

TPEs Single Subject Credential Program Courses, and Professional Teaching Portfolio Possibilities

*addressed ***concentrated focus	SED 511	EPC 420	SED 525 (in subject)	SED 554	SED 514	SED 521	417	SPED 401C	HSCI 496AD	SED 555
TPE 1	*		***	*	*	*				***
TPE 2	*		*	***		*		*		***
TPE 3	*	***	***	*		***		***		***
TPE 4	*	*	***	*	***	***	***	*		***
TPE 5	***	*	***	*	***	***	*	***	***	***
TPE 6	*	***	*	*		*		***		***
TPE 7	*		*	*		***	***	*		***
TPE 8	***	***	*	*		*	*	*	***	***
TPE 9	***		***	*	***	*	*	*		***
TPE 10	*		*	***	*	*		*		***
TPE 11	***	*	*	*		*	*	*		***
TPE 12	*	*	*	***	*	*	*	*	***	***
TPE 13	*		*	***		*				***
Artifacts For Possible Inclusion In PTP	Classroom management plan, letter to parents, learning autobiography, daily lesson plan, weekly plan, case study, professional article review, assessment review	Case studies, observation description and reflection.	Daily, weekly, unit, semester plans; assessment instrument	Daily/weekly lesson plans, photographs of students/classroom, student work and assessment samples, observation, class/school case study	Gradebook, software or website evaluation, seating chart, lesson that incorporates technology, handout for students with graphics, class newsletter	Reading comprehension lesson, reading/literacy assessment, modified plan for assessment with English learners, unit literacy plan, writing assignment	Case study, self-analysis related to bias, journal entries	IEP conference report, video response, case study, lessons or assessment modified for students with special needs	Class report, report on legal responsibilities	Daily/weekly/unit/semester plans, assessments, student work samples, video or photos of class activities, lesson modifications midterm/final evaluations/IIP

TPE	Suggested and Required Artifact Selections by TPE
TPE 1	Unit/semester plan or lesson plan (1-2 days) demonstrating knowledge of and competency with subject matter academic content standards; handout you have created to address content learning through different learning styles; project for students with student samples (delete last names) and your responses to demonstrate knowledge of subject and academic content standards; assessment of textbook that includes evaluation of text's approach and coverage of subject matter concepts
TPE 2	Informal assessment you have created to monitor student learning; lesson plan (1-2 days) with questions or activity for monitoring student learning; photographs of your working with groups of students; observation focusing on how another teacher monitors student learning; videotape that demonstrates your monitoring of student learning
TPE 3	Required: Two or more examples of student work with teacher responses for one of the artifacts. Suggestions: Informal assessment you have created to determine student learning of objectives, with student samples (delete last names) and your responses to students; project you have created with student samples (delete last names, photos could be used if appropriate); writing assessment you have created with student samples and your responses to those students; two or more versions of an assessment showing modifications for learners with special needs or English learners, with student samples and your responses
TPE 4	Required for TPE 4 or 5: lesson plan (1-2 days) that incorporates technology; Suggested: lesson plan (1-2 days) that shows two or three approaches (learning styles) to help students learn content; lesson plan that incorporate manipulatives, graphic organizer, visual/performaing arts, diagrams, or other activities to assist with the learning of content.
TPE 5	Required for TPE 4 or 5: lesson plan (1-2 days) that incorporates technology. Suggested: lesson plan (1-2 days) that actively involves students in learning; modifications of lessons for struggling readers/learners that increase student engagement; lessons and student work samples of student questioning; pre-reading activity that promotes interest in a topic to be studied
TPE 6	Lesson plan that demonstrates appropriate activities appropriate to the developmental levels of middle school or high school students; assessment you have created that demonstrates a successful/appropriate format for middle school- or high school-level students; lesson or assessment that demonstrates appropriate activities for students with special needs
TPE 7	Lesson plan with modifications for English learners; assessment with modifications for English learners, with student examples; Lesson plan that addresses reading comprehension or vocabulary instruction; pre-reading activity that builds backgrounds of English learners so that learning is enhanced; videotape of a class lesson that demonstrates strategies that develop English learners' academic language or comprehension
TPE 8	Case study of student(s), class, or school; IEP for student with special needs; survey you gave to students to learn more about their abilities and/or interests; assessments you have created or modified to learn student background knowledge, academic language abilities, reading/writing skills and how you use those outcomes in your planning and establishing of goals
TPE 9	Required: unit/semester plan (2-6 or more weeks, <u>with at least five complete daily lesson plans, one artifact</u>). Suggested other: weekly plans showing attention to the sequencing of instruction; lesson plan (1-2 days) demonstrating connections between the content to be learned and students' backgrounds, experiences, and interests; differentiated lessons, showing modifications for students with varied needs.
TPE 10	Lesson plan (1-2 days) that demonstrates effective variety of activities during a class period or week; student responses to reporting on group work time; lesson plan that you have adjusted in order to increase the use of instructional time available for student learning; field notes focused on use on how class time is used, supervisor notes that focus on your use of instructional time
TPE	Photographs of students working in your class; classroom management plan; lesson plan (1-2 days) that shows the establishment of clear expectations

11	for student behavior; lesson plan or lesson activity designed to help students learn to work responsibly with others; videotape of classroom discussion or group work
TPE 12	Notes from a parent conference with description of follow-up or outcomes; IEP for student with special needs; 504 conference for student with special needs; program of sessions attended at a professional conference; handout for parents at Open House; class newsletter created for parents; letter to parents at the beginning of the year; handout of professional development session attended with implications for your teaching
TPE 13	Required: SED 555 or 555I Midterm or Final Evaluation/s Required: Two copies of Individual Induction Plan (IIP) signed by university supervisor or seminar instructor: TWO COPIES PLEASE