



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.

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

Teaching Performance Expectations For Education Specialists – Field Experience Components

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction (Program Standards 3, 9, 11, 13; MM Standards 1, 3, 5) **SCORE** _____

- Candidates instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Candidates demonstrate knowledge of the disability and the effects of learning, skills development and behavior.
- Candidates implement appropriate accommodations for assessment and instruction as described in the IEP.
- Candidates demonstrate the ability to adapt, modify accommodate, supplement instruction when appropriate.

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 with 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 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.
 - 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