

Candidate's Name: _____ (Elementary and Special Education)

West Virginia State University
Department of Education
SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT
Content Specialization – Elementary - Association for Childhood Education International (ACEI)
Second Specialization – Multicategorical Special Education - Council for Exceptional Children (CEC)
Rubric
Evaluation form for the SCOPE Meeting

ACEI & CEC	Distinguished – 4	Accomplished – 3	Emerging – 2	Unsatisfactory - 1
ACEI Standard 1 Development, Learning, & Motivation	Candidate knows, understands, and used the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate has adequate knowledge of and used several of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate has limited knowledge of and used only a few developmental concepts, principles, theories, and research to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate does not have knowledge or understanding of how to use of the major concepts, principles, theories, and research in constructing learning opportunities.
ACEI Standard 3.4 Active engagement in learning	Candidate always used knowledge and understanding of individual and group motivation a behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	Candidate used some knowledge of individual and group motivation and provides at least three of the following: Active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	Candidate showed minimal understanding of individual and group motivation and provides only one of the following: Active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	Candidate did not show knowledge and understanding of individual and group motivation.

<p>ACEI Standard 5.2 <i>Collaboration with families, colleagues, and community agencies</i></p>	<p>Candidate shows an in-depth knowledge of importance of establishing and maintaining a positive collaborative relationship by creating connections with all of the following: families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>Candidate showed knowledge of establishing and maintaining a positive collaborative relationship by creating connections with at least two of the following: families, school colleagues, and agencies in the larger community.</p>	<p>Candidate showed limited knowledge of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community.</p>	<p>Candidate showed no knowledge of how to establish and maintain positive collaborative relationships with families, school colleagues, and agencies in the larger community.</p>
<p>Basic Non-English Facility (CEC Standard 6)</p>	<p>Obtains all “Accomplished” criteria and also can make basic requests and answer basic questions in either ASL or MFL.</p>	<p>Understands 12 words in both ASL and MFL, and creates a 2- or 3- choice communication board that could be used in a classroom with a non-speaker.</p>	<p>Lacking in one of the “Accomplished” criteria.</p>	<p>Less than 12 words in ASL or MFL, or no Communication Board artifact</p>
<p>Assistive Technology Facility (CEC Standard 6)</p>	<p>Documents show evidence of actual use of common assistive technology devices (non-computer related or software related) with a student with ELN.</p>	<p>Documents show understanding of how to use common non-computer assistive technology devices and common computer software useful for students with ELN</p>	<p>Lacking in one of the “Accomplished” criteria.</p>	<p>Very Limited evidence of facility with or understanding of assistive technology related to Language</p>

Professional and Ethical Practice (CEC Standard 9)	Obtains all "Accomplished" criteria and also shows evidence of positive response to advocacy activity.	Evidence of advocacy for students with disabilities AND either professional development or community service activities.	Lacking in one of the "Accomplished" criteria.	No evidence or inadequate evidence of going beyond degree requirements in professional development, community service or advocacy activities.
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Total Content Score ELEMENTARY & Special Education _____

Signature of Content Professor: _____ Date: _____

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DIRECTIONS FOR THE MULTICATEGORICAL SPECIAL EDUCATION SCOPE (the CEC part):

The Special Education Faculty Members at WVSU decided that the SCOPE process would be an appropriate time and place for candidates to demonstrate their achievements in three areas:

- 1) Non-English Language Proficiency,
- 2) Assistive and Instructional Technology for Students with Disabilities, and
- 3) Professional and Ethical Practice for Special Educators.

These three new indicators apply to candidates who want to have an additional endorsement in Multicategorical Special Education.

1) Non-English Language Proficiency:

To demonstrate this non-English language proficiency at the highest level, WVSU expects candidates to demonstrate an understanding of 12 words (including wait, stop, toilet, eat and drink) in both ASL and MFL, and to create a 2- or 3- choice communication board that could be used in a classroom with a non-speaker. Possible Artifacts & activities for Panel Interview related to Non-English Language Proficiency:

- Give examiners a list of words and sentences in ASL and MFL on which you want to be examined.
- Show examiners a 2-choice or 3-choice communication board that you made (or a picture of one).

2) Assistive and Instructional Technology for Students with Disabilities

To demonstrate proficiency at using assistive and instructional technology for students with disabilities at the highest level, WVSU expects candidates to show evidence of actual use of common assistive technology devices (non-computer related or software related) with a student with disabilities. Possible Artifacts & activities for Panel Interview related to assistive and instructional technology:

- Brief paper on how to program and change batteries for talking device (for example hip-talker), or how to change ear molds and batteries and check for functioning in hearing aids.
- Brief paper on different commonly available software and examples of use with students with Written Language Learning Difficulties. (such as spell-checker, grammar-checker, magnifying software, speech-to-text software, etc.)
- Documentation of using common assistive technology devices with students with disabilities.

3) Possible Artifacts & activities for Panel Interview related to Professional and Ethical Practice:

To demonstrate proficiency at the highest level in Professional and Ethical Practice for Special Educators, WVSU expects candidates to show evidence of advocacy for students with disabilities to which candidates have received a response from an individual or agency AND either professional development or community service activities.

- Artifacts that show that Candidate went to workshops or performed community service beyond what is required for the degree.
- Artifacts that show that Candidate is aware of advocacy opportunities for students with disabilities (member of professional listserv or receives electronic newsletter, etc.)

- Artifacts that show that Candidate advocated for students with disabilities (copy of letter to Senator or Representative, copy of response to request for feedback on pending state or national guidelines for the education of exceptional students, copy of response from legislator or agency to advocacy letter, etc.)

The scoring for all three elements is on the first page of this document.