Department of Educational Psychology

Education Specialist: Mild/Moderate Disabilities Field Experience Evaluation

Candidate _____________________________________________ Placement □ 1st (fieldwork) □ 2nd (fieldwork) □ 3rd (full time student teaching) Year _____ Grade _____ □ Student Teacher □ Intern □ General Education Teacher

District _____________________________ School _____________________________ Content Area ______________

Form completed by: Master Teacher (student teachers) _____ University Supervisor (both student teachers and interns) _____

School or a district administrator (interns) _____

1 = little or no evidence n/a = indicates that the candidate did not have an opportunity to meet the TPE, or that the University Supervisor did not have an opportunity to observe the TPE
2 = partial evidence
3 = clear evidence
4 = clear, consistent and convincing evidence

Teaching Performance Expectations – Field Experience Components

1. Specific Pedagogical Skills for Subject Matter Instruction

The candidate instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment

The candidate demonstrates knowledge of the disability and the effects of learning, skills development and behavior

The candidate implements appropriate accommodations for assessment and instruction as described in the IEP

The candidate demonstrates the ability to adapt, modify accommodate, supplement instruction when appropriate.

2. Monitoring Student Learning During Instruction

The candidate Use progress monitoring based on each student's Individualized Educational Program to determine whether students are progressing adequately toward achieving goals.

The candidate paces instruction and re-teaches content based upon evidence gathered using assessment strategies.

3. Interpretation and Use of Assessments

The candidate utilizes a variety of formal and informal, formative and summative assessments to determine students' progress and plan instruction.

The candidate utilizes multiple measures to assess student knowledge, skills and behaviors.

The candidate demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, linguistic, ethnic, or gender differences may be confused with manifestations of a disability.
4. Making Content Accessible
The candidate demonstrates the ability to participate in the development and implementation of IEP instructional goals aligned with CA content standards leading to the effective inclusion in the general education core curriculum with the use of appropriate materials, supports and classroom procedures.

5. Student Engagement
The candidate demonstrates the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.

6. Developmentally Appropriate Teaching Practices
The candidate demonstrates the ability to set student expectations based on their knowledge of typical and atypical development.

The candidate develops and implements behavior support plans and accommodations that promote successful inclusion for students white disabilities within the general education setting as well as plans that are specific for age appropriateness and severity of the disability

7. Teaching English Learners** (for candidates who have not met ELD requirements)
The candidate implements instructional strategies that promote English listening and speaking abilities; English literacy abilities; EL’s acquisition of appropriate academic content.

8. Learning About Students
The candidate uses a variety of formal and informal methods to understand students’ mastery of academic language, content knowledge, academic skills; to understand students’ abilities, ideas, interests, and aspirations.

The candidate uses this information to identify students needing specialized instruction.

9. Instructional Planning
The candidate prepares both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students’ current level of achievement, and reflect IEP goals and objectives.

10. Instructional Time
The candidate demonstrates the ability to coordinate, direct, and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities

11. Social Environment
The candidate demonstrates the ability to use a variety of effective strategies including methods for promoting positive behavior and social skills for building constructive relationships between students.

12. Professional, Legal, and Ethical Obligations
The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13. Professional Growth
The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.