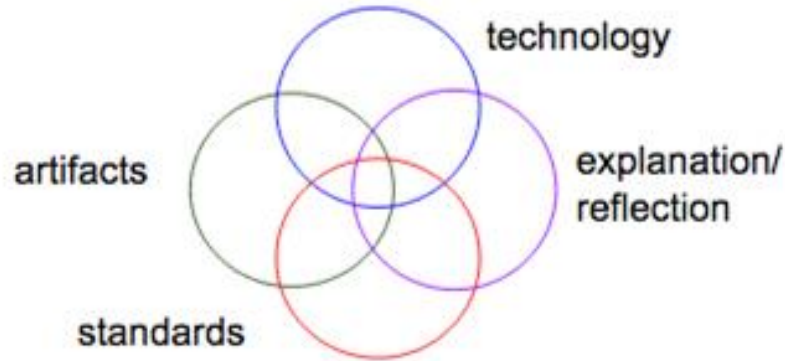# National Intervener Certification E-portfolio (NICE)

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Technology- an equalizer in low incidence fields

- Practice of DB intervention is under-recognized
- Use of technology to create digital, authentic, practice narratives
- Use of technology to create systems for mentoring, scoring and review
- Use of technology to beta test and refine e-platforms
- Use of technology to create a performance database for reporting and analytics

Technology helps us leverage our strengths and knowledge across distance and time to support the advancement of national competencies.

Intervener Certification to Increase Role Recognition and Identity for Practice

In order to fully develop and sustain the practice of intervention for students who are deaf-blind, representatives from family organizations, state deaf-blind projects, interveners, teachers, and university faculty members broadly agreed upon the need to expand opportunities for interveners to validate their specific knowledge and skills through national or state certification/credentialing processes (NCDB, 2012).

Using a tool to evaluate and recognize standards for a practice

Candidate   Evidence   E-portfolio

What is an e-Portfolio?

Purpose of Eportfolios

E-portfolios have been called "Digital Stories" that represent "Deep Learning" (Barrett, 2004). E-portfolios have also been categorized by their levels of maturity.

E-Portfolio Levels of Maturity:
Scrapbook
Curriculum Vitae
Collaborative Tool
Mentoring Tool Leading to Mastery
***Authentic, Authoritative Evidence for Assessment, Evaluation & Reporting*

The importance of national intervener standards

One of the ways that most professions ensure adequate outcomes is by regulation through a system of standards for their members (Easterbrooks & Putney, 2008).

Defining the essential knowledge and skills provides what some describe as "excellence" and "accountability" (CEC, 2015)

Implementation of standards within a field is seen as a *marker of maturation* (CEC, 2015)

E-portfolio certification as a way to "link" and "think" about the competencies, helps make learning *visible* and supports *identity* development. Can cohesively align with national standards.

Designing a *sustainable* and *scalable* path

- Distance

- Time

- Shared Expertise

- Feedback

- Network

- Competency Dialogues

Important considerations for our work

- E-Portfolio design based upon an ***assessment of an individual's competence***, not a program of study review; Demonstrating competence that is not completely based on training methodologies.

- E-portfolio dialogues can be used to improve or align training program efforts

- E-portfolio dialogues have been used to improve interprofessional collaboration and planning (Karsten, McMillan, Lehman, Pierce, Gallo-Silver)

- Inclusion of ***practicing interveners*** whose role was recognized and understood within their district or place of employment; some infrastructure for state support of the intervener role (administrative support)

- Interveners invited by state partners for the opportunity (mentoring advice and dialogues)

Validity for the Practice

Contextual validity for practice- something developed for interveners should have significant input **<u>by</u>** interveners as well as those who train/support them.

Nursing, teacher, or other types of e-portfolios have higher validity measures when they are designed by and tested within practice settings.

Application of "real world" knowledge; provides "authentic" assessment (Hubert & Lewis, 2014)

Validity is seen when independent evaluators, recognize and can evaluate the practice using a review protocol.

E-portfolios provide a platform for "new literacies" with a fusion of media to describe authentic practice contexts.

Considering Validity in the Design

"We have considered validity evidence as a part of integrative, evaluative judgement. The e-portfolio assessment had content validity in that it was developed for specific purposes by local experts to sample the key features and learning outcomes" (Roberts, Shadbot, Clark & Simpson, 2014)

"Aggregate complex assessments" related to performance in a meaningful way.

We designed our *beta test* with iterative feedback from four state partners, eight interveners, and two university faculty members who recognize the practice within diverse local contexts and settings.

CEC Knowledge and Skills Competencies Framework- An Element of Construct Validity

Provided a consistent reference point for design and development of the portfolios

Allowed interveners to organize their e-portfolios around the CEC Standards framework

CEC competencies are approved through a rigorous consensual validation process and are aligned with standards across special education (CEC, 2010).

Within this beta test, portfolios were designed around 10 standards.

Reliability

How will two reviewers who look at a portfolio evaluate it?

Agreements / Agreements + Disagreements X 100 = % Agreement

Beginning with the internal team to independently evaluate eportfolios and compare agreement scores. Two reviewers, not from the intervener's home state, use draft protocols and report scores and duration for review.

Launching with external reviewers. Train to use a refined protocol and scoring system. Independently review and report scores and duration for review.

Evaluating practice using standards is the ultimate goal of the e-portfolio work!

E-portfolio Platform

Old Platform

An open source system that supports e-portfolio creation internationally. A robust technical system that can be somewhat tailored that does not normally support scoring

New Platform

A platform designed for Intervener e-portfolio's and the deaf-blind community. Simple and intuitive design that has scoring as a foundational function. This system will allow for mentorship in the future.

What are artifacts?

Appendix B: Documentation Types

1. **Coursework- Completed assignments from course**
2. **Professional Development- Inservice and training modules**
3. **Self-Study- self-paced modules or tutorials**
4. **Video Work Sample**
5. **Photo Work Sample**
6. **Written Work Sample**
7. **Performance Evaluation- typically a district form related to job duties**
8. **Observation- related to clinical practice; structured notes from mentor**
9. **Letters of reference- removed and moved to another section of portfolio**

What are explanations?

Typically written text that describes why the artifact shows the competencies in one's practice.

We also discussed how explanations could be shared via video or audio files as well as text files.

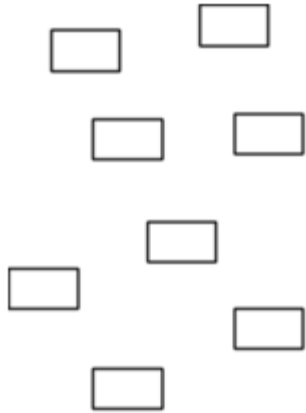In e-portfolio literature these are also called reflections.

We discuss later how these help connect an independent reviewer back to specific competencies that the intervener wants to highlight or feature.
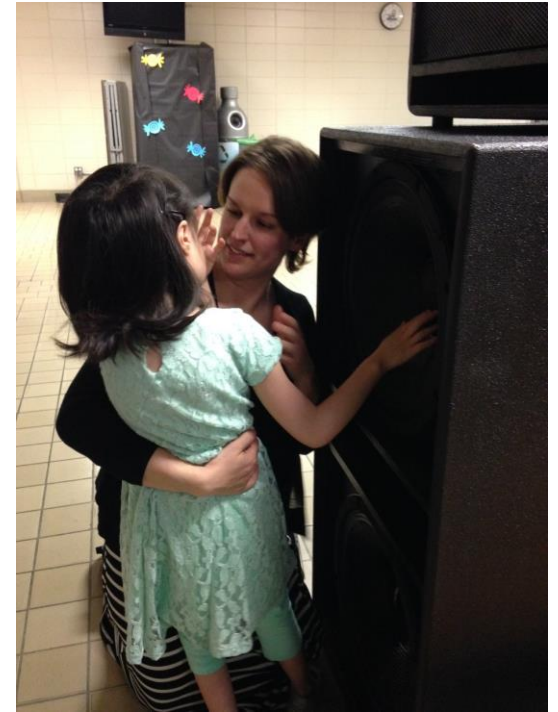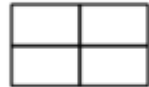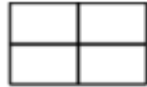

Intervener Leaders used explanations to further describe how specific artifacts demonstrated competencies in their practice.
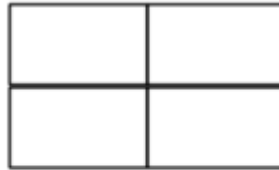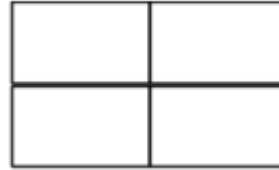
Structure of the E-portfolio

Competencies

Build Artifacts

Build Standards

Build the ePortfolio

Standard

Portfolio

CEC Standards

About Me	Foundations	Development and Characteristics of Learners	Individual Learning Differences	Instructional Strategies
Learning Environments/Social Interactions	Language	Instructional Planning	Assessment	Professional and Ethical Practice	Collaboration

Review

Course Work Score: 0%

- **DBI1K3:** Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- **DBI1K4:** Anatomy and function of the eyes and ears

Demonstration of Competencies (60% of score total)

○ Advanced   ○ Proficient   ○ Emerging Mastery   ◉ None

Explanation (40% of score total)

○ Advanced   ○ Proficient   ○ Emerging Mastery   ◉ None

Comments

Total Score: 0%

Artifacts and Explanation

◉ Advanced   ○ Proficient   ○ Emerging Mastery

Reviewer Comments

Strengths

Areas for Growth

Submit Review   Cancel

Data Sources for Design Refinement

Surveys

Focus Groups- Interveners, State Partners & University Experts

Help-Desk Data

Peer-to-Peer Dialogues

IOA Scores Internal- Within Beta Test Scoring

IOA Scores External- New Reviewers Scoring

April-July, 2015- Beta Test Phase I

The Industrial Phase

Interveners and state partners explored an ***orientation module*** to explore artifact types and to become acquainted with the CEC competencies. Asynchronous and synchronous dialogues with team helped begin the journey. ***Artifact production and organization takes time!***

NCDB selected a respected, open-source platform called Mahara, which was designed by the New Zealand government as a way for individuals to represent career-based skills. The Mahara system was useful because it allowed for interveners and state partners to try out an e-portfolio system to gather and describe digital artifacts within the first phase of the beta test.

As the interveners explored the **126** deaf-blind specific knowledge and skills competencies with their state mentors, they could begin to organize video samples, pictures, documents, certificates, supervisory reviews into an evolving e-portfolio framework, offering feedback on both the system and the process.

Iterative Scoring Protocol Development and Rubrics

June 2015 Rubric- Scored on paper

	Advanced	Proficient	Emerging	No evidence
100% of Score (Scored Per Competency)	Evidence & narrative explicitly demonstrate identified competencies and makes clear connections to the focus learner if appropriate and to his/or her practice (context, activity, content, learner strengths and needs, or how will use knowledge)	Evidence and narrative demonstrate identified competencies and address relationship to the focus learner if appropriate	Identified competencies are not clearly or consistently represented in the evidence and narrative	Competency is not at all represented in the evidence and narrative

Data-Based Iterative Design Changes Implemented

Competency based scoring- explored artifact (next level up)

Checkboxes

Change the type of YouTube embeds

Automatic hyperlinking

On page hyperlinking (easier navigation)

Image autosizing

Does the Artifact Contain?

- ☐ Dates, Length, Location, and Time
- ☐ A Written Description or Summary of the Completed Activities
- ☐ Written Parental and/or Participant Informed Consent Describing their Use
- ☐ No Other Recognizable Students or Team Members Included in Photograph or Video, Unless Specific W
- ☐ Discussion of Expectations and Accomplishments
- ☐ Goals for Professional Development
- ☐ Areas of Improvement
- ☐ An Evaluator with Close Personal Experience of Applicant's Day-to-Day Performance (includes date, titl
- ☐ Identified Learning Outcomes
- ☐ Type of Program
- ☐ Instructor(s) Name
- ☐ Official Notice of Successful Completion, which must contain one of the following: transcript, grade repo
- ☐ Other

Describe other

September-November, 2015 Beta Test

The Refinement Stage

Artifact becomes the unit of analysis. Interveners select competencies to align with artifacts. Artifacts are scored.

Iterative revisions made to the scoring protocol and to the e-portfolio system based upon dialogue and reviews. After the first phase, the beta team, including the intervener leaders, agreed that the **demonstration of competence** should be given more consideration or weight than the text based artifact explanations. The eportfolio is not a writing test!

Deeper connections were formed. Interveners partnered with each other to devise and review writing prompts. Interveners established a private Facebook page. Support and dialogues with mentors remained vital.

Early November 2015 Rubric

	Advanced	Proficient	Emerging	No evidence
Artifact Element (15% of score)	Intervener provided/identified the artifact type ***appropriately/correctly (according to the definitions of artifacts provided in the application materials)*** and used the checkboxes to ensure that the artifact elements (quality, date, contexts) are complete.	Intervener provided/identified the artifact type ***appropriately/correctly (according to the definitions of artifacts provided in the application materials)*** and used most of the checkboxes to ensure that the artifact elements are available to the reviewers, but one element (example, instructor name) was omitted.	Intervener provided/identified the artifact type ***appropriately/correctly (according to the definitions of artifacts provided in the application materials)*** but several artifact elements are missing or unclear (ex. No dates, instructor name omitted, etc.)	Intervener does not identify the artifact type correctly, therefore, check boxes are misleading or inappropriate for the presentation of evidence.
Documentation (50% of score)	Identified competency is evident in the artifact. This evidence: a) demonstrates the competency; b) makes clear connections to the focus learner if appropriate and to his/or her practice (context, activity, content, learner strengths and needs, or how will use knowledge)	Identified competency is evident in the artifact, most of the time. Part of a competency is demonstrated completely, but one element may be missing or not addressed. (example, the artifact demonstrates several elements completely but has one key element missing)	Identified competencies are not clearly or consistently represented in the evidence and/or are not linked to the learner or the intervener's practice	There is not sufficient demonstration of the competency or the artifact has no relation to the competency.
Explanations (35% of score)	Commentary articulates detailed information to determine the way in which the evidence supports the competencies identified, includes comprehensive reflection on the intervener's strengths and weaknesses relative to the competencies or other relevant information. All writing prompts have been used comprehensively to reflect on the artifact and it's use.	Commentary articulates sufficient information to determine the way in which the evidence supports the competencies identified, includes reflection on the intervener's strengths and weaknesses relative to the competencies or the evidence. Intervener uses all of the writing prompts but offers cursory or limited responses to one writing prompt.	Commentary articulates some information to determine the way in which the evidence supports the competencies identified, includes limited reflection on the intervener's strengths and weaknesses relative to the competencies or the evidence.	Commentary does not provide sufficient information to determine the way in which the evidence supports the competencies identified, or does not include reflection on the intervener's strengths and weaknesses relative to the competency, or other relevant information.

November 2015 Rubric (developmental only)

	Advanced	Proficient	Emerging	No evidence
Documentation (?% of score)	All of the identified competencies are evident in the artifact. The intervener	Identified competencies are evident in the artifact, most of the time. **And** **one** competency may not be demonstrated if either 4 or 5 competencies have been attempted. **And** Part of a competency is not demonstrated completely.	Identified competencies are not *clearly nor consistently* represented in the evidence. Two or more identified competencies are not represented.	There is not sufficient demonstration of the competency or the artifact has no relation to the competency.
Explanations (?% of score)	Commentary addresses all of the identified Council for Exceptional Children's Knowledge and Skill standards for interveners **And** All writing prompts have been used comprehensively to reflect on the artifact and its use. **And** Makes clear connections to the focus individual if appropriate and to the intervener's practice	Commentary addresses all but one of the identified Council for Exceptional Children's Knowledge and Skill standards for interveners **And** Intervener uses all of the writing prompts but offers cursory or limited responses to one writing prompt.	Commentary does not address two or more of the identified Council for Exceptional Children's Knowledge and Skill standards for interveners	Commentary does not provide sufficient information to determine the way in which the evidence supports the competencies identified,

Data Based Iterative Design Changes Implemented

About me/Resume prompts- Personalized Section of the Portfolio

Remove Artifact Type- Letters of Reference (moved to About Me section)

Number of competencies per artifact- 5 to 7

Generic writing prompts

Refined Checkboxes- (non-scored; support contextualization of data)

Allowance of multiple documentation types

December, 2015- March, 2016- Beta Phase II

The Implementation of the Refinement Stage

This phase represents the *implementation* of the refined protocol and process, including the ***About Me*** section. The About Me was meant to help contextualize the interveners' practice and presentation of artifacts. Interveners selected each competency only once to be represented in the artifact presentation. This streamlined the presentation on each Standards page.

An important feature of this phase is that external reviewers were recruited who had not been a part of the beta test, and were trained to use the protocol.

February 2016 Rubric

	Advanced	Proficient	Emerging	No evidence
Documentation (60% of score)	All of the identified competencies are demonstrated in the artifact **and** there is a clear connection to the Intervener's student and/or practice (i.e. context, activity, content, student's strengths and needs or how Intervener used knowledge or skills).	The majority (all but one or two) of the identified competencies are demonstrated in the artifact. **OR** All competencies are demonstrated but the connection of the artifact to the Intervener's student and/or practice (i.e. context, activity, content, student's strengths and needs or how Intervener used knowledge or skills) is not clear.	Three or more of the identified competencies are not clearly nor consistently demonstrated in the artifact.	There is not sufficient demonstration of the competencies or the artifact has little or no relation to the competency.
Explanations (40% of score)	Explanation addresses all of the identified competencies and the explanation clearly and consistently describes how the artifact relates to the Intervener's student and/or to the Intervener's practice.	Explanation does not address three or more of the identified competencies and/or the explanation does not clearly and consistently describe how the artifact relates to the Intervener's student and/or to the Intervener's practice.	Explanation does not address three or more of the identified competencies and/or the explanation does not clearly and consistently describe how the artifact relates to the Intervener's student and/or to the Intervener's practice.	Explanation does not provide sufficient information to determine the way in which the artifact demonstrates the competencies identified.

IOA Scoring

Intervener	Phase I (Internal Reviewers)	Phase I (Part B- Internal Reviewers)		Phase II (External Reviewers)		
	Competency Level (Round One- Whole Portfolio)	Artifact Level (Round One- One Standard)	Artifact Level (Round Two- One Standard)	Artifact Level IOA (Third Reviewer)	Standard Level IOA (Two Reviewers)	Standard Level IOA (Three Reviewers)
Alby	36%	22%	61%	60%	75%	100%
Nara	66%	66%	67%	72%	75%	87%
Laird	59%	100%	100%	69%	75%	87%
Mabel	25%	100%	16%	37%	75%	100%
Cordelia	55%	53%	100%	75%	75%	87%
Abbott	30%	50%	71%			
Latrell	35%					
Gus						

Data-Based Iterative Design to be Implemented

CEC has updated, aligned and synthesized their Standards- Interveners align with the rest of the categories (From 10 to 7 Standards- 79 DB competencies)
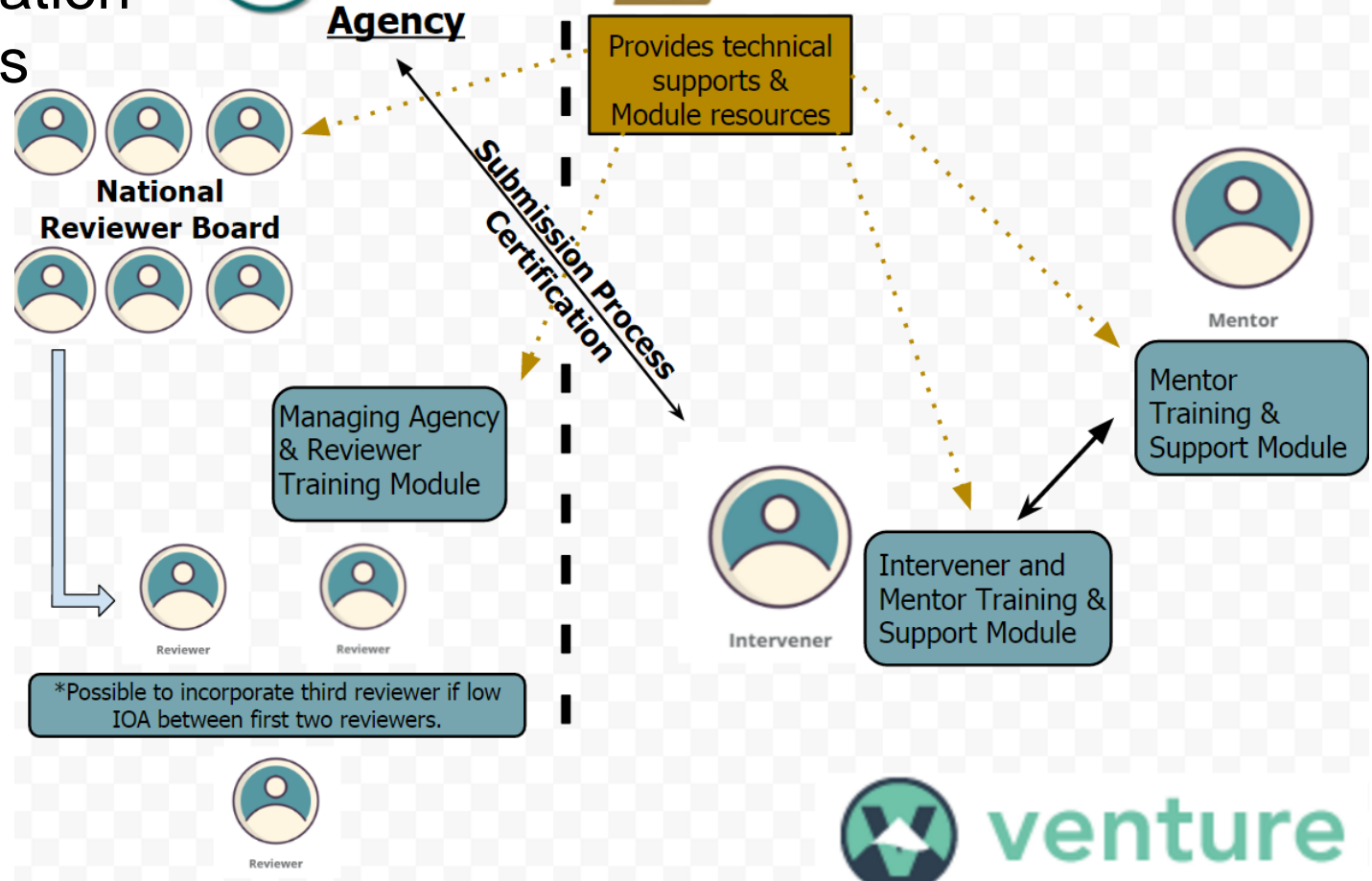
Refinement of Writing Prompts

Upper and Lower Level Range of Artifacts to Submit

Evaluation of Scoring Weights

Compensatory Model at the Artifact Level

E-portfolios as a Professional Development Tool- Supporting Career Paths

Intervener Certification Process

The PAR'A Center
PARAprofessional resource and research center

Agency

NATIONAL CENTER ON DEAF-BLINDNESS
NCDB

Provides technical supports & Module resources

National Reviewer Board

Submission Process
Certification

Managing Agency & Reviewer Training Module

Mentor

Mentor Training & Support Module

Reviewer

Reviewer

*Possible to incorporate third reviewer if low IOA between first two reviewers.

Intervener

Intervener and Mentor Training & Support Module

Reviewer

venture

Other Considerations for an E-portfolio Ecosystem

Development of refined training protocols for interveners

Development of effective mentoring and e-coaching protocols

Refinement of Reviewer training- efficacy and clarity

Evaluation of Reviewer Patterns in Scoring

Cost Analysis for Supporting The Ecosystem

Application Fees for Interveners

Process for Revising and Resubmitting Portfolios

What's Next

All of the feedback gathered via surveys, the help-desk and our ongoing dialogue with practicing interveners, state, and university partners about what could be clearer within the e-portfolio has led us to develop a more flexible e-portfolio platform.

In this next phase of design, we are inviting specific partner states who have state-based recognition of the intervener role, to partner with us again, to have new interveners field test this refined e-portfolio platform and review protocol, something we've collectively named *NICE.*

NCDB is working with OSEP and the Para2Center to design a formal Memorandum of Understanding (MOU) that will support the next phase of implementation.

This process is due to open October 1, 2016.