**Preliminary Education Specialist Mild/Moderate Disabilities Credential Program**

**Fieldwork/Student Teaching Evaluation Form**

Candidate ____________________________________________ Placement □ 1st (fieldwork)

□ 2nd (fieldwork) □ 3rd (fieldwork) □ 4th (student teaching) Qtr./Yr. ______ Grade(s) _______

Model of Service Delivery ____________ Candidate Status: □ Student Teacher □ Intern Teacher

District ___________________________ School ____________________________

Form completed by: Cooperating Teacher (student teachers) ____ University Supervisor (student teachers and interns) ____ School/district administrator/designee (interns) ____

Instructions: Use the code below to indicate your assessment of the candidate’s performance towards meeting the Teaching Performance Expectations (TPEs). Assign one numeral per TPE. Candidates should be increasing their knowledge and skills as evidenced by the higher scores as the candidate moves from the first fieldwork placement through student teaching. The rubric identifying qualities for each of the levels of evidence is attached to this evaluation. Additional information may be found at the end of this evaluation form.

1 = little or no evidence, needs improvement  n/a = the candidate did not have an opportunity to meet the
2 = partial evidence, emerging competence TPE or that the University Supervisor or Cooperating Teacher
did not have an opportunity to observe the candidate’s work
3 = clear evidence, competent performance towards meeting the TPE
4 = clear, consistent and convincing evidence

<table>
<thead>
<tr>
<th>Teaching Performance Expectations For Education Specialists – Field Experience Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</strong> (Program Standards 3, 9, 11, 13; MM Standards 1, 3, 5)</td>
</tr>
<tr>
<td>• Candidates instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.</td>
</tr>
<tr>
<td>• Candidates demonstrate knowledge of the disability and the effects of learning, skills development and behavior.</td>
</tr>
<tr>
<td>• Candidates implement appropriate accommodations for assessment and instruction as described in the IEP.</td>
</tr>
<tr>
<td>• Candidates demonstrate the ability to adapt, modify accommodate, supplement instruction when appropriate.</td>
</tr>
</tbody>
</table>

| **TPE 2 Monitoring Student Learning During Instruction** (MM Standards 3, 6) | SCORE ________ |
| • Candidates use progress monitoring based on each student’s Individualized Educational Program at key points to determine whether students are progressing adequately toward achieving goals. |  |
| • Candidates pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning and examining student work. |  |
| • Candidates anticipate, check for and address common misconceptions and misunderstandings. |  |

| **TPE 3 Interpretation and Use of Assessments** (Program Standard 5; MM Standard 2) | SCORE ________ |
| • Candidates utilize a variety of formal and informal, formative and summative assessments to determine students’ progress, plan and modify instruction. |  |
| • Candidates utilize multiple measures to assess student knowledge, skills and behaviors. |  |
| • Candidates know about and can implement and prepare students for the state adopted assessment program |  |
• Candidates know how to administer assessments and make accommodations for students.
• Candidates teach students how to use self-assessment strategies and provide guidance and time for students to practice these strategies.
• Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language.
• Candidates explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.
• Candidates demonstrate 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.

**TPE 4 Making Content Accessible (Standards 6, 10, 11; MM Standards 3, 5)**

**SCORE_____**

• Candidates demonstrate 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.
• Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards.
• Candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.
• Candidates teach students strategies to read and comprehend a variety of texts and a variety of information sources, model active listening and encourage student creativity and imagination.
• Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement, motivate students and encourage student effort.

**TPE 5 Student Engagement (Program Standard 3, 11, 12, 14; MM Standards 4, 5)**

**SCORE_____**

• Candidates demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.
• Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
• Candidates ensure that students understand what they are to do during instruction and monitor student progress toward academic goals.
• Candidates examine why students are struggling and off task and use strategies to re-engage them.

**TPE 6 Developmentally Appropriate Teaching Practices (Program Standards 3, 11, 12, 13, 14; MM Standards 4, 5)**

**SCORE _____**

• Candidate set student expectations based on their knowledge of typical and atypical development.
• Candidates develop and implement 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.
• Candidates implement developmentally appropriate teaching practices for the students in the teaching assignment.

**TPE 7 Teaching English Learners (Program Standard 10)**

**SCORE_____**

• Candidates implement instructional strategies that promote English listening and speaking abilities; English literacy abilities; EL’s acquisition of appropriate academic content.
• Candidates consider how cognitive, pedagogical, and individual factors affect students’ language acquisition and take them into account in planning lessons for English language development and for academic content.

**TPE 8 Learning About Students (Program Standards 3, 5, 9, 11; MM Standards 1, 2)**

**SCORE_____**

• Candidates use 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, and the candidate uses this information to identify students needing specialized instruction.
• Candidates encourage parents to become involved and support their efforts to improve student learning.
**TPE 9 Instructional Planning** (Program Standards 3, 8, 13; MM Standards 3, 5)  
SCORE_______
- Candidates prepare 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.
- Candidates plan how to explain content clearly and make abstract concepts concrete and meaningful.
- Candidates select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.
- Candidates sequence instruction so the content to be taught connects to preceding and subsequent content.
- Candidates demonstrate how to engage aides and volunteers to help students reach instructional goals.

**TPE 10 Instructional Time** (Program Standards 3, 8, 13; MM Standard 3)  
SCORE_______
- Candidates demonstrate 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.
- Candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- Candidates establish procedures for routine tasks and manage transitions to maximize instructional time and adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 11 Social Environment** (Program Standard 12, 14; MM Standard 4)  
SCORE_______
- Candidates demonstrate the ability to use a variety of effective strategies including methods for promoting positive behavior and social skills for building constructive relationships between students.
- Candidates develop and maintain clear expectations for academic and social behavior and promote student effort and engagement to create a positive climate for learning.

**TPE 12 Professional, Legal, and Ethical Obligations** (Program Standards 2, 13; MM Standard 6)  
SCORE_______
- Candidates display awareness of personal values and biases that could affect student learning, promote equity and fairness in the classroom, manage professional time effectively, and understand the relevant California and federal laws that govern the teaching profession.
- Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students.
- Candidates understand and honor all laws relating to professional misconduct and moral fitness.

**TPE 13. Professional Growth** (Program Standard 16; MM Standard 6)  
SCORE_______
- Candidate evaluate her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness

Comments:

Cooperating Teacher     Date

Supervisor             Date

Candidate            Date
Signature Assignment 1 Fieldwork Experience

Fieldwork experience is an essential component of the Education Specialist Mild Moderate Disabilities Program. Over the course of the four supervised fieldwork and student teaching experiences in the program, candidates have developed knowledge and skills relating to professional practice, program and credential specific standards and the Teaching Performance Expectations for Education Specialists.

Candidate performance within the fieldwork experience has been evaluated collaboratively using the same rubric based on the Teaching Performance Expectations. Candidates, University Supervisors and Master/Cooperating Teachers have engaged in conversation regarding the candidate’s progress towards meeting the Teaching Performance Expectations within the fieldwork experience. The Fieldwork/Student Teaching Evaluation form completed at the end of the EPSY 6880 (8) Fieldwork Experience becomes evidence as to the candidate’s demonstration of competency in relation to the Teaching Performance Expectations.

This Signature Assignment will receive two scores, one score for content and one score for reflection. In the score box, the first score is for content. The second score is for the reflection. In order to pass the Signature Assignment candidates

- must earn a score of 3.0 on all components of the Fieldwork/Student Teaching Evaluation form
- must earn a score of 3.0 on the reflection component

To complete Signature Assignment 1, candidates submit the following to the Signature Assignment link on the course Blackboard

- a copy of their completed and signed Fieldwork/Student Teaching Evaluation form for EPSY 6880 (8) from spring quarter (content)
- a reflection that includes at least one significant learning from each of the fieldwork/ student teaching experiences
Rubric for Evaluating Signature Assignment 1 Fieldwork Experience

This rubric documents Candidate’s performance in the final Field Experience EPSY 6880(8). Over the course of the two-year program candidates have had experiences in a Broad Range of Service Delivery Options (Program Standard 15).

<table>
<thead>
<tr>
<th>Unacceptable Score of 1</th>
<th>Minimally Meets Expectations Score of 2</th>
<th>Meets Expectations Score of 3</th>
<th>Exceeds Expectations Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Content</td>
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<td>Performance Content</td>
</tr>
<tr>
<td>Candidate’s performance in the final Fieldwork/Student Teaching experience reflects inadequate and substandard work relating to demonstration of the content of the Teaching Performance Expectations.</td>
<td>Candidate’s performance in the final Fieldwork/Student Teaching experience reflects work that minimally meets expectations relating to demonstration of the content of the Teaching Performance Expectations.</td>
<td>Candidate’s performance in the final Fieldwork/Student Teaching experience reflects work that meets expectations relating to successful Fieldwork Experiences.</td>
<td>Candidate’s performance in the final Fieldwork/Student Teaching experience reflects work that exceeds expectations relating to successful Fieldwork Experiences.</td>
</tr>
<tr>
<td>Candidate performance within the Fieldwork/Student teaching experiences is irrelevant, inappropriate, and/or inaccurate.</td>
<td>Candidate performance within the Fieldwork/Student teaching experiences is cursory, vague, incomplete, and/or inconsistent.</td>
<td>Candidate performance within the Fieldwork/Student teaching experiences is complete, relevant, and/or appropriate.</td>
<td>Candidate performance within the Fieldwork/Student teaching experiences is extensive, appropriate, relevant, and accurate.</td>
</tr>
<tr>
<td>Reflections</td>
<td>Reflections</td>
<td>Reflections</td>
<td>Reflections</td>
</tr>
<tr>
<td>The reflections do not demonstrate critical thinking and analysis skills on the part of the candidate.</td>
<td>The reflections demonstrate minimal critical thinking and analysis skills on the part of the candidate.</td>
<td>The reflections demonstrate critical thinking and analysis skills on the part of the candidate.</td>
<td>The reflections exceed expectations in terms of the demonstrations of critical thinking and analysis skills on the part of the candidate.</td>
</tr>
</tbody>
</table>
Each category of the rubric contains two parts, content and reflection. Each section of the portfolio will receive two scores: one score for content and one score for reflection. In the score box, the first score is for content. The second score is for the reflection. Total scores for content and reflection are found at the bottom of the table. Candidate must earn an average of 3.0 across categories, with no more than one score of 2.0 in each of the content and reflection components in order to pass the portfolio requirement.

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Unsatisfactory</th>
<th>Minimally Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 7 Fieldwork</strong></td>
<td>Score of 1</td>
<td>Score of 2</td>
<td>Score of 3</td>
<td>Score of 4</td>
</tr>
<tr>
<td>Field Experience in a Broad Range of Service Delivery Options (F7.15)</td>
<td>The content of Section 7 reflects inadequate and substantiated work relating to successful Fieldwork Experiences. The evidence provided is inappropriate, inaccurate, and non-relevant in relation to the content of the standards.</td>
<td>The content of Section 7 reflects work that minimally meets expectations relating to successful Fieldwork Experience. The evidence provided is vague, incomplete, inaccurate, and non-relevant in relation to the content of the standards.</td>
<td>The content of Section 7 reflects work that meets expectations relating to successful Fieldwork Experience. The evidence provided is complete, appropriate, and non-relevant in relation to the content of the standards.</td>
<td>The content of Section 7 reflects work that exceeds expectations relating to successful Fieldwork Experience. The evidence provided is extensive, appropriate, relevant, and accurate in relation to the content of the standards.</td>
</tr>
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</table>

| **Reflections** | | | | |
| Reflections | The reflection does not demonstrate critical thinking and analysis skills on the part of the candidate. | The reflection demonstrates minimal critical thinking and analysis skills on the part of the candidate. | The reflection demonstrates critical thinking and analysis skills on the part of the candidate. | The reflection exceeds the expectations in terms of the demonstration of critical thinking and analysis skills on the part of the candidate. |