Overview of the Microcredential Portfolio

The PAR²A Center

School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

Overview

In this presentation, you will learn how to get started creating the content for your microcredential portfolio. Specifically it covers:

- Portfolio sections
- Key policies and procedures
- Working with a mentor

Have Your Handouts

The following slide deck will reference the following handouts:

- [Policy and Procedures](#)

- [NICE Media Release](#)

- [Candidate-Mentor Relationship](#)

- [Candidate Information](#)

- [Mentor Information](#)

- [About Me](#)

- [Portfolio Submission Form](#)

CEC Standards Sections

Your microcredential portfolio will cover all of the CEC knowledge and Skills competencies in a given CEC standard out of the total 7 standards are as follows:

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Standard 2: Understanding and Addressing Each Individual's Developmental

     and Learning Needs

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Standard 4: Using Assessment to Understand the Learner and the Learning

     Environment for Data-Based Decision Making

Standard 5: Supporting Learning Using Effective Instruction

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Standard 7: Collaborating with Team Members

Portfolio Sections

When submitting your portfolio, you must include the following **four complete sections**:

1. **Portfolio Submission Form**
2. **About Me**
3. **Media Releases**
4. **Artifacts**

If you are submitting portfolios for **more than one microcredential**, you must provide **all four sections** listed above **for each microcredential**. This is necessary because each microcredential will be reviewed by a different set of reviewers.

Section 1: Portfolio Submission Form

The [Portfolio Submission Form](#) serves as a table of contents for your portfolio submission.

- It outlines which competence a particular artifact addresses and includes two required reflection questions.

- You and your mentor must sign the form before submitting it to the PAR^{2}A Center.

- This confirms that you have followed ethical guidelines and policies, and that you have received appropriate mentorship.

You'll learn more about this in **Learning Activity 4: Portfolio Submission and Review**

Section 2: About Me

The About Me form contains 4 sub-sections:

- Who I Am
- My Training Background
- 2 Letters of Recommendation (may be reused)
- Who I Serve

This part of the submission is not scored, but it provides reviewers with background information that will help them better understand your artifacts.

It gives you a chance to talk about yourself and the work you do and sets the tone for your submission.

About Me (cont.)

Completing the About Me section involves:

- Responding to a series of questions about yourself such as your primary language and training you've completed.
- Uploading documents and photos:
  - Resume
  - Proof-of-training documents (e.g., transcripts, certificates)
    - This refers to intervener training, but also related types of training such as braille transcribing or sign language
  - 2 Letters of Recommendation (may be reused in each microcredential portfolio)
  - A photo of each of your students or clients

About Me (cont.)

- While optional, including a short video of yourself can be a great addition.

- It only needs to be a few minutes long and offers a nice way to personally introduce yourself to the reviewers.
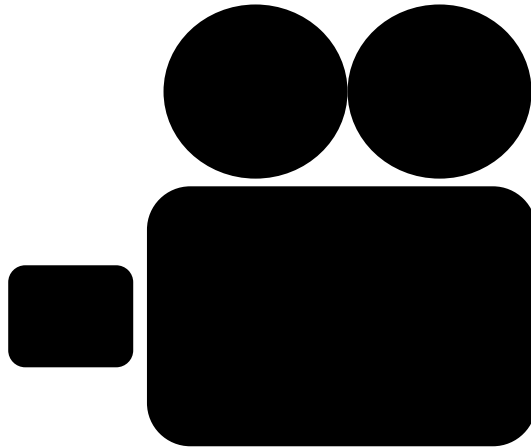
Letters of Recommendation

- Each candidate is expected to obtain **two** letters of recommendation
- These letters can come from a variety of individuals, including::
  - Special Education Teacher
  - Related Service Providers
  - Supervisors
  - DeafBlind Specialist
  - DeafBlind Project Staff

Section 3: Media Permissions

A signed media permission form is required for any individual shown in a photo or video.
This includes your student—if they are able to sign—as well as any other individuals appearing in the media.

- For students under the age of 18 or those under legal guardianship, a parent or guardian must also provide consent.
- Be sure to check with your school or agency for their specific procedures on obtaining media permission for both students and staff.

Please take a moment to review the Media Release handout to understand the requirements.

Section 4: Creating Artifacts

Artifacts are items you create to showcase what you know and can do. They demonstrate your mastery of the knowledge and skills outlined in the CEC Standards.

Each individual artifact contains the following three components:

- A list of **selected knowledge and skill competencies** from the CEC Intervener Standards
- One or more pieces of **documentation or evidence** that show you have mastered those competencies
- An **explanation** of how the documentation supports the competencies

You'll learn more about this in **Learning Activity 3: Developing Artifacts for your portfolio**

Keep in mind the Evaluation Criteria

- Each artifact will be evaluated and scored by reviewers according to the following mastery levels:
  - Advanced
  - Proficient
  - Emerging
  - No evidence
- The artifact scores will be averaged to create a score for your overall portfolio.
- To earn a microcredential, you must receive an overall passing score of proficient or advanced

You'll learn more about this later in **Learning Activity 4: Portfolio Submission and Review**

Key Policies

Policies and Procedures

As you develop your portfolio, it's essential to follow the guidelines outlined in the [Intervener Microcredentials and National Intervener Certification ePortfolio (NICE) Policies and Procedures.](#)

The following slides highlight a few key areas to pay special attention to:

- Use of pseudonyms

- Media permissions

- Citations

Use of Pseudonyms

- Choose a pseudonym for your student to protect their confidentiality.

- This can be a made-up name or simply an initial—for example, you might use "Brian" or "B.

Citations

While using resources such as articles, books, or websites is not required for your submission, you must provide proper citations if you choose to reference outside sources.

Each citation should include the following details:

- Title
- Author(s)
- Year of publication
- Publisher
- Website URL (if applicable)
  Citations can be included in the "Additional Information" section of each artifact.

Please note: Submissions lacking appropriate citations where required will be returned for revision.

Ethical Submissions

- Submissions may be returned if they violate any of the established policies and procedures.
- Candidates are required to attest to upholding ethical standards when creating their portfolio. This includes confirming that:
  - The portfolio contains only content that accurately reflects the candidate's own work, practices, and educational or training experiences.
  - The candidate did not share their e-portfolio content with other NICE candidates, nor did they view or reference other candidates' portfolios during its creation.
  - Any content not created by the candidate—such as articles, videos, or other materials—was properly cited or linked.

Working with a Mentor

Working With a Mentor

Submitting your portfolio for a microcredential is a significant undertaking—but you won't be doing it alone.
 Your mentor will be there to guide and support you throughout the process. Here are a few ways they can help:

- Engage in thoughtful conversation and offer encouragement as you review the NICE materials and CEC standards.
- Help you clarify your goals and develop a realistic timeline
- Provide ongoing feedback on the strengths and areas for improvement in your artifacts as you create them.
- Review and offer suggestions for your "About Me" section.

Working With a Mentor (cont.)

- Establish clear methods of communication with your mentor—such as phone calls, Skype, Google Hangouts, or in-person meetings.

- At a minimum, mentors are required to meet with candidates at least three times, totaling a minimum of six hours of mentoring.

The next few slides outline the roles and responsibilities of both candidates and mentors to help you build a strong and effective working relationship. Review the handout Candidate-Mentor Relationship for further detail.

MENTORS

Qualifications/Role	Responsibilities	Relationship
• Has training in deaf-blindness and is familiar with the intervener model • Supports the candidate in understanding the CEC competencies and how they apply to the microcredentialing process.	• Review and discuss the *Intervener Microcredential* [Policy and Procedures]() and [Candidate-Mentor Relationship]() with the candidate • Assist in creating an e-portfolio development plan and timeline • Hold regular meetings to monitor progress, offer feedback and encouragement	• Adapt mentoring style to match the strengths and needs of the candidate • Build a connection with the candidate • Help the candidate "tell their story" their way

MENTORS (contd.)

Qualifications/Role	Responsibilities	Relationship
● Encourages the candidate to engage in reflective self-assessment ● Models reflection by sharing relevant personal experiences	● Communicates in ways that align with the candidate's needs and preferences ● Notifies the candidate and relevant partners promptly if unable to provide agreed-upon mentoring ● Submits the Review Recommendation Form when the candidate is ready	● Respects the candidate's confidentiality, including their portfolio content ● Provides encouragement and professional support throughout the process

CANDIDATE

Qualifications/Role	Responsibilities	Relationship
● Has received intervener training and is serving a student who is deaf-blind	● Review and discuss the *Intervener Microcredential* Policy and Procedures and Candidate-Mentor Relationship with the mentor ● Create and share portfolio artifacts with your mentor and incorporate your mentor's feedback ● Use the explanation prompt questions to guide conversations about artifacts	● Is willing to be coached and open to constructive criticism as well as praise ● Professional and respectful of the mentor's time and expertise

CANDIDATE (cont.)

Role	Responsibilities	Relationship
● Engages in conversations with the mentor about all aspects of e-portfolio development	● Take responsibility for the process and engage in reflective self-assessment ● Keep appointments and communicate any concerns or timeline/submission challenges with your mentor ● Maintain the confidentiality of your student or client	● Is willing to be coached and open to constructive criticism as well as praise ● ● Professional and respectful of the mentor's time and expertise

Getting Started with Your Mentor

Now that you have a basic understanding of the roles and responsibilities of both the mentor and candidate, it's time to complete two important forms:

- Candidate Information Form
- Mentor Information Form

These forms are designed to support clear communication and help build a strong, collaborative relationship between you and your mentor.

Verification of Mentorship

Before submitting the portfolio, candidates must complete the [Review Recommendation Form](#), t to certify that they received mentorship.

This form also requires the mentor to confirm that they supported the candidate's portfolio development in accordance with the ethical guidelines of their role.

You'll learn more about this in **Learning Activity 4: Portfolio Submission and Review.**

NATIONAL INTERVENER CERTIFICATION E-PORTFOLIO

For more information on Intervener Microcredentials and NICE certification, contact Dr. Ritu Chopra at the PAR^{2}A Center

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https://paracenter.org/

The PAR²A Center

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