

## Completing EE 6B –Special Education Assignment for Licensure Portfolio

**EE 6:** Candidates will write a reflection with 2 parts- E6A and E6B to fulfill Electronic Evidence 6. Label the reflections as “6A: Reflection Part 1” and “6A: Reflection Part 2” for your submission for E6A and “6B: Reflection Part 1” and “6B: Reflection Part 2” for your submission for E6B. BE SURE YOUR NAME AND 800 NUMBER IS CLEARLY EVIDENT ON YOUR SUBMISSION. Remember to use your summary reflections written within your coursework to complete this evidence.

**6B: Reflection Part 1:** Candidates will reflect on their professional growth, focusing on the key areas for growth identified by each candidate on the Professional Development Plan.

*Initial experiences with activities and related reflection in: SPED 3100/5100; SPED 4170; SPED 4270/5270; SPED 4475/6475; SPED 4476/6476*

This reflection should include information regarding participation and potentially leadership in professional development activities outlined below:

- Identification of the growth areas (e.g., classroom management, content knowledge, diverse learners, assessment, teaching strategies and methods, technology, school and family communication/relations) including some context to explain the selections (i.e., why this area of growth instead of another? The candidate may need to include some background discussion of the candidate’s classroom, school, etc.);
- Description of at least 1 school-, district-, university-based, or professional organization professional development activities that the candidate has completed to improve the identified growth area (*Examples:* UNC Charlotte Professional Development Day, seminar topics, the candidate’s school Professional Learning Community group, school or district-lead workshops that the candidate has attended, CEC workshop/webinar, etc.);
- Explanation of how the completed professional development activities helped to stimulate improvement for the candidate, **and** how these activities helped to inform the candidate’s daily instructional practices in the candidate’s classroom; and
- An assessment of current status of the candidate’s identified growth areas (i.e., have you improved your identified areas for growth? Elaborate and explain.).
- ACCOMPLISHED: Participation in 2-3 professional development activities; clear incorporation of information into daily practice; and identification of next steps for continued growth

Format Directions: 6B: Reflection Part 1 should be at least 2-3 double spaced pages, 12 point font. A longer reflection is permitted. 6B: Reflection Part 1 meets the following standards:

NCPTS 1b.1	Engages in collaborative and collegial professional learning activities.
NCPTS 1c.1	Participates in professional development and growth activities.
NCPTS 5b.1	Participates in recommended activities for professional learning and development.

**6B: Reflection Part 2: Candidates will reflect on their interactions working with colleagues and parents for the benefit of the children in their classrooms.**

*Initial experiences with activities and related reflection in: SPED 4170; SPED 4316/5316; SPED 4475/6475; SPED 4476/6476*

The reflection should include:

- An overall discussion of how the candidate views the input of colleagues and parents in building effective classroom relationships with students;
- Identification of at least one example when the candidate collaborated with school-based colleagues to the benefit of students. Discussion should include:
  - Some context regarding the example (i.e., what were the circumstances? Who are the participants? What was the purpose of the collaboration? What was the candidate's role in this collaboration?);
  - Explanation of *why* the candidate collaborated with this/these colleagues (i.e., what factors motivated the choice to collaborate in the first place?); and
  - Report the consultation evaluation (formative and summative) results of the collaboration for a student(s) in your classroom.
    - Was the consultation beneficial? Is the implementation of a solution to a problem working?
    - Are the parties satisfied with the outcome?
    - Outcomes: Is the student improving? Are parents satisfied with the consultation? Etc.
  - Implications of this experience for future professional practice by the candidate
    - Include personal recommendations for self-improvement in consultation and collaboration.
- Identification of at least one example when the candidate collaborated with parents to the benefit of a student(s). Discussion should include:
  - Some context regarding the example (i.e., what were the circumstances? Who are the participants?);
    - *Option 1*: Discussion of the need for a communication plan with families which directly relates to the candidate designed family communication plan documenting the use of multiple strategies (*Examples*: notes, phone call, home visits, news letter, workshops for families, etc.), the impact of the plan for the family, and the areas for improvement in future plans and practice with other families in the future.
    - *Option 2*: Discussion of transition planning with the student and family, including the need for a transition plan, the availability of services in the community, the design of the transition plan, the impact of the transition plan on the student and family, and the impact of the experiences on future professional practice of the candidate
  - Explanation of *why* the candidate chose to collaborate with the parent (i.e., what factors motivated the choice to contact the parent in the first place?); and
  - Report the consultation evaluation (formative and summative) results of the collaboration with a family for a student(s) in the classroom.
    - Was the consultation beneficial? Is the implementation of a solution to a problem working?
    - Are the parties satisfied with the outcome?
    - Outcomes: Is the student improving? Are parents satisfied with the consultation? Etc.
- A discussion of the importance of family and school relationships to facilitate the education of students with disabilities including
  - the candidates participation in IEP planning and discussions with families (potentially as part of the IEP checklist assignment),

- the facilitation of engagement of families in the education of their child (including strategies from the **research literature** about the most effective approaches),
- the participation in a situation with a family or colleague to solve a problem or issue including how the **research literature** was used within the situation/solution, and
- the impact of the experiences on future professional practice of the candidate.
- ACCOMPLISHED: Description of candidate’s leadership role in collaborative team activities, including leadership facilitating interaction with colleagues, problem solving activities, or delivery within professional workshops; AND describes the implementation of the family communication plan or the transition plan, and includes consumer (such as parents, students) feedback in the reflection.

Format Directions: 6B: Reflection Part 2 should be at least 3-4 double spaced pages, 12 point font. A longer reflection is permitted. 6B: Reflection Part 2 meets the following standards:

NCPTS 1c.2	Begins to develop professional relationships and networks.
NCPTS 2e.1	Communicates and collaborates with the home and community for the benefit of students.

#### Additional Information

- Questions about the appropriateness of activities should be discussed with your instructor/supervisor.
- A copy of the rubric to assess this assignment will be available on the OFE website under “Resources.” All candidates must score a level of “Proficient” or higher for licensure recommendation.
- This evidence is aligned to the NCPTS for pre-service teachers, not the standards for current classroom teachers.
- The due date will be determined by each University Supervisor, but the evidence should be uploaded to **TaskStream no later than as indicated in your weekly reflection assignment calendar.**