

2015-16 DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
GRADUATE PORTFOLIO INFORMATION

CONTENTS:

Portfolio Introduction, Semester-by-Semester Structure & Grading - CSD MS. . . 3

ASHA & VT Educator Standards Brief List for UVM CSD TaskStream ePortfolio. . . 7

Taskstream Self Enrollment Instructions - CSD MS ePortfolio. . . 9

## UVM – CSD

### Graduate Student Portfolios

#### **The Intended Function of Portfolios**

Students share evidence of their growth in skills and knowledge over the course of their training by creating individualized portfolios. This evidence includes a set of four reflective essays; an introductory essay written towards the beginning of a student's entrance into the M.S. program and an essay written in each subsequent semester in which both academic and clinical work are undertaken. Evidence also consists of artifacts (i.e., exemplary works created during the MS program) selected by the student to reflect growth in specific areas of academic and clinical knowledge and skills required by the American Speech-Language-Hearing Association and the Vermont Department of Education. Additional aspects of growth should include increasing rigor in critical thinking and methods of inquiry for research and its application. UVM's Department of Communication Sciences and Disorders uses the Portfolio as an alternative form of Comprehensive Examination, thus it is meant to provide a rich demonstration of the students' achievements across their graduate program.

Students select artifacts that are clinical and academic in nature (e.g., research papers, class assignments, thesis or non-thesis documents, clinic reports and materials, treatment plans, discharge summaries, etc.). Documents and materials should be carefully selected so that each of the ASHA and Vermont State educator standards are addressed at least once. Following the first, introductory essay, subsequent essays will consist of reflections on experiences and learning during the semester and will incorporate discussion of the relevance of each artifact. Clinical documents from experiences obtained in the Luse Center and elsewhere can be used as artifacts, but must be carefully prepared (de-identified consistent with HIPAA) so that they do not violate client confidentiality.

- Note: Portfolios are created using TaskStream's ePortfolio system (<https://www1.taskstream.com/>). See documentation for signing up and self-enrolling with UVM's CSD TaskStream ePortfolio system.
- Artifact document files should be named in accordance with the directions on the ePortfolio website.

## **How Portfolios Are Structured and Semester-by-Semester Scoring**

### **Introductory Essay**

Description/Instructions: Compose a reflective essay that introduces your portfolio reader to your entrance into the graduate program at UVM in Communication Sciences and Disorders. Topics that should be included in the introductory Essay:

- A. Why I think this is an appropriate field for me
- B. What skills do I bring
- C. What challenges do I anticipate and how will I try to address these in my work
- D. What do I hope to achieve through this degree and clinical training program.

### Grading/Evaluation/Scoring:

Was the essay reflective and introspective? Did it include all of the elements (A\_D) described above?

- 1. Limited number of elements/no elements included, little-no evidence offered to support reflection/introspection
- 2. Some elements included, some evidence offered with regard to reflection/introspection, not fully developed
- 3. All elements included, with corresponding evidence of reflection and introspection, generally well developed
- 4. Exceptional effort. Clearly crafted prose that addresses all elements with thoughtful and strong supportive evidence offered of reflection and introspection.

Comments (from evaluator):

---

### **Semester 1 Essay**

Description/Instructions: Compose a reflective essay that describes your academic and clinical work undertaken during this semester. This essay should include the following information:

- A. REFLECTION: Reflect on your overall development as a student, clinician, and future speech-language pathologist. Examples of reflection could include personal and professional growth, discovering new challenges, overcoming or preparing to overcome challenges, new ways of understanding yourself and others, etc.
- B. COURSES: Describe the courses taken during the semester and the impact the course had on your development of knowledge and skills as a future Speech-Language Pathologist.

- C. CLINICAL EXPERIENCE: Describe the clinical experiences from the semester and the impact the experiences had on your development of knowledge and skills as a future Speech-Language Pathologist.
- D. ASHA & VERMONT STANDARDS: Describe the artifacts you have chosen that reflect growth in specific areas of academic and clinical knowledge and skills required by the American Speech-Language-Hearing Association and the Vermont Department of Education. Other aspects of growth to be demonstrated include increasing rigor in critical thinking and methods of inquiry for research and its application.

***NB: All artifacts and written work in this portfolio must be de-identified in accordance with HIPPA standards. It should be made clear when a pseudonym is included or fictional client information is being used.***

Grading/Evaluation/Scoring:

Was the essay reflective and introspective? Did it include all of the elements (A\_D) described above?

Reflection:

- 1. Unacceptable effort: Limited reflection/no reflection included
- 2. Insufficient effort: Some reflective elements included, but not fully developed
- 3. Satisfactory effort: Evidence of reflection and introspection, generally well developed
- 4. Exceptional effort. Clearly crafted prose that is comprehensive, reflective and introspective

Courses:

- 1. Unacceptable effort: Limited inclusion/no inclusion of courses descriptions or impact
- 2. Insufficient effort: Variable descriptions of courses and impact on knowledge and skills as a future speech-language pathologist. Not well developed
- 3. Satisfactory effort: All courses are clearly described and the impact on knowledge and skills as a future speech-language pathologist is clear
- 4. Exceptional effort: All courses are clearly described and the impact on knowledge and skills as a future speech-language pathologist is clearly and thoughtfully articulated

Clinical Experience(s):

- 1. Unacceptable effort: Limited inclusion/no inclusion of clinical experiences descriptions or impact
- 2. Insufficient effort: Variable descriptions of clinical experiences and impact on knowledge and skills as a future speech-language pathologist. Not well developed

3. Satisfactory effort: All clinical experiences are clearly described and the impact on knowledge and skills as a future speech-language pathologist is clear
4. Exceptional effort: All clinical experiences are clearly described and the impact on knowledge and skills as a future speech-language pathologist is clearly and thoughtfully articulated

#### ASHA & Vermont Educator Standards

1. Unacceptable effort: Limited relationship/no relationship between artifacts and standards included
2. Insufficient effort: Some relationships between artifacts and standards included, but not fully developed, unclear, or confusing
3. Satisfactory effort: Evidence of relationship between artifacts and standards generally well developed in a way that is clear and logical
4. Exceptional effort: Clearly crafted prose that is comprehensive, reflective and introspective in connecting artifacts to standards

#### Writing

1. Unacceptable effort: Poorly written with numerous errors across multiple domains of language (content, form & use)
2. Insufficient effort: Multiple errors noted that detract from professionalism
3. Satisfactory effort: Clearly and professionally written (could include minor errors)
4. Exceptional effort. Clearly crafted prose that is professionally written across all domains of language (form, content & use)

Comments (from evaluator):

---

#### Checklists:

- All artifacts are de-identified in accordance with HIPPA standards
  - Yes \_\_\_\_
  - No \_\_\_\_ (see comments)
- Courses taken this semester
- List of standards being addressed in the essay from this semester

Comments (from evaluator):

---

\*\*The same format and wording is incorporated for Semesters 2, 3, & 4

## **How Portfolios Are Evaluated**

Portfolio development is meant to be an ongoing process that culminates in faculty review of the completed and finalized student work. Submission of the portfolio should coincide with semester of intended graduation. The submission date is typically the last Friday in January. A student must have obtained at least 300 hours of clinical experience to be eligible to submit the portfolio at the typical time.

Faculty members evaluate each portfolio carefully, with a goal of returning graded portfolios within three weeks of their initial submission. Students who are asked to resubmit their work will be given an immediate opportunity to make changes to allow them to complete this assignment in time for graduation that semester. Students who fail the first submission, or who do not adequately address the resubmission feedback provided by faculty, will not be allowed another opportunity to submit the portfolio until the next time that portfolios are to be reviewed. This is usually the following year unless a petition is presented and granted permitting an earlier repetition of the portfolio submission.

**ASHA & VT Educator Standards  
Brief List for UVM CSD TaskStream ePortfolio**

**ASHA Standards**

**ASHA Standard IV-F**

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence based clinical practice.

**ASHA Standard IV-G**

Knowledge of professional contemporary issues that affect speech language pathology such as trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

**ASHA Standard IV-D &V-F**

Current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, correlates for client/patient populations across the life span and from culturally/linguistically diverse backgrounds, as well as various types of severity of disorders, differences and disabilities.

**ASHA Standard V-A**

Demonstrates skills in oral and written or other forms of communication sufficient for entry into professional practice. Demonstrates the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence

**For a full listing of ASHA Standards see:**

**<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>**

## **Vermont Educator Standards**

### **VT Standard 1 Learner Development:**

Understands how learners grow and develop based on individual variations (cognitive, linguistic, social, emotional, physical) & implements developmentally appropriate learning experiences

### **VT Standard 2 Learning Differences:**

Uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments

### **VT Standard 3 Learning Environments:**

Works with others to create environment to support individual and collaborative learning, encourage positive social interaction, active engagement in learning, self motivation

### **VT Standard 4 Content Knowledge:**

Understands central concepts, tools of inquiry, structures of discipline he/she teaches & creates learning experiences accessible and meaningful for learners, assure mastery of content

### **VT Standard 5 Application of Content:**

Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity & collaborative problem solving

### **VT Standard 6 Assessment:**

Understands and uses multiple methods of assessment to engage learners in own growth, monitor learner progress & guide teacher's and learner's decision making

### **VT Standard 7 Planning for Instruction:**

Plans instruction to support all learners meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills & pedagogy, as well as knowledge of learners and community context

**For a full listing of VT Educator Standards see:**

**[http://education.vermont.gov/documents/EDU-Licensing\\_Vision\\_for\\_Teaching\\_Leading\\_and\\_Learning.pdf](http://education.vermont.gov/documents/EDU-Licensing_Vision_for_Teaching_Leading_and_Learning.pdf)**

## Self-Enrollment Instructions

Open a web browser (Internet Explorer, Mozilla Firefox, Safari, etc.)

1. In the Address field or Location bar - type in the following URL: <http://www.taskstream.com>
2. Log in to your Taskstream account.

3. Find the Self-Enrollment Area. Click the **Enter Code** button.

4. Enter Your Code

Enter the program code specified below in the appropriate field, and then click the Search button.

Your Program Code is \_\_\_\_\_ UVM-CSD \_\_\_\_\_

You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the Enroll button. If you do not wish to be enrolled in the program at this time, click the Cancel - Do Not Enroll button.

**If this is the correct program, click the 'Enroll' button to complete the enrollment process.**

**Program:** Core Requirements  
 DRF used in program 2012 School of Education Template  
 Program Status: **Active**  
 Program Description: This program will hold all your core work.

Cancel - Do Not Enroll    Enroll

*Note: If you enroll yourself into an inactive program, the program will not show up on your home page until the Program Manager activates the program.*