All Cross-categorical Special Education license candidates will complete an electronic portfolio. Contributions to the portfolio will take place throughout the duration of the program and will prove to be a valuable tool for interviewing purposes, self-reflection, and demonstration of skills. The portfolio is a longitudinal account of the educator’s learning and growth.

The purpose of the portfolio is to:
1) demonstrate professional growth, understanding, and application of course content
2) demonstrate the impact of newly acquired knowledge, skills, and dispositions on PK-12 student learning.
3) demonstrate competency in the Council for Exceptional Children Standards and Wisconsin State Teacher Standards.

Portfolios will align with the Council for Exceptional Children Standards. Successful completion of an assessment portfolio is a requirement of the Wisconsin Department of Public Instruction and Viterbo University.

**Portfolio Development**
Educators may choose any website creator that they desire to use to create their ePortfolio. Commonly used free website creators are Google Sites and Weebly. Educators will set up and create their ePortfolio according to the following guidelines:

1. It is highly recommended that educators write their course reflection after the completion of each course.
3. The portfolio will contain one page (tab) for each course that was completed and each course that was waived.
   a. Page 1 (the home page): Educator professional introduction.
   b. Remaining pages (one page per Cross-cat course or waived course). Educators are required to create one page for each course in the program including any courses that were waived.
   c. Final Page: The final reflection of the entire Cross-categorical Special Education Program.
4. The link to your website must be submitted to the Viterbo University Cross-categorical Program Specialist within 6 months of the completion of the final course.

**Portfolio Design**
The Portfolio will contain one page for each course. On that page the following sections are required:
- Course Project/Activity/Artifact: Each course reflection will include a detailed description of a course artifact that you have chosen to represent your acquisition of knowledge during the course. (Example: “The artifact that I have submitted is a Behavior Plan that I used with a student who was having difficulty controlling his behavior during unstructured class times and...
transitions. The student received verbal praise each time that he chose to participate in unstructured activities without throwing toys or screaming at others. This behavior plan helped him to receive positive attention for making positive choices, rather than negative attention for making negative choices ...

- Upload the artifact to the webpage. The grading summary/rubric is a required upload for the final Practicum course.
- Professional Growth: Educators will explain how the course and the chosen artifact contributed to their professional growth. Illustrate and discuss your professional growth specifically within the special education focus areas of this course noting your specific knowledge, skills, and dispositions of special education instruction before, during, and after the course and the implementation of the chosen artifact. Be specific and cite examples.
- Understanding and Application of Standards: Educators will illustrate and discuss the application of the seven CEC Standards within the course and in the chosen artifact. Specify, in detail, how the standards were addressed. You will need to include all of the standards a minimum of one time within the entire portfolio. Each course usually has several key standards which you can use. Educators must also include the Viterbo Standard at least once in the portfolio. Address all components of the Viterbo Standard including the Viterbo core values.
- Impact on Student Learning: The focus of this section is entirely on the students with whom you worked as you completed the specified course and applied your new knowledge, skills, and dispositions. This section is about the students and their growth as a result of your participation in the course. Illustrate and discuss the student learning that occurred as a result of your implementation of the artifact and skills, knowledge, and dispositions of the course. Cite specific examples of students' progress.

Portfolio Grading
Portfolios will be evaluated by two reviewers. Each reviewer will use a rubric to determine the quality of the portfolio. Each page of the portfolio will be scored as follows:
- Exceeds Expectation (exceeds average performance standard)
- Meets Expectation (average/meets performance standard)
- Below Expectation (below average performance)
All pages must meet or exceed expectation. Pages that are below expectation will be recommended for corrections and re-submission.

Creativity
The portfolio is a personal reflection upon your experiences within the Cross-categorical Special Education Program. Your portfolio can be as creative or as simple as you desire. Educators will be graded upon the required content of the portfolio only.

For questions regarding portfolio requirements and submission, contact:
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Cross-categorical Program Specialist
608-796-3395 or jearmstrong@viterbo.edu

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