Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

DEAF 6110/5020
Professional Capstone Course
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Name:
Office Phone:
Personal Phone:
E-mail address:
Skype:
Office Address:

COURSE DESCRIPTION

This is a culminating course in which students will implement a research-based intervention project that demonstrates their ability to apply evidence-based strategies to impact the learning and/or behavior of a k-12 student.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1. American Psychological Association. (2002). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Select chapters from Tawny & Gast (1984) **will be provided in BlazeView**. Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education.* Columbus, PA: Charles E. Merrill.

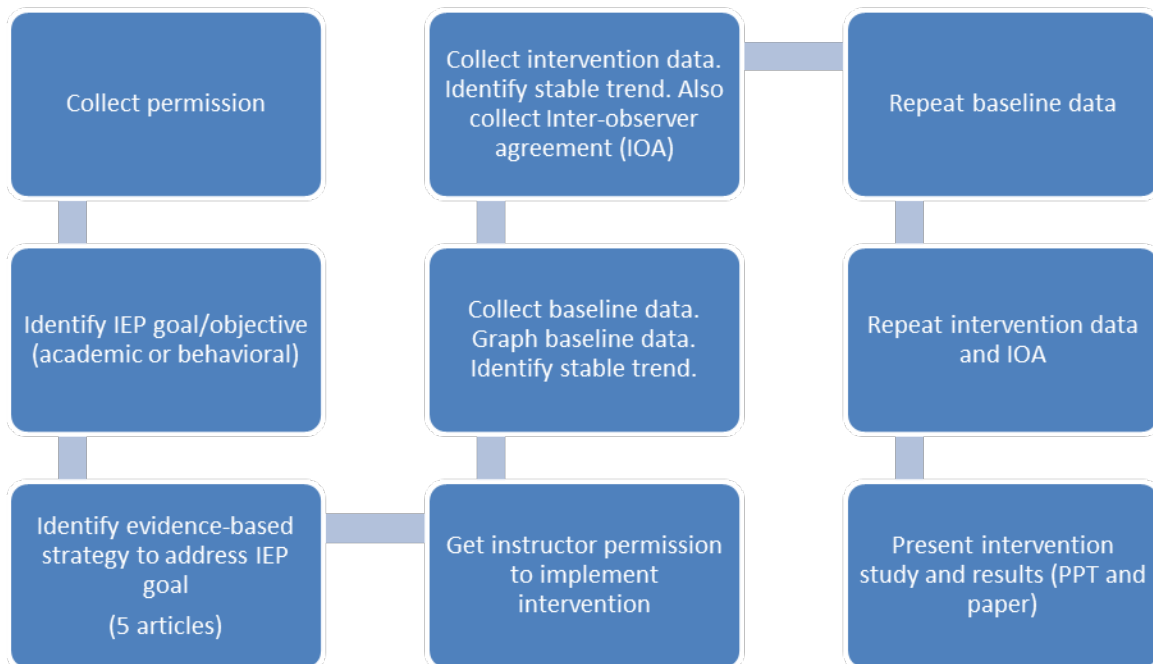**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

CO 1 Design an evidence-based academic or behavioral intervention and implement it with a student who is deaf/hard of hearing (D/HH). (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; $DL_{2.2}$, $DL_{3.3}$; $AL_{2.2}$, $AL_{3.3}$)

CO 2 Maintain DAILY data collection related to the academic skill or behavior as evidence of student performance. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; $DL_{2.2}$, $DL_{3.3}$; $AL_{2.2}$, $AL_{3.3}$)

CO 3 Adjust the intervention as needed based on student performance and inter-observer agreement. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; $DL_{2.2}$, $DL_{3.3}$)

CO 4 Demonstrate effective written and oral communication skills through written and oral presentation of the intervention results. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; **FL_{3a}**) *This is a CI Matrix assessment and should not be modified or removed from this course without the approval of the program faculty.*

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Capstone Project.** Students will:
   (a) Select a student with a documented disability in his/her IEP
   (b) Upload permission form to review the student's IEP and to video the student
   (c) Review the student's IEP objectives with the mentor teacher
   (d) **Select an academic or behavioral objective** from the IEP to target for change (e.g., you will implement an evidence-based intervention to see if your instruction increases/decreases the academic or behavioral skill)
   (e) **Review the evidence base** (i.e., peer-reviewed journal articles that include the intervention, students, and data) to identify an intervention to address the student's target academic skill or behavior (see GALILEO instructions in BlazeView)
   (f) **Meet with your professor** to discuss the intervention PRIOR to data collection
   (g) **Design a single-case study** (e.g., ABAB design) to address the academic skill or behavior
       i. At least 3 baseline and 3 intervention data points in **each** phase
       ii. At least 2 baseline and 2 intervention phases
       iii. At least 2 maintenance (i.e., after the intervention is over) data points
       iv. Total time for the intervention study may vary according to student baseline and intervention performance; be sure to start as soon as possible
   (h) **Write a literature review** that presents data in favor of using the selected intervention to change the academic skill or behavior (minimum of **five** peer-reviewed articles*)

    i. All articles should intertwine to present the big picture within the literature review

    ii. APA format for all text and graphs

(i) **Collect and GRAPH baseline data** on the academic skill or behavior (i.e., data given 'business as usual')

(j) **Send graphs via email** to your professor **EVERY DAY**

    i. <u>**Failure to upload data daily (i.e., baseline and intervention phases) may result in failure of the course**</u>. Proceeding from baseline to intervention phases, and intervention to baseline phases, without sufficient data in each phase, will *invalidate* any single case design, and therefore you would not be able to satisfy the requirements of this course.

(k) **When you receive permission,** begin the intervention phase of your study

(l) **Collect and GRAPH intervention data**

(m) **Send graphs via email EVERY DAY**

(n) Continue implementation(i.e., baseline and intervention phases) of single case design study for **6 weeks**

(o) Collect **inter-observer agreement** for **20%** of your data points (i.e., baseline and intervention)

(p) **Videotape implementation** of your intervention for **one** session; you will send this to your professor.

(q) Collect and **graph post-intervention** (i.e., maintenance) data (3 data points) after the intervention ends (this shows any long-term effects of your intervention

Collect permission	Collect intervention data. Identify stable trend. Also collect Inter-observer agreement (IOA)	Repeat baseline data
Identify IEP goal/objective (academic or behavioral)	Collect baseline data. Graph baseline data. Identify stable trend.	Repeat intervention data and IOA
Identify evidence-based strategy to address IEP goal (5 articles)	Get instructor permission to implement intervention	Present intervention study and results (PPT and paper)

2. **Write a paper** that describes the results and impact of the project on the target student(s) performance (see outline provided in Blazeview course content; portions of the paper are due throughout the semester) **Final paper uploaded to LiveText**

   (a) **Abstract**: Brief overview of your study in PAST TENSE (usually about 120 words)
   (b) **Literature review**: 5 articles directly related to the intervention you chose. You will write about the similarities across these 5 articles (who was in the study, what the researcher did, what changed (e.g., sight word vocabulary), and how.
   (c) **Methods**: describe your participant, where the study occurred, baseline procedures, intervention procedures, and inter-observer agreement (IN PAST TENSE because the study is finished by the time you turn in your final paper). Include inter-observer agreement data at end of Methods section.
   (d) **Results**: include graph with baseline and intervention data points. You will explain your data using visual analysis.
      a. **REFER READER TO "Figure 1" within text (E.G., "See Figure 1.")**

   (e) **Discussion**: explain what the results mean for the student and for other students and teachers; relate your results to the results of the 5 studies that you reviewed in your literature review (e.g., Sally increased her sight words using self-graphing; this is similar to other students her age who increased their on-task behavior using self-graphing).
   (f) **Limitations:** What affected your study? What limited it? (e.g., Sally was sick for two days and forgot a few sight words during the second intervention phase).
   (g) **Implications**: In the big picture, what does your study mean for your student and others? What is the next thing that you would do? How can other teachers/students use your results?

3. **Present Capstone Research. Upload PPT to LiveText.** Students will:
   (h) **Develop a Power Point presentation** reflecting the capstone research project (see outline in Blazeview)
   (i) **Meet with your professor with PowerPoint** for approval of presentation *prior* to scheduled Capstone Presentation
   (j) Present findings to program faculty (**Your professor will schedule these with faculty members and students**) **Practice your presentation a few times prior to your formal presentation.
   (k) Consider presentation of your Capstone project at the Spring Symposium; this is an optional opportunity to increase your presentations on your vita.

You must use only **peer-reviewed articles** for your Literature Review section of your final paper.

*Peer-reviewed articles are published journals in which articles are submitted to a review process of at least two peer reviewers and the editor prior to revisions and possible publication (see **directions** to access peer-reviewed journals in BlazeView course content). Examples:

Journal of Deaf Studies and Deaf Education
American Annals of the Deaf
Communication Disorders Quarterly

Teaching Exceptional Children
Exceptional Children
The Reading Teacher
Journal of Applied Behavior Analysis

**An evidence-based strategy means that the article includes results, usually in numeric form (e.g., means, frequency, percentages, etc.) of using an intervention with students. If you have any questions on this, please ask.

COURSE EVALUATION

Literature Review	20
Participant Description	20
Methods	20
Results (Visual Analysis)	20
Discussion	20
Implications and Limitations	20
Final Paper	50
Final PPT	50
Upload final Capstone Paper and PPT to **LiveText**	10
Final Presentation to Committee	110

94-100%   A
87-93%   B
80-86%   C (A grade of C or better is required for credit.)
79% or below F

ATTENDANCE POLICY

This is an online class. It is expected that you participate online each week. As an online course, attendance will be measured by participation in activities and submission of all work on-time. It is expected that each student will complete all assignments on time. Late assignments will carry a penalty of **10% deduction each day past the due date**. Work will not be accepted for grading after seven calendar days beyond the due date.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.
- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism**. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning)

so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

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DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

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- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML**.** For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP)

and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.
Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
   First, you need to edit your portfolio to include the new assignment
   1. Click on **Documents** tab

2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The **Description** section can be very brief.
   b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.
   9. Select **Manage Pages**.
   10. Click on the box next to **Title** to select all pages.
   11. Click on the box next to the current artifact page to unselect it.
   12. Select **Hide Pages**: **Save and Finish**.
   13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:
   14. Near the top of the screen, select the **Dashboard** tab
   15. Find the assignment and click on the corresponding **Begin Assignment** button
   16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
   17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
   18. Click "Attach Selected Files"
   19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
   - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
   - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
   - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
   a. Submitting the assignment and not the portfolio (see #17 above).
   b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: >**Documents**>**New**
2. Under **Folder**>**Valdosta State University Lesson Plans**
3. Under **Template**>**Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname
   (e.g. MGED F10 Week 4 LP Martin, Sue)
   No description necessary
5. >**Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, >**Edit**
7. At bottom, under **File Attachments**, >**Edit**
8. >**Upload New File**
9. >Browse, choose the correct lesson plan, and open it.
10. >**Save and Finish**, >**Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. >**Submit for Review**

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.

3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review.**

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
   - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review.**

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   - Short Text: Enter responses up to 255 characters.
   - Long Text: Enter responses up to 65,000 characters.
   - Date: Enter the date according to the provided format (MM/DD/YYYY).
   - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
   - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.

4. After completing the form, there are two options below the final form question:
   - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

Directions for Other LiveText Tasks
The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.
1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors
Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.

7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor
1. Go to http://www.livetext.com
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)
1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review.**