Clear Education Specialist Credential Program  
Department of Special Education  

EDSE 217D: Semester 1  
Portfolio Sections  

Please make a cover sheet for each section and place behind a labeled tab in a binder. Put these items in the appropriate section. The University Supervisor will assign due dates for each section.

A. **Clear Induction Program Design**: Select Option A, B or C and write a paragraph about when and how you will complete the option.

B. **Candidate Transition Plan**: completed in the Directed Teaching class (EDSE 217A or EDSE 154) of the Preliminary Education Specialist Program

C. **Clear Induction Program Candidate Evaluation**: complete a self-evaluation of Standards 1, 2 and 5 in the first weeks of the semester of EDSE 217D and for Standards 3, 4 and 6 in the first weeks of the second semester of EDSE 217D

D. **Individualized Induction Plan (IIP)**: develop three goals for yourself from the Candidate Transition Plan and the Clear Induction Program Candidate Evaluation. If you were an Intern, you can use the last Induction Plan.

E. Review three articles from peer-referenced journals about a teaching methodology, current issues/trends in special education, and/or evidence-based practices. Write three two-page papers that includes a summary of the article, a reflection on its relevance and a comment on how the article could or will inform your practice.

F. **Plan**: Develop at least one lesson plan for Standards 1, 2, 5 based on alignment with common core standards, assessment of students, and your review of current research, issues, legal policies and evidence-based practices in the field. Include the lesson plans and a brief reflection of how you addressed each of the above items.

G. **Teach**: Implement the plans and gather evidence of student learning.

H. **Reflect and Apply** the teaching and implementation of lessons with a focus on how to improve learning outcomes for your specific group of students. Assess your strengths and areas needing improvement. Address the question, “what will I do differently tomorrow”?

I. Complete the following three IRIS Modules and submit a copy of the assessment and a paragraph about your teaching students from diverse backgrounds and English Learners:
• Classroom Diversity: An Introduction to Diversity (an overview of how diversity affects learning)
• Cultural and Linguistic Differences: What Teachers Should Know (how culture influences daily interactions in classrooms and strategies for culturally responsive teaching)
• Teaching English Language Learners: Effective Instructional Practices (understanding second language acquisition and instructional practices).

J. CSTP Standard 1: Engaging and Supporting Students in Learning
Reflect about Standard 1 in a paper that addresses your effectiveness with the following.

• Connecting students’ prior knowledge, life experience, and interests with learning goals
• Using a variety of instructional strategies and resources to respond to students’ diverse needs
• Facilitating learning experiences that promote autonomy, interaction, and choice
• Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
• Promoting self-directed, reflective learning for all students

K. CSTP Standard 2: Creating & Maintaining Effective Environments for Student Learning
Reflect about Standard 2 in a paper that addresses your effectiveness with the following.

• Creating a physical environment that engages all students
• Establishing a climate that promotes fairness and respect
• Promoting social development and group responsibility
• Establishing and maintaining standards for student behavior
• Planning and implementing classroom procedures and routines that support student learning
• Using instructional time effectively

L. CSTP Standard 5: Assessing Students for Learning
Reflect about Standard 5 in a paper that addresses your effectiveness with the following.

• Applying knowledge of the purposes, characteristics, and uses of different types of assessments
• Collecting and analyzing assessment data from a variety of sources to inform instruction
• Reviewing data, both individually and with colleagues, to monitor student learning
• Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
• Involving all students in self-assessment, goal setting, and monitoring progress
• Using available technologies to assist in assessment, analysis, and communication of student learning
• Using assessment information to share timely and comprehensible feedback with students and their families

M. **Evaluations:**

Due end of each Semester 1 & 2
- University supervisor Anecdotal/Observation Forms
- Support Provider Clear Record Form

Due end of Program – end of Semester 2
- *Clear Induction Program Candidate Evaluation Rubric* completed by principal or district evaluator
- *Clear Induction Program Candidate Evaluation Rubric* by the University Supervisor
- Clear Candidate Evaluation of Clear Program