

**Department of Teaching and Learning**



*Collaboration with diverse communities toward a sustainable and just future.*

**Special Education Endorsement Program**  
**Guidelines for Completing the Evidence Portfolio**  
**For**  
**Off Campus Endorsement Students**

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## **Section 1: Purpose and Description of Evidence Portfolio**

Welcome! We are glad you are pursuing your Washington State Special Education Endorsement with WSU!

These Guidelines are for students who are not located on one of the four main WSU campuses. Students who are located at one of the four main campuses, even if they are taking online courses, should contact their campus Special Education faculty for the Practicum Handbook and follow the Spec Ed 490/590 requirements, not the Spec Ed 499 requirements.

These Guidelines describe the Evidence Portfolio and the process for completing the Portfolio as a part of the 2 credit course Spec Ed 499. You will submit the completed Portfolio to the instructor of Spec Ed 499 who will evaluate and grade (satisfactory/unsatisfactory) the Portfolio.

The Evidence Portfolio allows you to demonstrate that you have worked successfully with students with disabilities. The evidence that you include in the Portfolio can come from many different experiences – including but not limited to after school programs, tutoring programs, summer camps, paraprofessional experience, preschool teaching/assisting experience, YMCA work, Special Olympics coaching, etc. The minimum total hours of these types of experiences is 90.

If you are a practicing teacher currently employed by and working in a school (or substitute teaching) or a paraprofessional employed by a school district and working with students with disabilities, you may use your work experiences to generate your evidence. However, Spec Ed 499 is not a practicum. You should not request a practicum placement from schools if you are not currently employed by and working in a school district setting.

Washington State has set out competencies for those completing Special Education Endorsement Programs. Some of the competencies are focused on knowledge, others are focused on skills. The evidence you submit for the Portfolio will be aligned with the Washington State Special Education competencies focused on skills (the other competencies are aligned with course work in the program). Throughout the Special Education Endorsement Program you can collect evidence that demonstrates your skills and abilities related to the specific competencies described in these Guidelines.

### **What is the Evidence Portfolio?**

The Evidence Portfolio is document that allows you to demonstrate the skills and abilities you have related to specific Special Education skill-based competencies. The Portfolio consists of:

- I. Title Page  
Student's name, ID number, address, and contact information  
Date, course prefix and number
- II. Evidence, Skills, and Verification Chart
- III. Appendices  
Appendix A  
Appendix B

### **Who reads and evaluates the Evidence Portfolio?**

You will submit your Evidence Portfolio to the instructor of the course Spec Ed 499 on the date indicated in the Course Schedule. The instructor will evaluate and grade (satisfactory/unsatisfactory) your Evidence Portfolio. The instructor also provides the Special Education program faculty (via the Program Coordinator) with a copy of all completed Evidence Portfolios each semester/term. The faculty periodically review all of the Evidence Portfolios to assess whether or not students are mastering the competencies and gaining useful experience working with students with disabilities.

**Can I submit the Evidence Portfolio early in my program?**

You submit the Evidence Portfolio during the semester you are enrolled in Spec Ed 499 for 2 credits. If you leave WSU without completing the Evidence Portfolio, we cannot recommend you for the endorsement until the Evidence Portfolio is completed.

**How do I complete the Evidence Portfolio?**

During the Spec Ed 499 course you will be guided through the completion of the Evidence Portfolio. The guidelines in this document provide directions for completing the Portfolio. If you have questions please ask the Spec Ed 499 course instructor or the Program Coordinator (see Section 4).



## **Section 2: Evidence Portfolio: Evidence, Skills, and Verification Chart (ESVC)**

One assignment in the course Spec Ed 499 is completing the Evidence Portfolio. After the Title Page of the Portfolio, you should insert the completed Evidence, Skills, and Verification Chart (ESVC) (see next page).

Complete the ESVC by describing the evidence that you submit for each competency (Insert full description and any actual documents in Appendix A). Provide a self-rating of your skill level, and describe the verification of that experience/work (Insert any actual documents in Appendix B).

Rate your skill level for each competency on a 1-3 level, with 1: Emerging skills; 2: Proficient skills; 3: Strong skills.

**Evidence, Skills, and Verification Chart (ESVC)**

**Name and WSU ID#:** \_\_\_\_\_

Skill Rating = 1: Emerging skills; 2: Proficient skills; 3: Strong skills.

<b>Competencies*</b>	<b>Evidence Submitted</b>	<b>Skill Level</b>	<b>Verification</b>
Communicate with school personnel, families and community members about the characteristics and needs of individuals with disabilities. (Common Core 6.2.2)			
Use current information on assessments and evaluations to inform instruction. (Common Core 6.2.4)			
Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences. (Common Core 6.2.7)			
Collaborate with families, related service personnel and others in assessment of individuals with disabilities. (Common Core 6.3.1)			
Maintain confidential communication and documentation about individuals with disabilities. (Common Core 6.3.2)			
Create a safe, equitable, positive, and supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence. (Common Core 6.4.1)			
Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with			

disabilities into various settings. (Common Core 6.4.7)			
Use instructional time to positively impact student learning by designing and managing effective daily routines. (Common Core 6.4.14)			
Direct, observe, and provide feedback to classroom volunteers and peer tutors. (Common Core 6.4.16)			
Prepare lesson plans and organize materials, and monitor implementation of Specially designed instruction for self, others, paraeducators and general educators. (Common Core 6.4.17)			
Design and/or provide instruction in a variety of educational settings including community based settings. (Common Core 6.4.18)			
Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities. (Common Core 6.6.1)			
Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics. (Common Core 6.6.2)			

Total Hours Completed: \_\_\_\_\_

Office of the Superintendent of Public Instruction. (2007). Common Core 6.0: Skills and Methodology. In Endorsement Competencies for Special Education P-12. Retrieved from <http://www.k12.wa.us/certification/profed/2007Standards/SpecialEducation.pdf>.

## Example of Completed Chart

Name: Mary Smith (ID: 00000)

Competencies	Evidence Submitted	Skill Level	Verification
Communicate with school personnel, families and community members about the characteristics and needs of individuals with disabilities. (Common Core 6.2.2)	<i>Special Olympics Training (40 hours/5 training hours)</i> <i>After school tutoring at Bransford Academy (80 hours)</i> <i>See my description in Appendix A</i>	2	<i>See letters from Director of Special Olympics and Director of Bransford Academy in Appendix B.</i>
Use current information on assessments and evaluations to inform instruction. (Common Core 6.2.4)	<i>After school tutoring at Bransford Academy (80 hours)</i> <i>See my description in Appendix A</i>	1	<i>See letter from Director of Bransford Academy in Appendix B.</i>
Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences. (Common Core 6.2.7)	<i>Camp Hiwela Counselor Summer of 2013 (8 weeks)</i> <i>See examples of my lessons and activities in Appendix A</i>	3	<i>See letter from Camp Hiwela's Director in Appendix B</i>
Collaborate with families, related service personnel and others in assessment of individuals with disabilities. (Common Core 6.3.1)	<i>After school tutoring at Bransford Academy (80 hours)</i> <i>See my description in Appendix A</i>	3	<i>See letter from Director of Bransford Academy in Appendix B.</i>

Total hours completed: \_\_\_\_\_ 120 \_\_\_\_\_

In this student's Appendix A, there would be a one page (maximum) typed description of what Mary did in her experience with Special Olympics, a one page (maximum) typed description of what she did in her experience at Bransford Academy [an after school program for students at-risk], and samples of lesson plans from Camp Hiwela. (This is an abbreviated example, so there could very well be more descriptions/documents for a fully completed chart.)

The descriptions should address each competency for which the evidence is being submitted. For example, Mary is submitting the Bransford Academy experience as evidence of meeting four competencies so her description of that experience should focus on how those competencies were practiced in that setting (what she did in that setting). The Camp Hiwela lessons would show how through those lessons Mary addressed: *Developing and selecting learning experiences and strategies that affirmed and respected, family, cultural, and societal diversity, including language differences.*

The verification submissions should be letters from supervisors, bosses, principals, observers, directors, etc. who can attest to your skill levels in the competencies aligned with your evidence. These do not have to be detailed or lengthy letters or memos. For example, the Special Olympics Director might write a letter for Mary that says:

*“Mary worked with our Special Olympics program for 40 hours which included a 5 hour training program for coaches. She was very respectful of the athletes, was positive and supportive, and worked well with all of the teachers and adults involved in Special Olympics. She seems to have a passion for and a talent in working with students and adults with disabilities. Mary demonstrated a fairly high level of skill in coaching students with disabilities.”*

In addition to a letter, the Evidence Portfolio Evaluation Checklist must also be completed. Please submit the Evidence Portfolio Evaluation Checklist along with each letter. This checklist can be accessed In the Spec Ed 499 online course space.

### **Portfolio Appendices**

#### **Appendix A**

Description of and Documents Related to Evidence

#### **Appendix B**

Verification Letters

Evidence Portfolio Evaluation Checklist

## **Section 3: General Information**

- Make a list of all the experiences you have had with students with disabilities. Evaluate how those experiences are aligned with and address the competencies in the Evidence, Skills, and Verification Chart (ESVC).
- For competencies you have yet to address with your experience, explore your options for volunteer work in a variety of agencies, community organizations, service learning opportunities, Special Olympics, after school tutoring, etc.
- Choose experiences that will allow you to address in part or whole the competencies in the chart.
- After you've aligned your experiences with the competencies, determine who will be your contacts for the Verification requirement.
- As you seek volunteer/paid possibilities, be sure that you: a) contact the appropriate person to investigate the possibility of you volunteering; b) set up an appointment to introduce yourself and seek information on the position; c) demonstrate professional behavior and dress when seeking these possibilities; and, d) share a copy of these Guidelines with relevant contacts so that they understand your task.
- When completing your experiences, always arrive on time, prepared, and ready to engage in the experience. Dress like a professional and dress appropriate to the experience. Observe the standards of the organization/agency/setting. Exhibit the attitudes and actions of a future Special Education Teacher.
- Practice professional ethics. Demonstrate professional courtesy and confidentiality in your interactions with the children and youth, parents, and other professionals. Do not discuss student or family issues with those outside your experiential setting. Even talking about the youth you're working with, with others in that setting could be a breach of confidentiality. Talk about who you can and cannot discuss youth with, in a meeting with the person responsible for the program you're working in or volunteering for (e.g., the Director of Special Olympics, the camp director, the day care owner, etc.).
- Complete all required elements of the Evidence Portfolio. Keep all student information, data, etc., confidential. Do not use student names when submitting evidence.

### **College of Education Conceptual Framework**

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.



## **College of Education Mission Statement**

The College of Education addresses the needs of communities, individuals and educational institutions in a diverse society by promoting development of students, faculty, and staff through leadership, scholarship and professional practice.

## **Special Education Endorsement Program Description**

The Special Education Endorsement Program at Washington State University provides a cohesive and integrated set of courses and experiences designed to prepare pre-service and in-service teachers for K-12 special education teaching roles. The courses and experiences in the Special Education Endorsement Program are aligned with the standards set forth by the Council for Exceptional Children and the competencies required by the Washington State Office of the Superintendent of Public Instruction-Special Education for entry-level special education teachers. Successful students demonstrate their competence through course work and the Evidence Portfolio.

## **Code of Professional Conduct**

WAC 180-87 addresses the Code of Professional Conduct for Education Practitioners. Details can be found at: <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>. We expect all of our Special Education Endorsement students to adhere to this code of professional conduct at all times.

## **Statement of Academic Integrity**

Academic dishonesty, including all forms of cheating, unauthorized collaboration, plagiarism, and fabrication, is prohibited. Knowingly facilitating academic dishonesty is also prohibited. Academic integrity will be strongly enforced. Any student caught providing false information will be given an F for the course and will be referred to the Office of Student Conduct. We strongly encourage you to familiarize yourself with the Standards of Conduct for Students regarding Academic Dishonesty at: <http://conduct.wsu.edu/academic-integrity-policies-and-resources>

## **Section 4: WSU Contact Information**

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