

P-6 Mathematics Specialist Endorsement Exit Project: Electronic Portfolio

The P-6 Mathematics Specialist Endorsement (P-6 MSE) Exit Project is intended to provide reviewers with evidence of the candidate's learning of program competencies and readiness to apply those competencies in a specialist role in the schools. The project will be a fully electronic portfolio of artifacts that demonstrates the candidate's ability to take responsibility for the kinds of tasks in schools and districts for which the P-6 MSE prepares them. The project consists of the following 3 components:

- 1. A copy of the Exit Project Scoring Sheet with electronic links directing the reviewer to:**
 - a. Artifacts in the portfolio that serve as evidence of candidate qualifications to complete the particular tasks identified in the 7 Responsibility categories below; and
 - b. Artifacts in the portfolio that serve as evidence of candidate's application of the major categories of the P-6 MSE Competencies.

- 2. Seven Responsibility sections, one for each of the 7 Responsibilities listed below, where a P-6 Mathematics Specialist would:**
 - a. Provide continued on-site professional development in mathematics education for classroom teachers and familiarize teachers with opportunities for professional development at the district and state levels;
 - b. Direct the alignment of the curriculum with the state's Academic Content Standards across grade levels;
 - c. Analyze and interpret data from student assessments for teachers, parents, and the community;
 - d. Develop programs for mentoring newly hired teachers;
 - e. Communicate relevant research to teachers and administrators;
 - f. Design early intervention programs in mathematics for low performing students;
 - g. Develop partnerships with the larger community on behalf of improving student learning of mathematics.

Each of the 7 Responsibility sections should include the following:

 - a. A cover page where the candidate briefly describes the artifacts included in the section, and the P-6 MSE Competencies demonstrated in the evidence; and
 - b. At least 2 and at most 3 artifacts for each responsibility category. Note that any particular artifact can only be used once in the entire project.

The candidate is responsible for providing the best evidence to demonstrate her or his

 - a. Depth and breadth of knowledge, skills and dispositions,
 - b. The rigor with which the P-6 MSE Competencies have been applied,
 - c. Commitment and attention to equity and diversity
 - d. Application of current research base (i.e. research readings), and
 - e. Reflective capacity in selecting the best evidence artifacts.

- 3. A reflective paper on the candidate's own continued professional development.** It is expected that the P-6 MSE serve as a foundation for the candidate's work with teachers,

schools and districts, and that continued professional development is pursued. Thus, with further professional development expected, this reflective paper should address the candidate's:

- a. Self-assessment of her or his current knowledge, skills and dispositions;
- b. Own needs for continued professional development and how she or he plans to address those needs; and
- c. Mathematics coach expertise/training. The P-6 MSE prepares the candidate for a myriad of different roles in serving teachers, schools and districts. However, training in Mathematics Coaching (as one-on-one professional development for teachers, in classrooms) is not provided in the P-6 MSE course work. In this reflective statement on coaching, the candidate is expected to describe any coaching expertise he or she has developed, training received, and experiences had as a coach. If no training or experience has been received then a plan for how one will get the training is expected.