DATSE Program Assessment

Foliotek Portfolio: Content and Directions

DATSE Portfolio Phase 1

- **FBA/BIP** – Candidates will upload as directed during EDUC 610; your instructor will complete an evaluation rubric. The Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) are evidenced based practices and mandates within the IDEIA. Under the direction of the instructor, Candidates will identify a child/youth for this project. The FBA will include a target behavior for change and antecedent consequent analysis resulting in a hypotheses regarding behavioral function. The BIP will address the target behavior and include modifications, strategies, and accommodations to support positive behavioral change.

- **Diagnostic Summary** – Candidates will upload as directed during EDUC 651; your instructor will complete an evaluation rubric. Students will complete a series of formal and informal assessments under the direction of the instructor. Reports will be developed for each assessment administered. In a culminating course activity, Candidates will make changes and corrections to reports and assimilate these documents into a comprehensive Diagnostic Summary that mirrors the Missouri Special Education Process.

- **Diversity Form - Complete** this form in EDUC 649; Candidates who did not complete the Diversity form in EDUC 649 must complete this pre assessment of their knowledge and skills in the area of diversity during EDUC 653. Open the form and rate yourself on the indicators using your best judgment. Carefully consider the items and provide a self-rating of your knowledge, skills, and experiences. When you complete the Phase 1 Clinical Log you will have an opportunity to justify your rating by describing your experiences with diverse learners. An instructor will also evaluate you by completing a form. The instructor will rely on the examples posted in your Clinical Log and any other available evidence to complete their rating.

- **Phase 1 Clinical Log Form** - You will address two key in your responses Diversity and Technology. In regard to your experiences with diverse learners you will do the following.

  a. Identify course-related experiences with diverse learners. You will enter a school name and select a course from your academic history or courses in progress where there have been assignments specific to diverse learners.

  b. Other experiences may be added to your clinical experience log to include YMCA or Boys and Girls Club, tutoring, supervision in sports or school clubs, or other experiences within the public school that were non course assignment related.

  c. You will find a text box where you will briefly describe:

     - your experiences with diverse learners.
     - any modifications and instructional methods that were implemented with emphasis on evidenced based practices.
     - summarize the outcomes of instruction with diverse learners.
• describe any efforts to support learners from diverse background in regard to social and affective needs.

In regard to your experiences implementing educational technology you will:

a. Indicate the type of technology you have encountered and integrated within your lessons in the classroom.
b. Briefly give the context; indicate if you implemented the technology within a lesson or observed it being used in the school or classroom.
   o In a text box, discuss how each technology was applied to support student learning in your setting. Provide a brief summary of the instructional objectives and outcomes specific to the technology application.

• Phase 1 Performance Notes - Your instructors will type notes and provide feedback as deemed appropriate. Candidates will review the notes but will not add content to the performance notes. These notes are designed to support you as you enter phase 2.

DATSE Portfolio Phase 2

• TWS 1 – Upload in EDUC 653; your instructor will complete an evaluation rubric. Upload in EDUC 653; your instructor will complete an evaluation rubric. The purpose of the Teacher Work Sample (TWS 1) is to evaluate the DATSE Candidate’s skills specific to the design and implementation of evidenced based instruction. Candidates will conduct an analysis of the learning context, identify instructional objectives, implement instruction, and conduct ongoing progress monitoring over a 4 to 5 week period. Candidates will conduct an analysis of instructional outcomes and use these data in ongoing program design. Individualized instruction is the focus of the TWS 1 vs. group instruction in the TWS 2, Phase 3.

• PBTE and PDP – Upload your Performance Based Teacher Evaluation (PBTE) and if you have one, a Professional Development Plan (PDP), in EDUC 653. These are documents that DATSE candidates who are on a provisional should have completed by a their school district supervisor. You will use these documents to develop a course based PDP in EDUC 654 (phase 3) that supports the goals of your District PDP. The PBTE and PDP review is designed to be a collaborative, supportive effort to ensure DATSE candidates ensure knowledge and skills commensurate with recommendation for certification in mild/moderate disabilities. If you are a paraprofessional you may upload a district evaluation from a supervisor. In sum, in phase two you will upload your documents and in phase 3 you will identify professional development goals and develop a plan of action to address these goals.

• Time Log and Cooperating Teacher Rating Forms - This is only for DATSE Candidates completing a practicum in EDUC 653. If you are not employed in Mild/Moderate Special Education setting under a provisional certificate, and are completing a practicum to obtain classroom experience and meet the DATSE Program competencies, you will have your cooperating teacher at the school site complete this form. Download a copy and return a hard copy of the form to your EDUC 653 instructor.

• Phase 2 Dispositional Pre-Assessment – If you are on a provisional teaching certificate and/or are working as a paraprofessional in a mild/moderate classroom you will access a copy of the Pre
Disposition Assessment as directed by your instructor in EDUC 653. You will be responsible for providing a supervisor in your District with a copy of the form and returning a completed copy to your instructor for EDUC 653. Drury staff will input these data into foliotek and one of more of your instructors will also complete a pre dispositional assessment that will be available for review. Again, this assessment allows DATSE faculty to collaborate with District personnel supervising your performance.

- **Phase 2 Clinical Log Form** - You will complete the Phase 2 clinical log form in the same manner as you did in phase 1. However, the instructor reviewing this section in the portfolio will be looking for your professional growth and expanded experiences in the areas of technology and diversity. Refer to the phase 1 Clinical Log directions. Remember you have technology embedded within the your TWS instruction. Be sure to discuss the technology you are using not only in your TWS but your daily instruction. You must also discuss the impact/outcomes of technology on student achievement.

- **Phase 2 Performance Notes** - Your instructors will type notes and provide feedback as deemed appropriate. Candidates will review the notes but will not add content to the performance notes. These notes are designed to support you as you enter phase 3.

**DATSE Portfolio Phase 3**

- **Diverse Learner Plan** - Upload your Diverse Learner Lesson Plan in EDUC 655; your instructor will complete a related rubric. The purpose of the Diverse Learner Lesson Plan is for Candidates to demonstrate knowledge and skills designing instruction for a student from a diverse cultural and linguistic background. Candidates will collaborate with the school team in the development of this lesson and base the lesson on evidenced based practices with modifications that focus on cultural considerations.

- **NBPTS Evaluation Form** – Students will complete a self-rating of their knowledge and skills related to the National Board for Professional Teaching Standards (NBPTS). This ranking is designed to support the NBPTS reflection/DATSE final exam assignment.

- **NBPTS Reflection** – Upload in EDUC 654. The National Board for Professional Teaching Standards (NBPTS) represent knowledge and skills expected of all Candidates completing a Master in Education Degree at Drury. All graduates students completing a culminating internship in the School of Education Child and Family Development at Drury must complete a comprehensive exam. Students will write an essay based on the five National Board for Professional Teaching Standards (NBPTS). Using artifacts from foliotek as evidence, students will state examples of how these artifacts represent knowledge and skills specific to the national standards and reference the best practice literature.

- **Final Exam Rubric** - The final exam rubric will be completed by the instructor who evaluates the National Board Professional Teaching Standards (NBPTS) Reflection. The NBPTS Reflection will serve as the culminating exam for DATSE Candidates.
• **Praxis Documents (ETS Report to include Praxis Score)** – You should send your Praxis Report to Drury. You must also upload a copy of your report to foliotek no later than the beginning of your last semester in DATSE. It is strongly recommended that you upload your Praxis report in Phase 2, during EDUC 653.

• **Professional Development Plan (PDP Review)** – You will develop a PDP in EDUC 654 based on the Performance Based Teaching Evaluation (PBTE) you uploaded in phase 2 or any new evaluations you have available. You will upload your PDP with progress toward designated goals as directed by your instructor. Again, the PDP plan is designed to be a collaborative effort between Drury and your District with the outcome leading to increased teacher effectiveness.

• **TWS 2** – Upload in EDUC 655; your instructor will complete an evaluation rubric. The purpose of the Teacher Work Sample (TWS 2) is to evaluate the DATSE Candidate’s skills specific to the design and implementation of evidenced based instruction. Candidates will conduct an analysis of the learning context, identify instructional objectives, implement instruction, and conduct ongoing progress monitoring over a 4 to 5 week period. Candidates will conduct an analysis of instructional outcomes and use these data in ongoing program design. Candidates will be expected to conduct the TWS 2 project with greater independence than the TWS 1 and to demonstrate a advanced level of knowledge and skills. Small group instruction is expected with the TWS 2 vs. the individual instruction conducted in the TWS 1.

• **Cooperating Teacher Time Verification and Rating Forms** - This is only for DATSE Candidates completing a practicum in EDUC 653. If you are not employed in Mild/Moderate Special Education setting under a provisional certificate, and are completing a practicum to obtain classroom experience and meet the DATSE Program competencies, you will have your cooperating teacher at the school site complete this form. Download a copy and return a hard copy of the form to your EDUC 653 instructor.

• **Dispositional Post-Assessment** - If you are on a provisional teaching certificate and/or are working as a paraprofessional in a mild/moderate classroom you will access a copy of the Pre Disposition Assessment as directed by your instructor in EDUC 653. You will be responsible for providing a supervisor in your District with a copy of the form and returning a completed copy to your instructor for EDUC 653. Drury staff will input these data and one of more of your instructors will also complete a pre dispositional assessment that will be available for review. Again, this assessment allows DATSE faculty to collaborate with District personnel supervising your performance.

• **Phase 3 Clinical Log Form** - You will complete the Phase 3 clinical log form in the same manner as you did in phase 1 and 2. However, the instructor reviewing this section in the portfolio will be looking for your professional growth and expanded experiences in the areas of technology and diversity. Refer to the phase 1 Clinical Log directions.

• **Phase 3 Performance Notes** - Your instructors will type notes and provide feedback as deemed appropriate. Candidates will review the notes but will not add content to the performance notes.

• **Cooperating Teacher Observation Forms** - This is only for DATSE Candidates completing student teaching. If you are not employed in Mild/Moderate Special Education setting under a
provisional certificate in Phase 3, and are completing student teaching to obtain classroom experience and meet the DATSE Program competencies, your Cooperating Teacher at the school site will complete this form. Your cooperating teacher will be given access to foliotek.

- **University Supervisor Observation Forms** - This is only for DATSE Candidates completing student teaching. If you are not employed in Mild/Moderate Special Education setting under a provisional certificate, and are completing student teaching to obtain classroom experience and meet the DATSE Program competencies, your University Supervisor will complete this form.