)
- Portfolio Defense (20 points)

**A score of 85 or better is needed to pass the portfolio.**

The professional portfolio has been approved as a waiver of the Master's degree comprehensive examination, a part of the university requirement for graduation.

**Portfolio due to faculty by:** \_\_\_\_\_

**Portfolio returned to student by:** \_\_\_\_\_

**Portfolio defense date and time:** \_\_\_\_\_

**Content Score:** \_\_\_\_\_/80

**Defense Score:** \_\_\_\_\_/20

**Total:** \_\_\_\_\_/100

## I. Physical Format (6 points)

The physical format is the structural representation of the portfolio. Evidence provided is gathered and categorized into meaningful sections. Two components of the physical format are evaluated: presentation and variety of entries.

**Presentation:** The visual presentation of the basic format is enhanced by varying the type, style, and color of font and/or adding graphics or pictures.

**Variety of Entries** (must include activity/intervention plans, instructional and assessment activities and materials, academic/course assignments, observation assignments, interactions with families)

**Level 4** (3 points) – Clear, consistent evidence of all components of physical format throughout the portfolio.

**Level 3** (2 points) - Clear evidence of all components of physical format throughout the portfolio.

**Level 2** (1 points) – Limited evidence of all components of physical format throughout the portfolio.

**Level 1** (0 points) – No evidence of all components of physical format throughout the portfolio.

	Points	Comments
<b>Presentation</b>		
<b>Variety of Entries</b>		

TOTAL \_\_\_\_\_/6

## II. Conceptual Framework (10 points)

The conceptual framework of the portfolio includes the statement of purpose and the philosophy statement. The statement of purpose introduces the reader to the portfolio. It should include a statement that highlights the student's efforts, progress, achievements and competency. It should delineate and briefly explain each section of the portfolio.

The philosophy statement presents the core values that guide the student's work with infants and young children and their families. **The philosophy should be evident throughout the portfolio.**

### Statement of Purpose

**Level 4** (3 points) - Clear, convincing, consistent evidence that the statement of purpose introduces the portfolio; highlights the student's efforts, progress, and achievements; and delineates and briefly explains each section of the portfolio.

**Level 3** (2 points) - Clear evidence that the statement of purpose introduces the portfolio; highlights the student's efforts, progress, and achievements; and delineates and briefly explains each section of the portfolio.

**Level 2** (1 points) - Limited evidence that the statement of purpose introduces the portfolio; highlights the student's efforts, progress, and achievements; and delineates and briefly explains each section of the portfolio.

**Level 1** (0 points) - No evidence that the statement of purpose introduces the portfolio; highlights the student's efforts, progress and achievements; and delineates and briefly explains each section of the portfolio.

### Philosophy Statement

**Level 4** (7 points) - Clear, convincing, consistent evidence that the philosophy statement presents the core values that guides the students' work with young children and families and is evident throughout the portfolio.

**Level 3** (5 points) - Clear evidence that the philosophy statement presents the core values that guides the students' work with young children and families and is evident throughout the portfolio.

**Level 2** (3 points) - Limited evidence that the philosophy statement presents the core values that guides the students' work with young children and families and is evident throughout the portfolio.

**Level 1** (1 points) - Little or no evidence that the philosophy statement presents the core values that guides the students' work with young children and families and is evident throughout the portfolio.

	Points	Comments
<b>Statement of Purpose</b>		

<b>Philosophy Statement</b>		
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TOTAL \_\_\_\_\_/10\_\_\_\_\_

### III. Evidence of Competence (64 points)

This portion of the portfolio demonstrates mastery of each competency strand. The portfolio should demonstrate that the student has integrated theory and practice and actively monitored and reflected on his or her development. Students must provide evidence that documents the mastery of early childhood special education program competencies.

**Level 4** (8 points) - Clear, convincing, consistent evidence that the student is competent in the competency strand.

**Level 3** (6 points) – Clear evidence that the student is competent in the competency strand.

**Level 2** (4 points) –Limited evidence that the student is competent in the competency strand.

**Level 1** (2 points) –Little or no evidence that the student is competent in the competency strand.

	Points	Comments
<b>Development and Learning</b>		
<b>Assessment and Evaluation</b>		
<b>Curriculum Development and Implementation</b>		

<b>Working with Families</b>		
<b>Building Collaborative Relationships</b>		
<b>Professionalism</b>		
<b>Technology</b>		
<b>Culturally Competent Professional</b>		

TOTAL \_\_\_\_\_/64\_\_\_\_\_

CONTENT TOTAL \_\_\_\_\_/80\_\_\_\_\_

#### IV. Portfolio Defense (20 points)

The portfolio defense is an opportunity to present selected components of the portfolio and to respond to faculty feedback from the portfolio review. The student must present the purpose of their portfolio, the essential elements of their philosophy statement, and how their philosophy is reflected throughout their portfolio as highlighted by selected artifacts and reflections.

The presentation will be evaluated as a professional presentation. The student's ability to respond to questions and to use of technology will be considered as part of the presentation.

**Level 4** (5 points) – Clear, convincing, consistent evidence that the student is effective in communicating the ECSE program's knowledge, skills and dispositions as represented by the program competencies.

**Level 3** (4 points) – Clear evidence that the student is effective in communicating the ECSE program's knowledge, skills and dispositions as represented by the program competencies.

**Level 2** (3 points) – Limited evidence that the student is effective in communicating the ECSE program's knowledge, skills and dispositions as represented by the program competencies.

**Level 1** (2 point) – Little or no evidence that the student is effective in communicating the ECSE program's knowledge, skills and dispositions as represented by the program competencies.

	Points	Comments
<b>Selected Components (Purpose, Philosophy, Entries, Reflections)</b>		
<b>Professional Presentation</b>		
<b>Ability to respond to questions</b>		
<b>Use of technology</b>		

**Defense Total** \_\_\_\_\_ /20 \_\_\_\_\_

## SPED 292: Early Childhood Internship Professional Portfolio Rubric

Student: \_\_\_\_\_

Faculty Reviewer: \_\_\_\_\_

	TARGET	ACCEPTABLE	UNACCEPTABLE
<b>I. PHYSICAL FORMAT</b>			
<i>Organization</i>	The portfolio is well organized. The artifacts are organized in a way that is logical; clear and concise; appealing to the reader/viewer and easy to read/view. There is evidence of thought and creativity regarding the organization of the portfolio.	The portfolio is fairly well-organized, but additional organization would make it more appealing and easy to read/view.	The portfolio is poorly organized; lacks clarity and cohesiveness; and reflects little thought and creativity. The portfolio resembles a "stack of documents."
<i>Variety of Entries</i>	The portfolio consists of a diverse set of artifacts, including but not limited to activity/lesson plans, assessment activities and materials, academic/course assignments, observation assignments, documents reflecting interactions with families, photos, copies of children's work, etc.	The portfolio consists of a diverse yet not comprehensive set of artifacts.	The portfolio includes only a few different types or categories of artifacts.

<b>II. CONCEPTUAL FRAMEWORK</b>			
<i>Philosophy Statement</i>	The philosophy statement is well-written and clearly presents the core values, principles, and/or theories that guide the students' work with children and families. The statement provides support for the student's philosophy by referencing research and/or theory, as well as general knowledge gained from coursework. The statement provides the reader / viewer with a clear idea of how the student will translate his/her theory into practice by explaining what his/her classroom will look like; what types of activities and instruction will occur; etc.	The philosophy statement presents the core values, principles, and/or theories that guide the students' work with children and families. The statement provides some support for the student's philosophy by referencing research and/or theory, as well as general knowledge gained from coursework. The statement could be refined to present a clearer "picture" of what the student's class will look/be like.	The philosophy statement lacks clarity; lacks support for the student's philosophy; and does not describe how the student's philosophy will be translated into practice.
<i>Statement of Purpose</i>	The statement of purpose introduces the portfolio to the reader by identifying the purpose of the portfolio. The statement briefly explains the organization of the portfolio and briefly summarizes what the reader/viewer will find each section of the portfolio. The statement is well-written and invites the reader / viewer into the portfolio.	The statement of purpose identifies the purpose of the portfolio, and explains the organization of the portfolio, though it lacks clarity.	The statement of purpose fails to adequately identify the purpose of the portfolio, and/or explain the organization of the portfolio.

<b>III. CONTENT: EVIDENCE OF COMPETENCE</b>			
<i>Competency Strands</i>	The portfolio provides evidence that the student has mastered each competency strand, and demonstrates that the student has integrated theory and practice and actively monitored and reflected on his or her development. The portfolio also provides documentation of the student's professional growth and development throughout the course of the Masters program.	The portfolio provides limited evidence that the student is competent in the eight strand areas of the program. The portfolio provides limited evidence of professional growth and development.	The portfolio provides little or no evidence that the student is competent in the eight strand areas of the program. The portfolio provides no evidence of professional growth and development.
<i>Reflections</i>	The portfolio includes a reflection for each artifact. These reflective statements guide the reader to understand why that artifact was selected for inclusion in the portfolio, what it is intended to demonstrate, and how it relates to the student's philosophy. Each section of the portfolio also includes a reflective statement.	The portfolio includes some reflective statements and/or the statements lack clarity and fail to explain to the reader the purpose of the artifacts.	The portfolio includes limited or no evidence of reflection.
<b>IV. PRESENTATION</b>	The portfolio presentation is well-organized and uses the allotted time wisely. The presentation briefly but clearly introduces the viewers to his/her philosophy; explains how that philosophy is reflected	All of the required components of the portfolio presentation are included in the presentation but lack thought and clarity; and/or some of the required components are lacking. The	The presentation is poorly organized and fails to address the required components adequately.

	in the portfolio; explains the organization of the portfolio; and discusses four artifacts and related reflections (each from a different competency strand).	presentation could be better organized.	
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