KSU School of Education Master of Arts in Special Education (MASPE) Portfolio

by Kentucky State Administrator

Introduction / Digital Photo

Instructions

In the Personal Information section below, click the "Edit" button to the right.
Insert a professional picture of yourself and fill-in the required information.

Personal Information

NAME:

STUDENT ID #:

MAJOR:

DATE:

PRACTICUM DATE:

Phase I - Admission to Teacher Education Program (TEP)

Explanation and Directions

TEP Application Datelines:
Fall Due Date: October
15th
Spring Due Date: March 15th

Downloadable / Printable MASPE Application to TEP and checklist at the bottom of this page.
Complete the application and re-attach to your portfolio.

Kentucky State University School of Education Application to Teacher Education Program (TEP)

In the sections below, click the "Edit" button to the right to upload or type in your submission.

Attachments
Masters_in_Special_Education_Admission_to_TEP_Checklist.doc,
TEP_Application_Masters_020513.pdf

Autobiographical Sketch Instructions

In the Autobiographical Sketch section below, click the "Edit" button to the right to attach or type in your submission.
Your Autobiographical Sketch should be a maximum of two pages and should reveal an alert, resourceful person of sound and stable character who exemplifies the following traits:

1. a strong desire to continuous learning
2. a strong desire to become and remain an effective teacher
3. maintain a genuine interest in people, especially young people,
4. the ability to work well with others, and
5. a willingness to go above and beyond average expectations in hours devoted to study and involvement in school and community activities.

**Autobiographical Sketch**

**Current Resume and Professional Goals Instructions**

In the Current Resume and Professional Goals section below, click the "Edit" button to the right. Type or attach your current resume and a professional goals statement.

**Current Resume and Professional Goals**

**Hallmark Assignments Instructions**

In the Hallmark Assignments section below, click the "Edit" button to the right. Attach the Hallmark Assignments for each of the follow courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hallmark Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP502</td>
<td>Legal &amp; Parental Issues in Special Education</td>
<td>Case Study Analysis</td>
</tr>
<tr>
<td>ESP504</td>
<td>Theories of Reading &amp; Educational Practices P-12</td>
<td>Develop and Implement a Lesson</td>
</tr>
<tr>
<td>ESP505</td>
<td>Teaching Mathematics to Children and Youth with Learning &amp; Behavior Disorders</td>
<td>Module IV Teaching Mathematics to Students with Learning and Behavior Disorders</td>
</tr>
<tr>
<td>SEP507</td>
<td>Introduction to Special Education</td>
<td>PowerPoint Presentation</td>
</tr>
</tbody>
</table>

**Hallmark Assignments**

**Philosophy of Education Instructions**

In the Philosophy of Education section below, click the "Edit" button to the right to attach or type in your submission.
From the beginning of your program and now your entry into the profession, you have had many experiences. Your ideas and philosophy of education may have changed. Post your updated Philosophy of Education here. It must be in APA format and supported with at least five references.

**Philosophy of Educaiton**

**Conceptual Framework Instructions**

In the Conceptual Framework section below, click the "Edit" button to type in or attach your submission.

Our Conceptual Framework is "Teachers as Liberators Through Education." Throughout your program, you will engage in coursework, field experiences, professional development, and the culminating experience, your practicum. The components of the conceptual framework are knowledge, liberal studies, skills, dispositions, diversity, content knowledge and pedagogical knowledge, diversity and technology have been integrated throughout your experiences.

In this section, please submit an explanation of the Conceptual Framework, in APA format with at least two references.

**Conceptual Framework**

**Forms Instructions**

Open and complete the following forms. Then in the Forms section below, click the "Edit" button to re-attach the completed forms.

**Attachments**  

**Forms**

**Phase I - Rubric**

Click the following link to view the rubric that will be used to assess Phase I of your portfolio.

**Attachments**  
Phase_I_Rubric___Admission_to_Teacher_Education_Program___TEP_.pdf

**Phase II - Admission to Practicum**

**Instructions**

**APPLICATION DATELINES:**  
March 15th  
Fall Due Date: October 15th  
Spring Due Date:
Downloadable / Printable Application for Admission to Practicum at the bottom of this page. Complete the application and re-attach to your portfolio.

In the section below, click the "Edit" button to upload your application.

Kentucky State University School of Education Application to MASPE Practicum

**Attachments** [Application_for_Admission_to_Practicum.doc]

**Practicum Application**

**Core, Professional and Specialty Studies Instructions**

In the Core, Professional and Specialty Studies sections (Assignments I, II, III, IV, & Essay) below, click the "Edit" button to the right to type or attach your submissions.

Description: We believe that the teacher who liberates through education must possess knowledge of the social context in which schooling takes place. The teacher must also be knowledgeable in the purpose, structure, and dynamics of schools and schooling, as well as in the theories that provide insights into the nature of learners and the learning process. Our candidates [are developing an understanding of the basic tenets about the purpose of education] and the evolution of schooling for students with general and special needs. As candidates explore the aim of education [generally] and special education through such courses, they are guided to appreciate contemporary issues in school reform, and the societal influences on schooling.

Directions: Select four (4) assignments, from work you have done in your MASPE classes, that represent your mastery and understanding of students with LBD. Tell why each of these assignments meets the criteria. Include the Kentucky Teacher Standards, Common Core Academic Standards, Kentucky ESPB Themes, and CEC and related standards that were addressed in your assignments (such as NCTM, IRA, etc.)

Type or attach your essay that justifies how these assignments meet the standards.

**Core, Professional and Specialty Studies - Assignment I**

**Core, Professional and Specialty Studies - Assignment II**

**Core, Professional and Specialty Studies - Assignment III**

**Core, Professional and Specialty Studies - Assignment IV**

**Essay Justifying How Your Core, Professional & Specialty Studies Assignments Meet the Standards**

**Skills Instructions**
In the Skills sections (Assignments I, II, III, and Essay) below, click the "Edit" button to the right to type or attach your submissions.

Description: The professional and method courses in our program provides structured and systematic opportunities for our candidates to demonstrate effective classroom skills, engage in best practices, and integrate these diversified instructional techniques. Piccolo suggests that candidates must have the skills and "knowledge that comprises representations of analogies, illustrations, examples, explanations, and demonstrations so that content is understandable to all students" (Piccolo, 2008, p. 47)[1]. Our curriculum is aligned with the Kentucky Teacher Standards, Common Core Standards Initiative (Unbridled Learning), 21stCentury Skills, Council for Exceptional Children, and INTASC to ensure that our candidates meet the performance expectations prescribed by the standards.

Directions: Select three (3) assignments, from work you have done in your MASPE classes, that represent your mastery content (Math) and integrated (content), and pedagogical skills. Tell why each of these assignments meets the criteria. Include the Kentucky Teacher Standards, Common Core Academic Standards, Kentucky ESPB Themes, and CEC and related standards that were addressed in your assignments (such as NCTM, IRA, etc.)

Type or attach your essay that justifies how these assignments meet the standards.


Skills - Assignment I

Skills - Assignment II

Skills - Assignment III

Essay Justifying How Your Skills Assignments Meet the Standards

Dispositions Instructions

In the Dispositions sections (Assignments I, II, III, and Essay) below, click the "Edit" button to the right to type or attach your submissions.

Description: Dispositions are values, beliefs, commitments, and ethical principles that inform behavior. Faculty in the MASPE Program are committed to building candidates dispositions and equipping them to function effectively as liberators through education. As our schools have become more diversified, it is essential that teacher liberators possess, facilitate, and demonstrate culturally appropriate dispositions. Schussler, Stooksberry, and Bercaw (2010) noted, “To summarize, an effective teacher employs both successful teaching, which realizes intended outcomes, and good teaching, which is morally worthwhile. Teachers’ knowledge and skills help them to achieve successful teaching, whereas their dispositions help them achieve both” (p. 351). [1]

Directions: Select three (3) assignments, from work you have done in your MASPE classes, that represent understanding, beliefs and dispositions. Tell why each of these assignments meets the criteria. Include the Kentucky Teacher Standards, Common Core Academic Standards, Kentucky
ESPB Themes, and CEC and related standards that were addressed in your assignments (such as NCTM, IRA, etc.) Type or attach your essay under the Essay Section that justifies how it meets the standards.

Type or attach your essay that justifies how these assignments meet the standards.


Dispositions - Assignment I

Dispositions - Assignment II

Dispositions - Assignment III

Essay Justifying How Your Dispositions Assignments Meet the Standards

Diversity Instructions

In the Diversity sections (Assignments I, II, III, and Essay) below, click the "Edit" button to the right to type or attach your submissions.

Description: The MASPE faculty believes that effective beginning teachers are successful in teaching a diverse population of students. They avow that diversity truly exists and believe that education is fundamentally a cultural process that, in the final analysis, contributes to the academic success or failure of students. Diversity includes exceptionalities, race, ethnicity, religious backgrounds, gender, language (linguistic differences) social-economic levels, and any of the other ways in which our society defines human differences (age, geography, sexual orientation, and national origins). Unruh and McCord (2010) note, "In an increasingly pluralistic society, public school teachers face daunting challenges with regard to the range of individual differences among children in their classrooms. Effective teachers certainly must have the materials and methods appropriate for multicultural education, but their own attitudes and beliefs about diversity and educational equity are also important" (p.1).

Description: Select three (3) assignments, from work you have done in your MASPE classes, that represent diversity in your teaching and collegial collaborations. Tell why each of these assignments meets the criteria. Include the Kentucky Teacher Standards, Common Core Academic Standards, Kentucky ESPB Themes, and CEC and related standards.

Type or attach your essay that justifies how these assignments meet the standards.

Diversity - Assignment I

Diversity - Assignment II
Diversity - Assignment III

Essay Justifying How Your Diversity Assignments Meet the Standards

Technology Instructions

In the Technology sections (Assignments I, II, III, and Essay) below, click the "Edit" button to the right to type or attach your submissions.

Description: We believe that technology that is integrated and used responsibly significantly helps students with disabilities and other special populations, such as ELL, multi-disabled and others to achieve in schools. Through technology, students with disabilities' playing field are leveled, if not equaled for equitable access to content.

Directions: Throughout your coursework, you have completed assignments that demonstrated how technology can assist students with learning and behavioral disorders to be successful in their classes, socially, and personally. Select three (3) assignments that demonstrate how you integrated technology in your lesson. Tell why these assignments meet these criteria. Include the Kentucky Teacher Standards, Common Core Academic Standards, Kentucky ESPB Themes, and CEC and related standards.

Type or attach your essay justifying how these assignments meet the standards in the essay section.

Technology - Assignment I

Technology - Assignment II

Technology - Assignment III

Essay Justifying How Your Technology Assignments Meet the Standards

Phase II Rubric

Click the following link to view the rubric that will be used to assess Phase II of your portfolio.

Attachments Phase II_Rubric___Admission_to_Student_Teaching___Practicum.pdf

Phase III - Program Completion

Completion Checklist

Program completion instructions:
Kentucky State University School of Education Completion
of Program

**Criterion 1.** Completed Portfolio at all phases including student teaching section

**Criterion 2.** Portfolio Scores from three evaluators with summary score of 3 or higher

**Criterion 3.** Click here to complete the Program Exit Evaluation

Program Reflection Instructions

In the Program Reflection section below, click the “Edit” button to the right to type or attach your submissions.

Program Reflection

1. What new knowledge, skills, dispositions, and technology you have attained.
2. How have you applied these new skills and content to improve outcomes for students identified as LBD? What were the results? How has your instruction changed? Be specific and give examples.
3. What best practices will you use in your classroom to help general education teacher to facilitate better instruction? Support your answers with research.
4. How will you consistently demonstrate that you are a “Teacher as Liberator through Education”?

You may share whatever else you like in your essay, but you must address the four aforementioned points. Your essay must be in APA format with appropriate references. Type or attach your essay in the Essay Section. The essay must be written in APA format with appropriate citations and references.

Program Reflection

Phase III Rubric

Click the following link to view the rubric that will be used to assess Phase III of your portfolio.

**Attachments**

Phase_III_Rubric___Program_Completion.pdf

**Resources**

KENTUCKY TEACHER STANDARDS:
http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.doc

COMMON CORE STANDARDS:
http://kycorestandards.org/
INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION:
http://www.iste.org/welcome.aspx

KSU SCHOOL OF EDUCATION:
http://education.kysu.edu

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