

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