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| **PRELIMINARY EDUCATION SPECIALIST –MODERATE/SEVERE CREDENTIAL**  **TEACHING PERFORMANCE EXPECTATIONS (TPEs)**  **CLINICAL PRACTICE ASSESSMENT** | | | | | | |
| Teacher Candidate |  | | | | Bronco ID #: |  |
| Cal Poly E-Mail: |  | | | | | |
| University Supervisor: | |  | | Cooperating Teacher: | | |
| Semester/Year: | | | 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 copies 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/S 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 | Understands disabilities and their effects on learning, skills development, and behavior |
|  |  |  |  | 1.2 | Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned subjects based on students’ IEPs |
|  |  |  |  | 1.3 | Uses knowledge of the characteristics of students with moderate/severe disabilities (e.g., eligible in the categories of autism, emotional disturbance, moderate/severe mental retardation, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities; physical/orthopedic disabilities) and their effects on learning, skills development, and behavior to develop and deliver appropriate instruction |
|  |  |  |  | 1.4 | Effectively develops and implements lessons and activities to teach core academic skills and functional skills, based on students’ needs and IEP goals. |
|  |  |  |  | 1.5 | Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings. |
|  |  |  |  | **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 and adjusts instruction systematically to promote maximum learning and academic achievement |
|  |  |  |  | 2.2 | Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students’ products |
|  |  |  |  | 3.1 | Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability |
|  |  |  |  | 3.2 | Knows how to assess and identify students’ verbal and nonverbal communication skills and use the data to 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement communication and social skills instruction, 4) structure opportunities for interaction, and 5) develop communication methods so students can demonstrate academic knowledge |
|  |  |  |  | 3.3 | 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 |
|  |  |  |  | 3.4 | Knows and uses assessment data from multiple sources including a) person-centered and family-centered planning, b) strength-based assessment, and c) functional and ecological assessment across classroom and non-classroom contexts to lead to a student’s progress toward IEP goals and meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum |
|  |  |  |  | 3.5 | Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability |
|  |  |  |  | 3.6 | 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 |
|  |  |  |  | **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/  6.1 | Designs instructional plans, prioritizes and sequences content, and uses various instructional strategies, supports, and resources responsive to the unique needs of the student to facilitate student learning and access to curriculum in inclusive general education settings |
|  |  |  |  | 4.2 | Knows how to support the movement, mobility, sensory, and specialized health care needs for a student to participate fully in classrooms, other school settings, and the community |
|  |  |  |  | 4.3 | Knows about and uses augmentative and alternative communication systems and devices and services to facilitate communication and improve academic performance and skill development of students |
|  |  |  |  | 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 to support students to develop independence and practice self -determination and self-advocacy |
|  |  |  |  | 6.2 | Has knowledge and advocacy skills regarding the various transitions students experience as they move from infancy to adulthood |
|  |  |  |  | 6.3 | Sets student expectations based on knowledge of typical and atypical development |
|  |  |  |  | 7.1 | Knows and uses a) English Language Development principles and instructional practices, b) students’ prior learning and background, c) analysis of students’ oral and written language errors, and d) assessment of students’ verbal and non-verbal communication abilities to provide instruction differentiated to develop students’ English language, literacy, communication, and social interaction abilities |
|  |  |  |  | 7.2 | Has students express understanding in various ways (e.g., augmentative and alternative communication systems and technology) and uses primary language resources (e.g., peers, books, paraeducators, students’ primary language skills) to develop academic language, comprehension, and knowledge of curriculum content |
|  |  |  |  | **Sub-Total Score (total possible points = 30)** | |
| **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 | Develops and sequences instructional activities and materials for student learning. |
|  |  |  |  | 9.3 | Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals |
|  |  |  |  | 9.4 | Effectively utilizes space, time, equipment and technology |
|  |  |  |  | **Sub-Total Score (total possible points = 21)** | |
| **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, communicates, and consults effectively with other special education service providers, general educators, paraprofessionals, volunteers, and parents to maximize instructional time and provide appropriate, safe, and consistent student support and instructional activities across all school and community setting |
|  |  |  |  | 10.2 | Maximizes instruction time by establishing and applying rules, procedures and routines |
|  |  |  |  | 11.1 | Facilitates students’ communication abilities and increases the extent and variety of social interactions in order to achieve and expand meaningful social relationships across settings |
|  |  |  |  | 11.2 | Establishes and maintains an educational environment free from coercion and punishment and where interventions are positive, proactive, and respectful of students |
|  |  |  |  | 11.3 | Knows how to and participates in school-wide positive behavior support processes |
|  |  |  |  | 11.4 | Uses a variety of effective instructional strategies, including methods for promoting positive behavior and social skills for building constructive relationships among all students, to increase learner competence |
|  |  |  |  | 11.5 | Knows how to design and implement a Positive Behavior Support Plan and interventions based upon functional behavior assessments |
|  |  |  |  | **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.**  **Sem.** |  | **Final**  **Eval.** |  |  |  |
|  |  |  |  | 12.1 | Knows CA and federal laws, procedures, and policies pertaining to students with IEPs, English learners, RTI, 504 plans, eligibility and placement, and mandated considerations for augmentative and alternative communication technology and specialized health care in educational settings |
|  |  |  |  | 12.2 | Knows and uses district policies and federal law to respond to dangerous student behavior |
|  |  |  |  | 12.3 | Knows and uses techniques, procedures, materials, educational and assistive technology, and other adaptive equipment that maintain dignity and are appropriate and safe |
|  |  |  |  | 12.4 | Knows and uses district guidelines to report and respond to dangerous student behavior and suspected cases of child abuse, neglect, or sexual harassment |
|  |  |  |  | 12.5 | Models ethical behavior and honors confidentiality, health, and safety obligations for students, families, and school personnel |
|  |  |  |  | 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 knowledge about evidence-based practices and their 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 | /30 | /30 |
| CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students | /21 | /21 |
| 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 (132 possible)** | /132 | /132 |

**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: |  |