

# Clear Education Specialist Credential Program

Department of Special Education

EDSE 217D: Semester 2

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.

1. (A) Clear Induction Program Design: Select Option A, B or C and write a paragraph about when and how you will complete the option.
2. (B) Candidate Transition Plan: completed in the Directed Teaching class (EDSE 217A or EDSE 154) of the Preliminary Education Specialist Program
3. (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
4. (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.
5. (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

Note. Sections F, G, H in Portfolio for 1<sup>st</sup> semester EDSE 217D

6. (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).

Note . J, K L sections in 1<sup>st</sup> semester standards for EDSE 217D

## 7. Use PTR A Cycle in Lesson Planning

- Plan (P): Develop at least three lesson plans for Standard 3 based on alignment with early foundations or common core standards and evidence-based practices in the field.
- Teach (T): Implement the plans and gather evidence of student learning.
- Reflect (R) and Apply (A) 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”?

8. (N) CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning

Reflect about Standard 3 in a paper that addresses your effectiveness with the following:

- Use PTRA cycle on 3 lesson plans that include foundations/standards and developmentally appropriate curriculum.

9 (O) CSTP Standard 4: Planning Instruction and Designing Learning

Reflect about Standard 4 in a paper that addresses your effectiveness with the following:

- Describe any tools/checklists you use for data intake and how this relates to the development of student goals.
- Describe how you plan on a daily, monthly, and yearly basis.
- Include how you use DI approach in your planning of instruction i.e., individualizing for students.
- Describe your level of expertise with developing annual goals in IEPs or Outcomes in IFSPs.

10. (P) CSTP Standard 6: Developing as a Professional Educator

Reflect about Standard 6 in a paper that addresses your effectiveness with the following:

- Describe any collaboration with Support Provider. This could be curriculum, lesson planning, support on you reaching your IIP goals, professional development suggestions, etc.
- Describe any collaboration with general education teachers and your current level of inclusion in your program.

- Describe your collaboration with working with families with examples of how you do engage and communicate with them.
- Describe your current skill set working with para-educators and additional needs or not in this area.
- Describe your professional memberships in local (ICC) , state (CEC, IDA ) and national organizations ( DEC)

11. (M) Evaluations: University supervisor anecdotal notes and feedback (due at the end of the first semester), Support Provider Contacts pages (due at the end of each semester), *Clear Induction Program Candidate Evaluation Rubric* completed by principal or district evaluator (due when applying for the Clear Credential) and by the University Supervisor (due at the end of EDSE 217D).