

**San Jose State University
Department of Special Education
Portfolio Review**

Name: _____ Total Points: _____ % Points: _____

Supervisor: _____ Date of Portfolio Review: _____ Course: _____

University Supervisor: Please check the appropriate space to indicate the rating of each section of the portfolio. There will be 16 check marks. Candidates need to receive at least a total of 38 points or 80% of the total points to receive Credit in this course.

Grading Criteria:

- 3 points = each bullet item is addressed with thoughtful reflection and articulate expression.
- 2 points = each bullet item is addressed, some or all of the reflections do not demonstrate thoughtful, real thinking about the item.
- 1 point = one bullet items missing and/or all reflections do not demonstrate thoughtful, real thinking about the item.
- 0 point = section missing or more than one bullet item missing.

<i>Portfolio Section:</i>	<i>3 Points</i>	<i>2 Points</i>	<i>1 Point</i>
<p>Section A: Introduction</p> <ul style="list-style-type: none"> • Self Assessment: summarize your overall effectiveness as a teacher. Interns should also include the original Self Assessment that was completed in EDSE 105 • Interns and Level II Students: include a copy of the Induction Plan and all updates • Reflect about the goals on the Induction Plan or, if you have not made an Induction Plan, reflect on any goals you had related to entering the classroom as the teacher. Did you meet the goals at the end of the semester? Reflect about the process for meeting these goals and include evidence of meeting them (the "proof" that you met the goals) • Student Teachers place the Pacing Guide and items or any information from the Pacing Guide activities in this section • Discuss any other accomplishments that you made in this semester. • Future Goals: develop two goals for the next semester. What next? 			

<i>Portfolio Section:</i>	3 Points	2 Points	1 Point
<p>Section B: TPE 1: Pedagogical Skills for Subject Matter Instruction</p> <ul style="list-style-type: none"> • Reflect about the methods you use to instruct students in the core academic curriculum. • Reflect about your process for the selection of curricula and the design of lesson plans. • Reflect about your delivery of a comprehensive program of systematic instruction with accommodations and adaptations based on individual IEPs or IFSPs. • Include some samples or photos of student work that connects with content standards. 			
<p>Section C: TPE 2: Monitoring Students Learning During Instruction</p> <ul style="list-style-type: none"> • Describe the process you developed to monitor progress on each IEP or IFSP goal for your students to determine how they are progressing. • Reflect on the pacing of your instruction and any adjustments you have made regarding pacing. • Include some examples of progress monitoring (data sheets, scored quizzes or exams, project rubrics) 			
<p>Section D: TPE 3: Interpretation and Use of Assessments</p> <ul style="list-style-type: none"> • Reflect about your knowledge regarding assessments that are appropriate for the identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability. (CCTC, May 2010, p. 82) • Describe the formal and informal assessments to determine student progress and the manner in which you utilize or interpret assessment data. • Reflect about your assessment-giving practices. • Reflect about your explanation to families about student academic and behavioral strengths and areas that are challenging. 			

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<p>Section E: TPE 4: Making Content Accessible</p> <ul style="list-style-type: none"> • Reflect about your participation in the development and implementation of IEP or IFSP instructional goals aligned with California content standards. • Reflect about your ability to vary instructional strategies to meet student needs. Give some examples. • Provide examples of the manner in which you encourage student creativity and student effort. • Describe the process (with examples) for assisting and/or adjusting lessons for students who do not understand the content. 			
<p>Section F: TPE 5: Student Engagement</p> <ul style="list-style-type: none"> • Reflect on your strategies for ensuring that the students have active and equitable participation in the lessons. • Reflect about the behavioral, social and environmental supports for learning that are provided for your students. 			
<p>Section G: Chronologically Appropriate or Child-Based Teaching</p> <ul style="list-style-type: none"> • Reflect about the student expectations. • Describe behavior support plans that you developed or in which you participated in the developing, and include examples. • Describe the process for and the review of student participation in general education settings. • Interns working in Non-Public Schools: Describe the five release day observations. Include lessons learned and any “take-aways” from each observation. 			
<p>Section H: TPE 7: Teaching English Learners</p> <ul style="list-style-type: none"> • Reflect about the English Learners in your class or on your caseload and the strategies you developed and utilize to develop students’ abilities to comprehend and produce English. (CCTC, May 2010, p. 85) • Include examples of instructional strategies and goals for English Learners. • Level II candidates: include a copy of the completed Standard 19 form with documentation of professional development (and be sure to turn in the originals to the office). Preliminary Education Specialists Candidates: include a copy of the English Language Learner Evaluation completed by your principal or Master Teacher (for Student Teachers) (and be sure to turn in the originals to the office). 			

	3 Points	2 Points	1 Point
Portfolio Section:			
Section I: TPE 8: Learning About Students			
<ul style="list-style-type: none"> • Reflect about how you learn about your students and their interests, abilities, ideas and aspirations. • Include photographs of your students. 			
Section J: TPE 9: Instructional Planning			
<ul style="list-style-type: none"> • Describe how you plan instruction for the school year. • Reflect about at least two of your lesson plans and implementation (hopefully with your supervisor observing the lesson). • Include at least four lesson plans that you used with your students. • Include a copy of a page from your planning book or calendar that you use. 			
Section K: Instructional Time			
<ul style="list-style-type: none"> • Reflect about the process for connecting, communicating and collaborating with the following: <ol style="list-style-type: none"> 1. Designated instructional service providers (speech and language pathologists, occupational therapists, ABA therapists, mental health clinicians, for example) 2. General education teachers 3. Para-educators 4. Administrators 5. Psychologists 			

	3 Points	2 Points	1 Point
<p align="center"><i>Portfolio Section:</i></p> <p>Section L: TPE 11: Social Environment</p> <ul style="list-style-type: none"> • Reflect about your positive behavior class wide plan, rules for your class or your work with students, and/or methods for reinforcing positive behaviors of your students. • Reflect about strategies for helping students develop social skills for building constructive relationships between all students. 			
<p>Section M: 12. Home, School, Community Collaboration</p> <ul style="list-style-type: none"> • Describe the process for your introduction to new students and their parents, guardians or families. • Describe the communication and collaboration with family members or guardians of your students and reflect about the effectiveness of your strategies. 			
<p>Section N: 13. Professionalism</p> <ul style="list-style-type: none"> • Evaluate yourself in your interactions with university faculty and staff and other professionals in the field; review your civility and presentation in the office and when asking for help or advice in the school. • Review your communication about students or student information using People First Language and professional presentation. • Review your professionalism related to your conduct and professional attire. 			
<p>Section O: 14. Participation in IEP Process</p> <ul style="list-style-type: none"> • Comment about your contribution to the development of the IEP sections • Evaluate your participation in the IEP meeting and your collaboration with parents and others in preparation for and during the meeting. 			
<p>Section P: 15. Technology in the Classroom</p> <ul style="list-style-type: none"> • Comment on your use of technology in the classroom to help students with diverse learning needs. • What are your goals for increasing the use of technology in your program? 			