

California State University, Fresno
Kremen School of Education and Human Development
Department of Literacy, Early, Bilingual, and Special Education

Preliminary Education Specialist | Mild/Moderate Disabilities
Practicum Requirements (Initial & Final)

Evaluation of Student Teaching/Portfolio

The Student Teaching Portfolio is a collection of artifacts that you thoughtfully select to show evidence of critical teaching knowledge, teaching abilities, and professional development. In the final portfolio submitted, each artifact should clearly demonstrate your competence in the required CTC Standards - Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs). As a 'teacher candidate', you are responsible for keeping the attached record and providing updates and evidences for your support team (University Supervisor, Master Teacher, and Administrator). It is the teacher candidate's responsibility to provide clear, complete documentation, discussion, or demonstration of all the required evidences in each standard, as it is these evidences that the university supervisor uses to document your competency. The University Supervisor will guide the discussions during visitations and emails. Mid-term and final conference with your university supervisor, master teacher (if applicable), and administrator (when possible), will be conducted to determine competency level in each standard. Each standard will be met through successful completion of ALL required evidences, which will be evaluated according to the key below. You must meet ALL standards to pass practicum.

Evaluation Key:

- **Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE.
 - *Met with Revisions:* Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
 - *Met with completed Action Plan:* Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

Teacher Candidate Name: _____

	<u>Initial Practicum</u>	<u>Final Practicum</u>
Master Teacher	_____	_____
Administrator	_____	_____
University Supervisor	_____	_____
Semester	_____	_____

TPE and CTSP Comparison Chart	
TPE	CSTP
MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction <ul style="list-style-type: none"> • TPE 1A: Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments • TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments 	3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
ASSESSING STUDENT LEARNING	ASSESSING STUDENT LEARNING (5)
TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families
ENGAGING AND SUPPORTING STUDENTS IN LEARNING	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1)
TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices <ul style="list-style-type: none"> • TPE 6A: Developmentally Appropriate Practices in Grades K-3 • TPE 6B: Developmentally Appropriate Practices in Grades 4-8 • TPE 6C: Developmentally Appropriate Practices in Grades 9-12 TPE 7: Teaching English Learners	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (4)
TPE 8: Learning about Students TPE 9: Instructional Planning	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)
TPE 10: Instructional Time TPE 11: Social Environment	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
DEVELOPING AS A PROFESSIONAL EDUCATOR	DEVELOPING AS A PROFESSIONAL EDUCATOR (6)
TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

**Initial Practicum
Mid-term Evaluation Summary
Preliminary Education Specialist | Mild/ Moderate**

Your supervisor will evaluate your progress on each of the TPEs. This chart summarizes your progress at the midterm evaluation for Initial Practicum.

Supervisors – Please initial the appropriate rating, based on the evaluation key below the table. Please note any revisions/skill development needed for the teacher candidate to meet the TPE and attach an Action Plan, as needed.

TPE	1	2	3	4	5	6	7	8	9	10	11	12	13	Subtotal
Met														X 2 =
Partially Met (Needs Revisions)														X 1 =
• Met with Revisions														X 2 =
Not Met (Attach Action Plan)														X 0 =
• Met with completed Action Plan														X 2 =
Total														

Evaluation Key:

- **2 | Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **1 | Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE. Please provide 'Written Comments' below.
 - **2 | Met with Revisions:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **0 | Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
 - **2 | Met with completed Action Plan:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

Written Comments:

University Supervisor Signature Date

Master Teacher Signature Date

Teacher Candidate Signature Date

**Final Practicum
Mid-term Evaluation Summary
Preliminary Education Specialist | Mild/ Moderate**

Your supervisor will evaluate your progress on each of the TPEs. This chart summarizes your progress at the midterm evaluation for Final Practicum.

Supervisors – Please initial the appropriate rating, based on the evaluation key below the table. Please note any revisions/skill development needed for the teacher candidate to meet the TPE and attach an Action Plan, as needed.

TPE	1	2	3	4	5	6	7	8	9	10	11	12	13	Subtotal
Met														X 2 =
Partially Met (Needs Revisions)														X 1 =
• Met with Revisions														X 2 =
Not Met (Attach Action Plan)														X 0 =
• Met with completed Action Plan														X 2 =
Total														

Evaluation Key:

- **2 | Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **1 | Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE. Please provide ‘Written Comments’ below.
 - **2 | Met with Revisions:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **0 | Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
 - **2 | Met with completed Action Plan:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

Written Comments:

University Supervisor Signature Date

Master Teacher Signature Date

Teacher Candidate Signature Date

Practicum Grading
Preliminary Education Specialist | Mild/ Moderate

Initial Practicum SPED 171		Final Practicum SPED 175	
Midterm Evaluation	____ / 26	Midterm Evaluation	____ / 26
Midterm Grade	____	Midterm Grade	____
Final Evaluation	____ / 26	Final Evaluation	____ / 26
SPED 171 Passport	____ / 4	SPED 175 Passport	____ / 8
Final Grade	____	Final Grade	____
Midterm Grading Scale: <ul style="list-style-type: none"> • A = 24 - 26 points • B = 21 – 23 points • C = 18 – 20 points Final Grading Scale: <ul style="list-style-type: none"> • A = 27 - 30 points • B = 24 - 26 points • C = 21 – 23 points 		Midterm Grading Scale: <ul style="list-style-type: none"> • A = 24 - 26 points • B = 21 – 23 points • C = 18 – 20 points Final Grading Scale: <ul style="list-style-type: none"> • A = 31 - 34 points • B = 27 - 30 points • C = 23 - 26 points 	

For Midterm and Final Evaluations, tally the number of points for all TPEs that have been **Met** (2 points each), **Partially Met** (1 point each), and **Not Met** (0 points). (Summary forms on pages 3-6). The Final Evaluation for each practicum also includes the teacher candidate’s completed Passport. Use the grading scale above to calculate grades.

Notes:

- If **Partially Met** has been met with remediation, teacher candidate has met the requirement (Met = 2 points)
- If **Not Met** has been met after successful completion of action plan, teacher candidate has met the requirement (Met = 2 points)

Portfolio Requirements Preliminary Education Specialist Credential | Mild/Moderate

The following tables outline the requirements for your portfolio. Your supervisor will provide ratings, when noted in the tables below, based on the following evaluation key:

Evaluation Key:

- **2 | Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **1 | Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE. Please provide 'Written Comments' below.
 - **2 | Met with Revisions:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **0 | Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
 - **2 | Met with completed Action Plan:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

General Portfolio Requirements

Item	Practicum Course	TPEs													Supervisor Rating	
		1	2	3	4	5	6	7	8	9	10	11	12	13		
Introductory Statement (About Me)	175													X	X	
Special Education Cover Letter & Resume	175														X	
Special Education Philosophy Statement	175													X	X	
Special Education Professionalism and Ethical Practices Reflection	175													X	X	
Special Education Resources (Annotated Web Links)	175															
• Teachers											X	X				
• Parents/Families									X		X					
• Students							X	X	X							
Copies of Lesson Plans	171/175	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Copies of Lesson Reflections	171/175													X	X	
Copies of Observations/Supervisor Feedback	171/175													X	X	
Copies of Signature Course Assignments	See below															

Notes:

Signature Course Assignments

Course	Assignment	TPEs													Assignment Grade
		1	2	3	4	5	6	7	8	9	10	11	12	13	
SPED 125	Positive Behavior Support Plan		X	X		X	X		X			X			
SPED 125	Classroom Management Plan		X			X	X		X		X	X	X		
SPED 125	Functional Behavior Assessment		X	X		X	X		X	X		X			
SPED 130	Curriculum-based Assessment		X	X					X	X					
SPED 130	Standardized Academic Achievement Test			X			X			X					
SPED 136	Universal Design for Learning/Differentiated Instruction Unit	X	X		X	X	X	X	X	X				X	
SPED 137	Special Education Teaching Sample Project: Intervention Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	
SPED 137	Individualized Education Plan (including mock IEP meeting)			X	X		X		X	X	X	X	X	X	
SPED 145	Site-based Needs Assessment (from: <i>Building Inclusive Schools</i>)				X				X			X			
SPED 219	Instructional Assistant Training and Management Plan: Part 1									X	X	X			
SPED 219	Final Project			X			X		X	X	X	X	X		
SPED 233	Research Design Paper or Action Research Design			X	X		X	X	X	X			X	X	

Descriptions and requirements for each assignment in the table above will be provided in class. Grades will be assigned by the instructor for each course. For each assignment, write the grade earned in the last column of the table and include a scored copy in your portfolio, along with any revisions made. It is expected that the artifacts presented in your portfolio represent your best work; revisions demonstrate growth and depth of understanding.

Notes:

Practicum Requirements

Item	Practicum Course	TPEs													Supervisor Rating		
		1	2	3	4	5	6	7	8	9	10	11	12	13	171	175	
Classroom Management Plan Implementation	171		X			X	X		X		X	X	X				
Universal Design for Learning/Differentiated Instruction Unit – Lesson Observations	171	X	X		X	X	X	X	X	X				X			
Membership in Professional Organization	171													X			
Individualized Education Plan – Reflection	136/171												X	X			
Co-Teaching Observations & Reflections (See next page)	171/175				X	X				X	X		X	X			
Participation in Grade-Level, Parent-Teacher, SST, etc. meetings	171/175										X		X	X			
Examples of communication regarding student progress (e.g., progress notes home, parent/guardian contact log, conferences, notes/emails to colleagues, report cards, progress reports, event flyers, newsletters, etc. Use home language as needed).	171/175			X				X			X	X	X	X			
Video-taped Lesson, reviewed with Supervisor	171/175	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Special Education Teaching Sample Project: Intervention Plan – Lesson Observations	175	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Assessment Observation (progress monitoring or standardized assessment)	175		X	X			X		X	X							
Instructional Assistant Training and Management Plan: Part 1 - Implementation	175									X	X	X					
Two-Week Lesson Plans (can be for lessons you teach as part of your Teaching Sample Project: Intervention Plan)	175	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Explicit Instruction Lesson - Observation (choose one for supervisor to observe: Skills & Strategies; Vocabulary/Concepts; Rules)	137/175	X	X		X	X	X			X	X						
Candidate Disposition Form	175												X	X			

Required Observations

SPED 171	SPED 175
Supervisor (minimum of 6 formal observations) <ul style="list-style-type: none"> Co-taught Lessons (2) Universal Design for Learning/Differentiated Instruction Lessons (2) Video Lesson (1) Other (1) 	Supervisor (minimum of 6 formal observations) <ul style="list-style-type: none"> Co-taught Lessons (2) Intervention Lesson (1) Video Lesson – Explicit Instruction (1) Assessment (1) Other (1)
Master Teacher (2 total; any lesson not observed by supervisor)	Master Teacher (2 total; any lesson not observed by supervisor)

Co-Teaching Requirements
Preliminary Education Specialist Credential | Mild/Moderate

The following table outlines 5 co-teaching strategies. You are required to teach co-taught lessons using each strategy below. Lessons may be co-taught with your Master/Cooperating teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your supervisor. Four co-taught lessons will be observed by your supervisor – two for SPED 171 and two for SPED 175. In your portfolio, include completed observation for each co-taught lesson (4), and lesson plans and reflections for each strategy (5).

Co-Teaching Strategies

Strategy	Definition/Example	Observation Date	Supervisor Signature
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.		
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <i>Example:</i> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.		
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <i>Example:</i> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.		
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <i>Example:</i> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.		
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <i>Example:</i> Both instructors can share the reading of a story or text so that the students are hearing two voices.		

Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Action Plan
Preliminary Education Specialist Credential | Mild/Moderate

Complete the following Action Plan if a teacher candidate has demonstrated minimal or no progress toward a TPE (for portfolio requirements) or CSTP (for lesson observations). Please refer to the “Early Warning Process” in the SPED 171 and 175 syllabi for additional actions, if the plan does not result in a satisfactory outcome for the teacher candidate (i.e., the concern is not remedied).

Teacher Candidate Name		Date	
Supervisor Name		Circle one: SPED 171 SPED 175	
Concern (TPE or CSTP Area)	Action (List steps to remedy concern)	Resources needed to support teacher candidate	Outcome (Please include date)