Organizing the Education Specialist Portfolio

In the professional portfolio you will want to share artifacts that demonstrate your competency in the areas below. For each section select one artifact per standard that represents your knowledge, skills, abilities and dispositions. The headings for each section are the sections of the California Standards for the Teaching Profession (CSTP). These CSTP’s will be the basis for your development as a professional educator during the first years of your work. The terms for evaluating candidate competence are unsatisfactory, minimal adequate and proficient. The terms for noting teacher development on the Continuum of Teaching Practice (CTP) are developmental and not evaluative. Thus they will not appear as levels of candidate’s competence within the portfolio. For Information purposes only, the levels on the CTP are Emerging, Exploring, Applying, Integrating and Innovating

Introduction
Create an introduction to your portfolio that presents your thoughts in relation to the following topics:
- Philosophy
- Strengths
- Areas for Growth

Present your ‘Bridge Document’ in this section of the professional portfolio

Section 1 Educating Diverse Learners (Engaging and Supporting All Students in Learning, CSTP, 1)
Program Standard 3: Educating Diverse Learners
Program Standard 11: Typical and Atypical Development
M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities

Section 2 Positive Learning Environments (Creating and Maintaining Effective Environments for Student Learning, CSTP 2)
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
Program Standard 14: Creating Healthy Learning Environments
M/M Standard 4: Positive Behavior Support

Section 3 Effective Instruction (Understanding and Organizing Subject Matter for Student Learning, CSTP 3)
Program Standard 7: Transition and Transitional Planning
Program Standard 9: Preparation to Teach Reading/Language Arts
Program Standard 13: Curriculum and Instruction of Students with Disabilities
M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

Section 4 Implementing Effective Instruction (Planning Instruction and Designing Learning Experiences for All Students, CSTP 4)
Program Standard 6: Using Educational and Assistive Technology
M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

Section 5 Assessing Learning (Assessing Students for Learning, CSTP 5)
Program Standard 5: Assessment of Students
M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

Section 6 Professional Practices (Developing as a Professional Educator, CSTP 6)
Program Standard 2: Professional, Legal and Ethical Practices
Program Standard 4: Effective Communication and Collaborative Partnerships
Section 7 Supervised Fieldwork

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

Highlight something learned from each of the fieldwork experiences.

Section 7 is not part of the CSTP but is an integral component of the credential program. Thus evidence regarding experiences within the fieldwork is necessary to evaluate candidate performance.

As you create your portfolio, consider how the content for the portfolio demonstrates the knowledge, skills and dispositions of an effective educator. The knowledge, skills and dispositions below are presented as examples, however the list reflects only a sample of demonstrable behaviors. The artifacts, including key assignments from courses and fieldwork, material from professional development activities, material developed for classroom use and student work samples are evidence as to your development.

Knowledge

Strategies, products and processes to plan, implement, evaluate, and modify curricula and instruction

Programs, methods, materials and strategies to assess student learning, academic and social skills and behaviors

Federal and state law and implications for program design and implementation, including IDEA, NCLB, Least Restrictive Environment and the range of service delivery options and settings

Culture fair and non-biased assessment and evaluation strategies and materials including norm and criterion referenced, formal and informal, observations and work samples

Variety of options for service delivery including but not limited to resource and learning center programs, inclusion, and special classes

Communication development and communication differences that impact the design and implementation of appropriate methods, strategies and materials to enhance and develop students’ communication skills

Current research, trends and issues that focus upon laws, practices procedural safeguards, positive behavior learning environments and support, curriculum, instructional strategies, assessment and evaluation

Curriculum materials and instructional strategies appropriate for students with mild/moderate disabilities

Curriculum materials and instructional strategies that enable students to access the academic core curriculum

Utilize a range of formal and informal assessment strategies, as a basis for curriculum planning and instructional decision making

Skills

Effectively use instructional strategies, methods and materials to prepare instructional sequences that enable students to meet IEP goals, access the core curriculum, and develop age/grade appropriate knowledge

Effectively use differentiated, multi-level and/or multi-modality teaching/learning strategies, methods and materials to enable optimal instructional outcomes students

Design and manage standards-based curriculum and instruction for students across grade levels and ages and settings

Design of individualized curricular adaptations to address needs of diverse student learners

Effectively use a variety of formal and informal assessment and evaluation methods, materials and strategies to gather information regarding student knowledge, skills, behaviors

Utilize assessment findings to plan instruction and acquire appropriate resources to support students
Use technology effectively to support learning of all students

**Dispositions**
Demonstrates evaluation of personal views and perspectives, culture and values that may affect ones teaching and attitudes towards individuals of different cultural, linguistic, socio-economic and disability groups
Demonstrates professional behavior with students and their family members, supervisor, master/cooperating teacher, school, district, regional and community personnel
Demonstrates belief in fairness, equity, all students can learn through appropriate instructional programs
Demonstrates collaboration with teachers, parents, family members and related services personnel as well other team members in a variety of settings
Effectively use instructional strategies, methods and materials to prepare instructional sequences that enable students to meet IEP goals, access the core curriculum, and develop age/grade appropriate knowledge.

Effectively use differentiated, multi-level and/or multi-modality teaching/learning strategies, methods and materials to enable optimal instructional outcomes for students.

Design and manage standards-based curriculum and instruction for students across grade levels and ages and settings.

Design of individualized curricular adaptations to address needs of diverse student learners.

Effectively use a variety of formal and informal assessment and evaluation methods, materials and strategies to gather information regarding student knowledge, skills and behaviors.

Utilize assessment findings to plan instruction and acquire appropriate resources to support students.

Use technology effectively to support learning of all students.