



Directions for the APS/ATF Career Pathway for Support and Related Services Personnel Professional Portfolio

The Career Pathway System

The Career Pathway System (CPS) for Support and Related Services Personnel (S&RSP) was developed by the Albuquerque Teachers Federation and the Albuquerque Public Schools as a system that defines professional expectations, expertise and related compensation. Similar to the New Mexico Three-Tiered Licensure System for teachers, S&RSP may advance through three levels. To advance, S&RSP must meet five criteria for movement from one level to the next. The five criteria for advancement in the CPS are:

1. 3 Years of experience in one's current role and level at APS
2. Successful evaluations based on Competencies and Differentiated Indicators
3. Advanced credential/degree as specified per role group
4. Confirmation of Continuing Education Units (CEUs)
5. Score of "Meets Standards" on all sections of a Professional Portfolio

The information that follows will help you to prepare your portfolio.

The Professional Portfolio: General Information

The CPS Portfolio was designed by a group of Support and Related Services Personnel (S&RSP) from the Albuquerque Public Schools and the Albuquerque Teachers Federation. Its purpose is to provide evidence of meeting the competencies and indicators for the following role groups of employees:

| | |
|---------------------------|--------------------------------------|
| Audiologists | Orientation and Mobility Specialists |
| Counselors | Physical Therapists |
| Interpreters for the Deaf | Social Workers |
| Nurses | Speech and Language Pathologists |
| Occupational Therapists | |

How Your Portfolio Will Be Reviewed

The Professional Portfolio is designed to be a purposeful reflection of specific aspects of your practice. The portfolio allows readers to see the reasoning behind your actions through a union of different kinds of evidence. Readers are trained to evaluate all of the evidence you provide to make a careful judgment about the level of competence demonstrated. Each portfolio is reviewed by two trained readers, one of whom must be from your role group. If they disagree, the portfolio is reviewed by a third trained reader.

The Structure of the Portfolio

Your Portfolio is intended to answer the question;

In what ways does my current practice exhibit the professional competencies and indicators of the level in the CPS to which I am aspiring to move?

It is designed to provide evidence of competency in four key areas of practice that apply to all the role groups:

1. Teamwork with Other Professionals
2. Making a Difference with Students
3. Connecting with the Significant Adults in Students' Lives (Parents, Caregivers or Guardians)
4. Continuing Education and Change

The Professional Portfolio has an introduction, followed by four sections that correspond to the key areas. The introduction allows you to provide information about the context of your practice, setting the stage for the reviewer. Then, each of the four ensuing sections has a clear purpose and requires you to submit a combination of:

- A. Narration – to describe an experience in a key area.
- B. Citation – to reflect on your practice through the competencies and indicators for your profession and list or cite each competency demonstrated.
- C. Documentation – to illustrate what is described in the narrative.

These three elements must be present in each section.

You must receive a score of “Meets Standards” on all four sections in order to fulfill this criterion for advancement.

Special notes

- Those educators at Level 1 in the CPS will create their Professional Portfolio based on Level 2 indicators.
- Those educators at Level 2 in the CPS will create their Professional Portfolio based on Level 3 indicators.
- The Professional Portfolio is only required when advancing to the next level of the CPS.

GENERAL DIRECTIONS

1. The evidence you provide must be from the current school year or the school year before.
2. All of the competencies for the role group must be addressed in your portfolio at least once. Different sections of the portfolio can address different competencies. No one section needs to address all of the competencies. Competencies may be addressed multiple times in different sections of the portfolio.
3. All narratives and citations should be typed. Use **12-point font/double spaced, one inch margins** on 8 1/2"x11" white paper. The font style will be in **Times New Roman** with one inch margins. Documentation should also be on 8 1/2"x11" paper.
 - 5-7 pages of narration
 - Citation of competencies will be included throughout the narration
 - 3-5 supporting documents
4. Each page you submit must have a **header** that includes: your job category, the portfolio section, the date submitted, page numbers, and your APS ID number. The sections must be separated by a label tab. **Do not include your name.**
5. Maintain your anonymity and protect the anonymity of students and others whose work or image you may use in your portfolio. Black out all names and/or replace with pseudonyms. Violations of professional ethics (eg.: breach of confidentiality) will result in the portfolio being returned to the candidate without review or refund for resubmission.
6. Turn in three hard copies of your portfolio to the ATF office (530 Jefferson St., NE) no later than the last day of the submission period along with a check or money order for \$320,000 made out to the ATF Teacher Leadership Foundation. (The money collected from portfolio fees is used to pay the portfolio readers and maintain the program.)
7. Use a 1.5" black binder for each copy. **DO NOT USE PLASTIC SLEEVES FOR ANY PAPERS. USE SLEEVES ONLY FOR CD'S OR DVD'S OR OTHER MEDIA.**
8. Keep a copy of your portfolio for your records.
9. The portfolio submission period begins the first business day on/after July 15th and ends at the end of business day on/after May 15th. You may submit your portfolio to be read anytime during this time frame.
10. Each applicant will have one calendar year from the first date of submission to successfully complete their portfolio. If your portfolio does not meet standards after this time, you will be required to begin the process again, using new subjects.
11. An "Intent to Submit" form must be filed at the Albuquerque Teachers Federation office 1 month before your portfolio submission. This form can be faxed, mailed or delivered in person. Failure to do so will result in a delay of your portfolio being read.
12. The applicant must successfully complete three years of employment at each level before moving on to the next level. You may submit your portfolio during the third year of your employment for each level, but the successful completion of that portfolio will not result in pay increase until the beginning of the next contract year.
13. If using acronyms, please define these with first use. Remember, not all readers are in your field.
14. Failure to follow these general directions will result in delay of reading your portfolio.

USING MEDIA AND STUDENT WORK

Media may be used as documentation in any of the four sections. Each example should be edited down to no more than 10 minutes. Select parts that best support your narrative.

Video or audio recording, or taking photos of your practice is permissible for purposes of this portfolio. Obtain written consent from anyone whose identifiable image you include in your portfolio. Use the Consent Form provided by the Career Pathway System and keep signed forms on file. **Do not include consent forms in your submitted material.** Consent Forms are not needed if a person is not identifiable (e.g., blurred face, back of head only, no appearance of face on camera).

Student products and records may also be included. Assure anonymity by blacking out all proper names (i.e., student, teacher, staff, school). **Failure to do this is a violation of professional ethics will result in the portfolio being returned to the candidate without review or refund for resubmission.**

PORTFOLIO SECTION DIRECTIONS

Introduction

Purpose: To provide readers with sufficient information about your situation to be able to understand your portfolio.

In the introduction,

- Identify your current level in the Career Pathway System and the level to which you are aspiring to move.
- Describe the context in which you work.
- Describe the student populations at your school.
- Describe your caseload.
- Describe the job you do in your school with your caseload.

Response to this section is limited to 3 - 5 pages.

Section 1. Teamwork with Other Professionals

Purpose: To demonstrate how you collaborate with colleagues to provide your services.

A. Narrative: Describe one or more specific instances of teamwork in which you were involved. It might focus on how you help other professionals understand the services you provide or how you work with others to improve a learning experience/environment or how you put your heads together to solve problems and address educational issues. Explain why you entered into this collaboration, your goals, what you did, what you learned through the collaboration. Self evaluate this instance and describe what you might do next or differently. Explain how collaboration with other professionals has enhanced your skills and your program for students. Describe how your contribution as a professional in collaboration with others has improved the situation for students.

If applicable address the following in your narrative:

- Are there cultural considerations and if so how did you address these
- Why were you doing this particular intervention
- What did the student learn or accomplish
- What did you learn as a result of this intervention
- What would you do next or differently

B. Citation: The evaluation competencies/indicators you are addressing in section one must be cited in parentheses as each is addressed.

C. Documentation: Enhance the narrative with three to five relevant documents which can include programs from events, pictures, agendas for meetings, documents you create or completed, video recordings of meetings (no more than 10 minutes), or other documentation that supports your narrative. Clearly label each piece of documentation with a title (e.g., Handout One) and refer to the title in your narrative.

Reminders:

5-7 double-spaced pages, not including attached documentation.

3-5 pages of documentation.

Follow header requirements.

All proper names blacked out and/or replaced with pseudonyms. Signed consent forms should be kept in your personal copy for all students/ participants whose work or image is included in this section.

Section 2. Making a Difference with Students

Purpose: To demonstrate how you work with students.

Narrative: Describe one or more specific instances of in your work with one student or a group of students. Explain what you were seeking to accomplish with the student(s), why you were doing what you were doing (including results of assessments), what the student(s) learned/accomplished, and what next steps you might take. Explain how your efforts changed the student(s) ability to learn. Finish with an explanation of what you learned and what you might do differently next time.

If applicable address the following in your narrative:

- Are there cultural considerations and if so how did you address these
- Why were you doing this particular intervention
- What did the student learn or accomplish
- What did you learn as a result of this intervention
- What would you do next or differently

B. Citation: The evaluation competencies/indicators you are addressing in section two must be cited in parentheses as each is addressed.

C. Documentation: Enhance your narrative with 3-5 relevant copies of assessment results, anecdotal notes, plans, on-going records of student progress, videotape of you working with the student(s), student work produced (including short videotape of physical activities), photos, or anything else that supports your claims. Clearly label each piece of documentation with a title (e.g., Handout One) and refer to the title in your narrative.

Reminders:

5-7 double-spaced pages, not including attached documentation.

3-5 pages of documentation.

Follow header requirements.

All proper names blacked out and/or replaced with pseudonyms. Signed consent forms should be kept in your personal copy for all students/ participants whose work or image is included in this section.

Section 3. Connecting with the Significant Adults in Students' Lives (Parents, Caregivers or Guardians)

Purpose: To demonstrate how you develop rapport, assist, and educate the significant adults in order to support the educational life of student(s).

A. Narrative: Describe one or more specific instance of a professional connection you developed with a significant adult in the life of one of your students. Explain why you worked closely with that adult(s) and your goals for that interaction. Describe:

- What you said and did and the adult's response
- What outcomes were evident
- What you learned through the interaction.
- Explain what you would do differently or next with the same or other adults.

If applicable address the following in your narrative:

- Are there cultural considerations and if so how did you address these
- Why were you doing this particular intervention
- What did the student learn or accomplish
- What did you learn as a result of this intervention
- What would you do next or differently

B. Citation: The evaluation competencies/indicators you are addressing in section three, must be cited in parentheses as each is addressed.

C. Documentation: Enhance the narrative with three to five relevant documents which can include programs from events, pictures, agendas for meetings, documents you create or completed, video recordings of meetings (no more than 10 minutes), or other documentation that supports your narrative. Clearly label each piece of documentation with a title (e.g., Handout One) and refer to the title in your narrative.

Reminders:

5-7 double-spaced pages, not including attached documentation.

3-5 pages of documentation

Follow header requirements.

All proper names blacked out and/or replaced with pseudonyms. Signed consent forms should be kept in your personal copy for all students/ participants whose work or image is included in this section.

*Note for interpreters: Connecting with colleagues can apply in this section if parents, caregivers or guardians do not apply in your work.

Section 4. Continuing Education and Professional Growth

Purpose: To demonstrate how you continue to evolve as a professional.

A. Narrative: Describe at least one change that you made in your practice as a result of your continuing education. Include:

- Why you chose this areas of growth
- Describe specifically what you learned
- How the C.E. changed your practice
- How you have implemented this change into your practice

If applicable address the following in your narrative:

- Are there cultural considerations and if so how did you address these
- Why were you doing this particular intervention
- What did the student learn or accomplish
- What did you learn as a result of this intervention
- What would you do next or differently

B. Citation: The evaluation competencies/indicators you are addressing in section four, must be cited in parentheses as each is addressed.

C. Documentation: Enhance your narrative with 3-5 relevant handouts from courses or workshops, lists of resources you consulted, plans from previous and current practice, narration, documents that you produced, and anything else that supports your claims. Clearly label each piece of documentation with a title (e.g., Handout One) and refer to the title in your narrative.

Reminders:

5-7 double-spaced pages, not including attached documentation.

3-5 pages of documentation.

Follow header requirements.

All proper names blacked out and/or replaced with pseudonyms. Signed consent forms should be kept in your personal copy for all students/ participants whose work or image is included in this section.

SUBMISSION CHECKLIST

Make sure that:

- Your introduction sets the stage for the reviewer with the information necessary to understanding your practice.
- All sections are complete—narrative, citation, and documentation.
- You have addressed some aspect of each of the competencies for your profession throughout the portfolio at least once.
- You have included all items suggested in these directions in your narratives.
- Reviewers will be able to identify where you have addressed each competency. These are to be referenced in parenthesis directly after you have addressed that competency.
- All documentation is clearly labeled and mentioned in the narrative. This includes labeled tabs between sections.
- Reviewers will clearly understand how each document relates to your narratives.
- You have the appropriate header on each page (your job category, the portfolio section, the date submitted, and your APS ID number. Do not include your name).
- All proper names have been blacked out.
- You have used 12 point type, Times New Roman with one inch margins and 8 1/2" x 11" white paper.
- The portfolio has been proofread, checked for spelling, grammar and punctuation errors.
- Your portfolio is in 1.5" black binder. All materials are securely fastened and well labeled.
- You have four copies of your portfolio—3 for review and one for you to keep on file.
- You have a check for \$320.00 payable to the ATF Leadership Foundation.
- Signed release(s) to be kept with the submitter.
- In a separate envelope which is submitted along with copies of the portfolio, one copy of the following documents:
 - CEU certificates from the current or past year
 - State licenses for your profession
 - Supervisor Verification Form
 - Degree certificate
 - PED licensure

If you have checked all of the above, you are ready to deliver your portfolios and your check to the ATF office, 530 Jefferson Street, NE, 87108 (262-2657).

RE-SUBMISSION CHECKLIST

Make sure that all sections that need to be re-done include:

- All sections are complete: organized and clear narrative, citation, and documentation.
- You have addressed some aspect of each of the competencies for your profession within the section(s) you are submitting at least once.
- You have included all items suggested in these directions in your narratives.
- Reviewers will be able to identify where you have addressed each competency. These are to be referenced in parenthesis directly after you have addressed that competency.
- All documentation is clearly labeled and mentioned in the narrative.
- Reviewers will clearly understand how each document relates to your narratives.
- You have the appropriate header on each page (your job category, the portfolio section, the date submitted, and your APS ID number. Do not include your name).
- All proper names have been blacked out.
- You have used 12 point type, New Times Roman, with one inch margins and 8 1/2" x 11" white paper.
- The portfolio has been proofread, checked for spelling, grammar and punctuation errors.
- Your portfolio is in 1.5" black binder. All materials are securely fastened and well labeled.
- You have four copies of your portfolio—3 for review and one for you to keep on file.
- You have a check for \$110.00 for each section to be re-submitted, payable to the ATF Leadership Foundation.
- Signed release(s) to be kept with the submitter.
- In a separate envelope 1 copy of the following documents:
 - CEU certificates from current or past year
 - State licenses for your profession
 - Supervisor Verification Form
 - Degree certificate
 - PED licensure

If you have checked all of the above, you are ready to deliver your portfolios and your check to the ATF office, 530 Jefferson Street, NE, 87108 (262-2657).