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| **PRELIMINARY EDUCATION SPECIALIST – MILD/MODERATE CREDENTIAL**  **TEACHING PERFORMANCE EXPECTATIONS (TPEs)**  **CLINICAL PRACTICE ASSESSMENT** | | | | | | |
| Teacher Candidate |  | | | | Bronco ID #: |  |
| Cal Poly E-Mail: |  | | | | | |
| University Supervisor: | |  | | Cooperating Teacher: | | |
| Semester/Year: | | | | | | |
| School Site: | | | Site Support Provider (if intern): | | | |
| Mid-Semester Evaluation Date: | | | Final Evaluation Date: | | | |

**DIRECTIONS**: Candidate assessment of ES M/S TPEs is made at the *novice* teacher level. University supervisors incorporate input and feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate. Record the Sub-Total after each Domain. On page 7, record the sub-total of each domain and calculate the total score. Lastly, sign the appropriate assessment and secure signatures of the candidate and others (if appropriate). Hard or digital copies of signature pages must be submitted to the Placement Office. Signatures must be obtained in order for the evaluation to be valid. Mid-Semester Evaluations should be completed no later than the 8th week of the semester. Final Evaluations should be completed no later than the 15th week of the semester. To receive credit for each ES M/M TPE and pass Clinical Practice, the candidate must receive a Meets (3) rating on each TPE element in the final block of Clinical Practice at the Final Evaluation.

**Assessment Rubric and Score Levels**

* **1 Does Not Meet** (the standard) – Candidate provides little or no evidence demonstrating the competency. Evidence is inaccurate, missing, or incomplete. Requires significantly more understanding, instruction, and/or experience.
* **2 Approaching** (meeting the standard) – Candidate provides partial evidence demonstrating the competency. Evidence is appropriate, relevant, and accurate. Understands but requires additional coaching or clarification.
* **3 Meets** (the standard) – Provides clear, consistent evidence demonstrating the competency. Evidence is appropriate, relevant and accurate. Meets the standard as stated in the ES M/M TPE at the level of a novice teacher.

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| **CSTP Domain A: Making Subject Matter Comprehensible to Students**  *TPE 1 Specific Pedagogical Skills for Subject Matter Instruction* | | | | | |
| **Rubric Score** | | | |  |  |
| **Mid.**  **Sem.** |  | **Final**  **Eval.** |  |  |  |
|  |  |  |  | 1.1 | Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment |
|  |  |  |  | 1.2 | Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned academic subjects based on students’ IEPs |
|  |  |  |  | 1.3 | Understands disabilities and their effects on learning, skills development, and behavior |
|  |  |  |  | 1.4 | Implements appropriate assessment and instructional accommodations for students as described in each student’s IEP |
|  |  |  |  | 1.5 | Adapts and supplements the instruction of students with identified specific disabilities |
|  |  |  |  | **Sub-Total Score (total possible points = 15)** | |
| Evidence (list all):  (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting) | | | | | |
| **CSTP Domain B: Assessing Student Learning**  TPE 2 Monitoring Student Learning During Instruction  TPE 3 Interpretation and Use of Assessments | | | | | |
| **Rubric Score** | | |  |  |  |
| **Mid.**  **Sem.** |  | **Final**  **Eval.** |  |  |  |
|  |  |  |  | 2.1 | Monitors student progress based upon each student’s IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards |
|  |  |  |  | 2.2 | Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students’ products |
|  |  |  |  | 2.3 | Anticipates, checks for, and addresses common student misconceptions and misunderstandings |
|  |  |  |  | 3.1 | Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability |
|  |  |  |  | 3.2 | Can explain to students and their families, students’ academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum |
|  |  |  |  | 3.3 | Uses and understands the purposes of different diagnostic methods and tools (i.e., special education eligibility, baseline determination, progress monitoring, ELL proficiency; summative assessment, special assessment for individual student) |
|  |  |  |  | 3.4 | Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students’ progress and plan or modify instruction |
|  |  |  |  | 3.5 | Accurately interprets individual and group assessment results to develop and modify instruction |
|  |  |  |  | **Sub-Total Score (total possible points = 24)** | |
| Evidence (list all):  (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting) | | | | | |
| **CSTP Domain C: Engaging and Supporting Students in Learning**  TPE 4 Making Content Accessible  TPE 5 Student Engagement  TPE 6 Developmentally Appropriate Teaching Practices  TPE 7 Teaching English Learners | | | | | |
| **Rubric Score** | | |  |  |  |
| **Mid. Sem.** |  | **Final**  **Eval.** |  |  |  |
|  |  |  |  | 4.1 | Participates in developing and implementing IEP instructional goals aligned with California content standards |
|  |  |  |  | 4.2 | Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures |
|  |  |  |  | 4.3 | Selects and uses various instructional strategies, supports, and resources to facilitate student learning and access to curriculum |
|  |  |  |  | 4.4 | Prioritizes and sequences content |
|  |  |  |  | 5.1 | Provides students opportunities to engage in academic and social pursuits based on their developmental and performance levels |
|  |  |  |  | 5.2 | Uses strategies (e.g., transition planning) to support students to develop independence, practice self-determination, and engage in pragmatic interaction skills |
|  |  |  |  | 5.3 | Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners |
|  |  |  |  | 6.1 | Sets student expectations based on knowledge of typical and atypical development |
|  |  |  |  | 6.2 | Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education |
|  |  |  |  | 6.3 | Develops instructional and behavior support plans specific to the age and severity of disability of each student with an IEP |
|  |  |  |  | 7.1 | Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities |
|  |  |  |  | 7.2 | Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students’ primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content |
|  |  |  |  | **Sub-Total Score (total possible points = 36)** | |
| **Evidence (list all):**  **(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)** | | | | | |
| **CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students**  TPE 8 Learning About Students  TPE 9 Instructional Planning | | | | | |
| **Rubric Score** | | |  |  |  |
| **Mid. Sem.** |  | **Final**  **Eval.** |  |  |  |
|  |  |  |  | 8.1 | Gets to know students’ a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement |
|  |  |  |  | 8.2 | Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students. |
|  |  |  |  | 8.3 | Demonstrates a variety of research‐based and effective teaching practices, using outcome data to systematically modify instruction and learning environments. |
|  |  |  |  | 9.1 | Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations |
|  |  |  |  | 9.2 | Makes instruction comprehensible and meaningful through differentiated lessons based upon student’s experiences, interests, linguistic and cultural background and developmental learning needs |
|  |  |  |  | 9.3 | Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals |
|  |  |  |  | **Sub-Total Score (total possible points = 18)** | |
| **Evidence (list all):**  **(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)** | | | | | |
| **CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning**  TPE 10 Instructional Time  TPE 11 Social Environment | | | | | |
| **Rubric Score** | | |  |  |  |
| **Mid. Sem.** |  | **Final**  **Eval** |  |  |  |
|  |  |  |  | 10.1 | Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional activities |
|  |  |  |  | 10.2 | Allocates and adjusts use of instructional time to maximize student access to and learning of CA academic standards |
|  |  |  |  | 10.3 | Maximizes instruction time by establishing and applying rules, procedures, and routines |
|  |  |  |  | 11.1 | Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students |
|  |  |  |  | 11.2 | Creates a positive learning climate through clear academic and social expectations and caring, equitable treatment of students and their families |
|  |  |  |  | 11.3 | Teaches students to work collaboratively and independently |
|  |  |  |  | 11.4 | Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes |
|  |  |  |  | **Sub-Total Score (total possible points = 21)** | |
| **Evidence (list all):**  **(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)** | | | | | |
| **CSTP Domain F: Developing as a Professional Educator**  TPE 12 Professional, Legal, and Ethical Obligations  TPE 13 Professional Growth | | | | | |
| **Rubric Score** | | |  |  |  |
| **Mid-Qtr.** |  | **End-of-Qtr.** |  |  |  |
|  |  |  |  | 12.1 | Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement |
|  |  |  |  | 12.2 | Knows and uses district policies and federal law to respond to dangerous student behavior |
|  |  |  |  | 12.3 | Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment |
|  |  |  |  | 12.4 | Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel |
|  |  |  |  | 12.5 | Models ethical behavior and honors laws relating to professional misconduct |
|  |  |  |  | 13.1 | Engages in the cycle of planning, teaching, reflecting, problem identification, and instructional adjustment to improve teaching |
|  |  |  |  | 13.2 | Sets professional goals for increasing subject matter knowledge and teaching effectiveness |
|  |  |  |  | **Sub-Total Score (total possible points = 21)** | |
| **Evidence (list all):**  **(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)** | | | | | |

**Scoring Summary**

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| **Domain** | **Sub-Score Mid. Sem.** | **Sub-Score – Final Eval.** |
| CSTP Domain A: Making Subject Matter Comprehensible to Students | /15 | /15 |
| CSTP Domain B: Assessing Student Learning | /24 | /24 |
| CSTP Domain C: Engaging and Supporting Students in Learning | /36 | /36 |
| CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students | /18 | /18 |
| CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning | /21 | /21 |
| CSTP Domain F: Developing as a Professional Educator | /21 | /21 |
| **Total Score (135 possible)** | /135 | /135 |

**Signature Page**

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| **Mid. Semester Evaluation - Notes** | | | | | | | |
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| **To the best of my knowledge, this information is accurate and complete.** | | | | | | | |
| Education Specialist Candidate Signature: | | | | |  | Date: |  |
| CPP Supervisor Signature: | | |  | | | Date: |  |
| Other Evaluator: |  | | | | | Date: |  |
| Other Evaluator (print name & title): | | | |  | | Date: |  |
| **Final Evaluation - Notes** | | | | | | | |
|  | | | | | | | |
| **To the best of my knowledge, this information is accurate and complete.** | | | | | | | |
| Education Specialist Candidate Signature: | | | | |  | Date: |  |
| CPP Supervisor Signature: | | |  | | | Date: |  |
| Other Evaluator: | |  | | | | Date: |  |
| Other Evaluator (print name & title): | | | |  | | Date: |  |