

## **NICE Documentation Information and Formats**

Various types of documentation may be used when building your artifacts. Multiple types of documentation may even be used together to create a fuller picture of your work. The documentation types are:

- Photo work sample
- Video work sample
- Written work samples
- Completed coursework (not certificates or transcripts)
- Professional development products
- Self-study products
- Performance evaluation
- Report of a formal observation of the candidate

### **Photo work sample**

One or more photographs that depict:

- Knowledge or skills used by the candidate during interactions with a student or client
- A product or materials created by the candidate (on their own or in collaboration with others) to benefit a student/client

In most cases, the use of photos to document attainment of a skill competency should depict you demonstrating the skill with your student or client. In rare circumstances, it is acceptable to demonstrate a skill via role-playing (e.g., with a friend or colleague). This may be necessary, for example, if a specified skill involves personnel, materials, or strategies that do not apply to your student or client. Role playing should only be used when a real-life option is not available and after discussion and agreement from your mentor. If you do use role-playing, be sure to explain why it was necessary in the "explanation" section of the relevant artifact.

***Note: All photographs of any individuals (including yourself) depicted in photos must include written parental and/or participant informed consent.***

### **Video work sample**

A video clip of the candidate implementing specific intervention strategies in educational, home, or community settings. Video clips provide opportunities to demonstrate a wide range of knowledge and skills more clearly than other artifact types.

In most cases, the use of videos to document attainment of a skill competency should depict you demonstrating the skill with your student or client. In rare circumstances, it is acceptable to demonstrate a skill via role-playing (e.g., with a friend or colleague). This may be necessary, for example, if a specified skill involves personnel, materials, or strategies that do not apply to your student or client. Role playing should only be used when a real-life option is not available and after discussion and agreement from your

mentor. If you do use role-playing, be sure to explain why it was necessary in the "explanation" section of the relevant artifact.

***Note: All video clips of any individuals (including yourself) depicted in photos must include written parental and/or participant informed consent.***

### **Written work sample**

A written product used to benefit a student/client that was created by the candidate on his or her own or in collaboration with others. Examples include:

- Completed data sheets
- Notes home to parents explaining what a student did that day
- Teaching materials

Be sure to remove or block names and other identifying information.

### **Completed coursework assignment**

Assignments completed as part of credit or noncredit classes taken through a community college, 4-year college or university, or through a state deaf-blind project intervener training program. Note that transcripts, course syllabi, certificates of attendance, or certificates of completion are not considered artifacts for this category because they do not demonstrate knowledge or skills (these items *are* appropriate to include in the candidates "About me").

### **Professional development product**

Items that were developed as the result of professional development activities (e.g., in-services, online workshops, face-to-face workshops, coaching sessions, consultation sessions). Examples include:

- Written summary of knowledge gained
- Completion of an assignment given by a coach or consultant

Certificates of attendance or completion are not acceptable forms of documentation because they do not demonstrate knowledge or skills.

### **Self-study product**

A written description or illustration of a completed self-study activity (e.g., independent reading or engagement in online modules or courses that do not have an instructor).

### **Performance evaluation**

A written formal job performance review that includes details about mastery of specific knowledge and skills. These types of reports are typically tied to a school district or other agency evaluation process.

### **Report of a formal observation of the intervener**

A written report of a direct observation of the candidate demonstrating specific knowledge and skills, conducted by a person with deaf-blind expertise. For school interveners, this generally occurs within educational settings and for community interveners in home, work, or community settings.