

Clinical Practice Assessment Instruments

Education Specialist Credential Program

Mild Moderate Support Needs & Extensive Support Needs

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The California Commission on Teacher Credentialing requires all University Interns receive General Support and Supervision, and English Learner Support hours during their teaching assignment. We have broken down the hours based on what is already provided by your program and what is still needed from your school site mentor teacher.

Mentor teachers are to provide the following number (at a minimum) of general and English Learner support hours:

Program	Course	General Support	English Learner	Total Hrs
Education Specialist	EDSP 586	3 hrs/wk	1 hr/wk	64
Education Specialist	EDSP 587 or 588	2 hrs/wk	1 hr/wk	48
Multiple Subject	EDEL 572	2 hrs/wk	1 hr/wk	48
Single Subject	EDSS 473	2 hrs/wk	1 hr/wk	48

Fall 21 Timeline (Please note: all hours must be submitted and approved prior to credential issuance.)

- Hours received between August 23 – Sept 30: submission window October 1 – 5
- Hours received between October 1 – 31: submission window November 1- 5
- Hours received between November 1 – 30: submission window December 1 – 5
- Hours received between December 1 - 23: submissions due January 1 – 5 (*if Fall 21 is your final semester, all hours must be submitted and verified by your mentor teacher prior to credential recommendation*).

List of possible support activities:

General Support and Supervision

- GS - Staff meetings, Grade Level or Department Meetings related to curriculum, planning, and/or instruction
- GS - New Teacher Orientation
- GS - Coaching (not evaluation) from Administrator
- GS - Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
- GS - Activities/workshops specifically addressing issues in the intern’s classroom—co-attended by intern and support person(s)
- GS - Interactive Journal (Support/Supervisor and Intern)
- GS - Other, explain:

General Support which can also be counted towards English Learner Support

- GS/EL - Content Specific Coaching (for example: math coaches, reading coaches, EL coaches)
- GS/EL - Co-planning with Special Educator or EL expert to address included special needs students and/or English learners
- GS/EL - Release time for participation in district meetings, group/regional group (ELAC, Council for Exceptional Children)
- GS/EL - Review/discuss test results with colleagues (CELDT and standardized tests)
- GS/EL - Classroom Observations and Coaching
- GS/EL - Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor
- GS/EL - Intern Observation of other teachers and classrooms
- GS/EL - Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction
- GS/EL - Watching and discussing teaching videos with support person(s)
- GS/EL - Phone/Email Support Hotline
- GS/EL - Observe SDAIE/ELD lessons online or in person
- GS/EL - Weekly planning or review of plans with EL Authorized Credential Holder
- GS/EL - Editing work-related writing (letters to parents, announcements, etc.)
- GS/EL - Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor
- GS/EL - Other, explain:

Office of Clinical Practice

Support and Supervision Logs

Education Specialist, Multiple and Single Subject University Interns



The following template may be used to keep track of hours but all activities **must be submitted for approval by the 5th of each month in CSU S4:** <https://app.calstates4.com/>. Hours may be entered online daily, weekly or monthly via S4 but we ask that you submit your hours for approval **only once a month**. Interns must click the final "Submit for Approval" button in order to send a link to their mentor teacher. Mentor teachers must approve or provide feedback by the 10th of each month. Please be sure to follow up with your mentor teachers if your hours are not approved by the 10th.

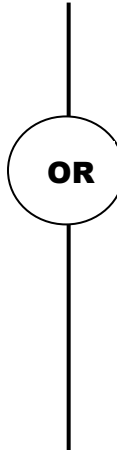
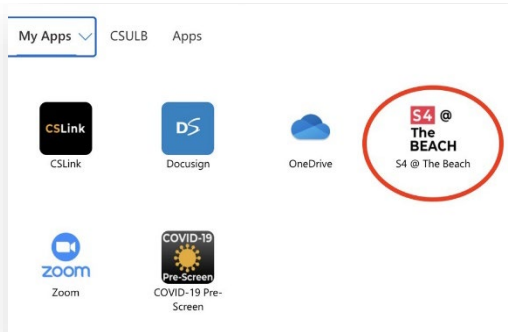
General Support and Supervision Tasks:	Date(s)	Time(s)
GS - Staff meetings, Grade Level or Department Meetings related to curriculum, planning, and/or instruction		
GS - New Teacher Orientation		
GS - Coaching (not evaluation) from Administrator		
GS - Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)		
GS - Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)		
GS - Interactive Journal (Support/Supervisor and Intern)		
GS - Other, explain:		

General Support and Supervision Tasks, which can also be counted towards English Learner Support:		
GS/EL - Content Specific Coaching (for example: math coaches, reading coaches, EL coaches)		
GS/EL - Co-planning with Special Educator or EL expert to address included special needs students and/or English learners		
GS/EL - Release time for participation in district meetings, group/regional group (ELAC, Council for Exceptional Children)		
GS/EL - Review/discuss test results with colleagues (CELDT and standardized tests)		
GS/EL - Classroom Observations and Coaching		
GS/EL - Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor		
GS/EL - Intern Observation of other teachers and classrooms		
GS/EL - Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction		
GS/EL - Watching and discussing teaching videos with support person(s)		
GS/EL - Phone/Email Support Hotline		
GS/EL - Observe SDAIE/ELD lessons online or in person		
GS/EL - Weekly planning or review of plans with EL Authorized Credential Holder		
GS/EL - Editing work-related writing (letters to parents, announcements, etc.)		
GS/EL - Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor		
GS/EL - Other, explain:		

STEP-BY-STEP INSTRUCTIONS FOR COMPLETING YOUR S4 TIMELOG

Step 1: Sign on to S4 @ The Beach. There are two ways to access S4 @ The Beach

CSULB Single Sign On (SSO) Page
S4 chiclet
<https://csulb.okta.com/>



S4 Website
<https://app.calstates4.com/csulb>
log in with your Campus ID and Beach ID
password

Step 2: From the home page, scroll down to the bottom and click on “**View my placements**”

View my placements

You have 4 current placements and 1 past placement.

Step 3: Click on the red Placement # link for each course. Do not click on the course.

My Placements

✓ You are masquerading as studentlbin. [Switch Back](#)

Fall 2021

	Program	Course	Site	Site staff	Opportunity	Estimated Hours	Reported Hours	
Placement #168055	CED - MSCP Clinical Program	EDEL 431 (01): Cultural/Ling Divers in Schl	Alternative Clinical Practice Activity	none	none	10	3	View Timelog
Placement #168632	CED - University Interns Program	Intern 100 (01): University Interns	ABC Unified School District	none	none	48	Not reported	Create Timelog



Step 4: Timelog: To begin recording click **“Create Timelog”**

Placement #168632

✓ You are masquerading as studentlbin. [Switch Back](#)

Student: Izzy Intern	Placement Term(s): Fall 2021
Placed by: Kerry McDaid	Estimated Hours: 48
Course: Intern 100 (01): University Interns	Reported Hours: Not Reported
Program: CED - University Interns Program	
Site: ABC Unified School District	
Site Staff: (empty)	
Opportunity: (empty)	

Step 5: Recording Hours in Timelog: Update on a daily/weekly basis as hours are logged.

- **#1:** Input Start Time: Green Box
- **#2:** Input End Time: Pink Box (hours calculated automatically)
- **#3:** Support and Supervision Activities:
 - **Select the GS and/or GS/EL that apply** to these hours – may select multiple
 - **Search by Key Words** to find those that apply
- **#4:** Complete Activity Details – see instructions below

Return to Timelog

Add Time Entry for Placement #168632

You are masquerading as studentlbin. [Switch Back](#)

Time Details

#1
Time In
Month: Sep, Day: 15, Year: 2021
Hour: 10, Minute: 00, am

#2
Time Out
Month: Sep, Day: 15, Year: 2021
Hour: 12, Minute: 30, pm

Calculated Hours Required
2.50
This is calculated based on your selections above. Final totals will be rounded to the nearest hour.

Support and Supervision Activities Required **#3**
Select the Major Learning Outcomes you met during this experience
Choose some options

#4
Activity Details

Which group(s) did your activities support, directly or indirectly?
In other fields the broader term "client(s)" is used.
Choose some options

What was your area of focus?
Choose some options

What did you accomplish during this visit?
Select one (1) to three (3) activities on which you spent the majority of your time. If you don't see what you're looking for, type a keyword to search the list.
Choose some options

How have the identified activities contributed to the goals/mission of the organization? Required
2.0 hours EL Support

Activity Details Instructions:

- **Questions 1, 2 & 3:** Use Key Words to search for answer – Optional

Question 4: Is Required

- **Indicate number of EL Support hours and/or number of General Support hours.**

Save draft Save and add another Save Return to Timelog without saving

Step 6: Save Timelog Entry: Be sure to select the **“SAVE”** option at bottom of page

[Return to Timelog](#)

Add Time Entry for Placement #168632

✔ You are masquerading as studentlbin. [Switch Back](#)

Time Details

Time In

Month: Sep | Day: 15 | Year: 2021

Hour: 10 | Minute: 00 | am

Time Out

Month: Sep | Day: 15 | Year: 2021

Hour: 12 | Minute: 30 | pm

Calculated Hours Required

This is calculated based on your selections above. Final totals will be rounded to the nearest hour.

2.50

Activity Details

Which group(s) did your activities support, directly or indirectly?

In other fields the broader term "client(s)" is used.

Choose some options

What was your area of focus?

Choose some options

What did you accomplish during this visit?

Select one (1) to three (3) activities on which you spent the majority of your time. If you don't see what you're looking for, type a keyword to search the list.

Choose some options

How have the identified activities contributed to the goals/mission of the organization? Required

2.0 hours EL Support

[Save draft](#) [+ Save and add another](#) **✔ Save** [✘ Return to Timelog without saving](#)

Step 7a: Requesting Approval of Hours from MT: Click on “Request Approval of Hours”

Timelog #168632

For — Placement #168632

✓ You are masquerading as studentlbin. [Switch Back](#)

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Student Izzy Intern
Placement 168632
Program CED - University Interns Program
Course Intern 100 (01): University Interns
Site ABC Unified School District

[Request Approval of Hours](#)

Send an email to your staff/faculty

[Request Approval from MT](#)

Date/Time ^	Calculated Hours	What did you accomplish during this visit?	Support and Supervision Activities	How have the identified activities contributed to the goals/mission of the organization?	Status
09/15/2021 - 10:00am to 12:30pm	2.50	Participate in and/or lead outreach efforts	GS - New Teacher Orientation, GS/EL - Review/discuss test results with colleagues (CELDT and standardized tests), GS/EL - Watching and discussing teaching videos with support person(s)	2.0 hours EL Support	Submitted Delete Copy

Total Hours: 3

Approved Hours: 0

[Add Time Entry](#)

Step 7b: Send Email to MT for Approval of Hours:

Fill in Mentor Teacher Name and Email. **Include a message - Sample:** “Hi Ms. Hall, please approve my logged support hours for the month of _____. Please let me know if you have any questions.” Select “**Send Me a Copy**” so you have a record of your request. **Final Step:** Hit “send email.”

Send Email to Approve Hours

For — [Timelog #168632](#)

[Download PDF](#)

Instructions: Please enter the name and email of the person who will approve your hours. You can also send a copy of the email to your course faculty or to an alternate approver. If you need to share additional information with your approver, use the "Additional Message" section. You may only send this email once a week, but approvers can use the Direct Timelog link (right) at any time.

Direct Timelog link to send to your approver:

Approver's name Required

Approver's email Required
CC Email
Additional Message

Please approve my logged support hours for the month of October. Please let me know if you have any questions.

Sincerely,

Izzy Intern

Send me a copy

For any questions or support with S4 @ The Beach,
please email CED-S4-HELP@LIST.CSULB.EDU.

California State University, Long Beach
College of Education
Education Specialist Preliminary Credential Program

**Clinical Fieldwork Log
Experiences and Reflections**

Every candidate in the Education Specialist Preliminary Credential Program (per program standards Commission on Teacher Credentialing), must demonstrate a breadth and depth of clinical fieldwork experiences with students with and without a range of disabilities at different age and grade levels. This applies to those in the Traditional Pathway for MMSN and ESN as well as those in the Intern Pathway for MMSN and ESN. The *Clinical Fieldwork Log* guides these experiences. While many of these clinical fieldwork experiences will be conducted as part of course requirements, candidates may need to conduct additional fieldwork observations and experiences, to ensure experiences with students across age, disability category, and services delivery models.

Candidates start working on your Fieldwork Log during pre-requisite courses. However, the Fieldwork Log will represent experiences across the arc of the program, including Clinical 1, Clinical 2, and Clinical 3 experiences. Fieldwork will consist of observations, interviews, meetings, small group or 1:1 interactions, co-teaching, or solo teaching experiences. Coursework assigned experiences will comprise most, if not all the Fieldwork Log. During Clinical 3, the University Fieldwork Supervisor will give final approval of the Fieldwork Log Matrix and determine what other additional experiences will be required. Additionally, Clinical 1 and Clinical 2 Fieldwork assignments that are linked to courses will be recorded through the S4@The Beach system.

Creating your Fieldwork Log

Each Fieldwork Log Experience requires:

- i) A completed coursework assignment and/or reflection that was approved by an instructor and documented through S4@The Beach
- Or -
- ii) A field experience completed during Student Teaching and recorded on S4@The Beach with an accompanying reflection discussing what was learned during the field experience and relating the field experience to competencies
- iii) The Fieldwork Log Matrix completed and approved by the University Supervisor

Fieldwork Experience Reflection

Candidates will record their fieldwork experiences and provides basic information regarding the setting and type of observation.

If the fieldwork experience is completed during Student Teaching the reflection should include the following:

1. Description of the experience conducted.
2. What is something you learn from this experience that connects to a Competency (TPE, HLP, Disposition, CRSP)?
3. Describe how the focus of this experience (i.e., assessment, co-teaching, intervention, recreation, etc.) builds upon or connects with your coursework content in the Education Specialist program. How does this extend your learning?

Fieldwork Log Matrix

The Fieldwork Log Matrix includes experiences across the range listed below. Education Specialist candidates will maintain *one (1)* Fieldwork Log Matrix which records all observations. The Matrix will be reviewed and approved during Student Teaching and will require the University Supervisor approval before completion of Student Teaching.

Required categories include:

1. Students with mild moderate support needs at the elementary level
2. Students with mild moderate support needs at the secondary level
3. Students with extensive support needs at the elementary level
4. Students with extensive support needs at the secondary level
5. Students in a post-secondary or transition program and/or agency
6. Observation in a setting that involves the use of assistive technologies (AT) for individuals with disabilities
7. Participation in Back-to-School Night/Open House/Parent Teacher Conferences
8. Participation/observation of IEP

Additionally, the Matrix must reflect the following variations of fieldwork experiences

1. Inclusive General Education (GE) setting
2. Resource Specialist Program (RSP) setting
3. Special Day Class (SDC) setting
4. Experiences working with English Language Learners
5. Experiences completed across a variety of school settings that educate diverse groups of students

Candidate Name:

Pathway/Authorization Area:

Clinical Fieldwork Log Matrix

Field Experience	Name of School and District	Type of Setting	Type of Experience	Age/ Grade Level	Key Description of Students	Relevant Course #	Supervisor approval
MMSN Elementary Experience							
ESN Elementary Experience							
MMSN Secondary Experience							
ESN Secondary Experience							
Post-Secondary/ Transition Experience							
AT Experience							
IEP Experience							
Parent/ School Experience							
Other Experience:							

Additionally, the Matrix must reflect the following variations of fieldwork experiences

1. Inclusive General Education (GE) setting
2. Resource Specialist Program (RSP) setting
3. Special Day Class (SDC) setting
4. Experiences working with English Language Learners
5. Experiences completed across a variety of school settings that educate diverse groups of students

Education Specialist Preliminary Credential Program
EDSP 587 & 588 Traditional and Intern Student Teaching

Credit Worksheet for
Mild Moderate Support Needs and Extensive Support Needs

Candidate: _____ **Course:** _____ **Semester:** _____

1. S4@The Beach Fieldwork Observation and Journal Form Weekly submissions through S4@ The Beach that reflect classroom experiences and link to TPEs, HLPs and Professional Dispositions	C / NC
2. Self-Evaluations and Goal Setting a. Preliminary Credential Competency: HLPs and TPEs b. Professional Dispositions c. Perceptions and Educational Goals	C / NC C / NC C / NC
2. Formative Evaluation Form – Midpoint Evaluations completed by University Supervisor and Cooperating Teacher and reflects satisfactory progress towards Competencies	C / NC
3. Clinical Fieldwork Experiences Log Documented through S4@The Beach. Must reflect minimum hours of clinical fieldwork (200 prior to student teaching) and diversity of experiences that meet Field Experience Log requirements.	C / NC
5. Student Teacher Meetings Attend and participate in all required Supervisor and Credential Program Student Teacher meetings & Seminars	C / NC
6. Intern Teacher Support Provider Log (for intern only) Due 5th of every month to Credential Center	C / NC / NA
7. Individualized Development Plan (IDP) - Clear Credential Transition Plan	C / NC
8. Summative Evaluation Form - Final Evaluations completed by University supervisor and Cooperating Teacher and reflects demonstrated Competencies met at a minimum score of 3	C / NC
9. Fieldwork Attendance Professional dependability in attendance and minimum hours of student teaching (400 hours) across the semester that reflect the reporting hours for teachers at the school site.	C / NC
10. Professional Development a. Online Trainings b. Mandated Reporter Training	C / NC C / NC

Credit for all areas required.

Final Grade: Credit / No Credit

Signature indicates this worksheet was reviewed

Teacher Candidate signature _____

Date: _____

Master Teacher signature _____

Date: _____

University Supervisor signature: _____

Date: _____

Education Specialist Preliminary Credential Program
EDSP 587A & 588A Traditional and Intern Student Teaching
Credit Worksheet for Additional Credential for
Mild Moderate Support Needs and Extensive Support Needs

Candidate: _____ **Course:** _____ **Semester:** _____

1. S4@The Beach Fieldwork Observation and Journal Form Weekly submissions through S4@ The Beach that reflect classroom experiences and link to TPEs, HLPs and Professional Dispositions	C / NC
2. Self-Evaluations and Goal Setting a. Additional Credential Competency: HLPs and TPEs b. Professional Dispositions c. Perceptions and Educational Goals	C / NC C / NC C / NC
2. Formative Evaluation Form – Midpoint Evaluations completed by University Supervisor and Cooperating Teacher and reflects satisfactory progress towards Competencies and completed by week 4 of the semester.	C / NC
3. Clinical Fieldwork Experiences Log Documented through S4@The Beach. Must reflect diversity of experiences that meet Field Experience Log requirements for area of authorization.	C / NC
5. Student Teacher Meetings Attend and participate in all required Supervisor and Credential Program Student Teacher meetings	C / NC
6. Intern Teacher Support Provider Log (for intern only) Due 5th of every month to Credential Center	C / NC / NA
7. Individualized Development Plan (IDP) - Clear Credential Transition Plan	C / NC
8. Summative Evaluation Form - Final Evaluations completed by week 8 by University Supervisor and Cooperating Teacher and reflects demonstrated Competencies met at a minimum score of 3.	C / NC
9. Fieldwork Attendance Professional dependability in attendance and required 8 full weeks of student teaching reflecting the reporting hours for teachers at the school site.	C / NC
10. Professional Development a. Mandated Reporter Training	C / NC

Credit for all areas required.

Final Grade: Credit / No Credit

Signature indicates this worksheet was reviewed

Teacher Candidate signature _____

Date: _____

Master Teacher signature _____

Date: _____

University Supervisor signature: _____

Date: _____

**California State University, Long Beach
College of Education**

Direct Observation Form

Education Specialist Credential Program
EDSP 587/588 and EDSP 587A/588A

Student:	Lesson Topic:	Date:	Course:
Master Teacher:	Supervisor:	School:	

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice teacher, 2=Developing skills to meet expectations for a novice teacher, 1=not meeting expectations for a novice teacher

*This observation form has been divided into three modules. The primary focus of observations will vary by the module

Module 1 (Beginning Phase):

- Lesson Planning
- Professionalism
- Classroom Management and Positive Behavior Supports

Module 2 (Practice Teaching Phase):

- General Lesson Delivery
- Teaching Methods

Module 3 (Solo Teaching Phase):

- Student Engagement
- Assessing Lesson Outcomes and Reflection
- Differentiation, adaptation, and individualization

Module 1

LESSON PLANNING	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Identify and prioritize long- and short-term learning goals • Setting long and short term learning goals for students • Systematically design instruction toward a specific learning goal • Designing single lessons and sequences of lessons; check for understanding during and at the conclusion of a lesson. • Adapt curriculum tasks and materials for specific learning goals 					
1. Shares lesson with master teacher and supervisor prior to teaching					
2. Materials for lesson reflect the identities of students in the classroom					

3. Written lesson plan is clear, complete, standards-based and reflects universal design for learning principles and culturally responsive and sustaining practices (U 3.1)					
4. Lesson plan includes an appropriate student-friendly objective for content, language, and IEP goals (U4.1; U4.3)					
5. Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways and considers students' strengths, cultural identity and relevance (U 3.4, 5.1; MM 3.1, 4.4, ESN 3.2, 3.3)					
6. Lesson plan includes an appropriate task analysis (U 2.1)					
7. Includes plans for engaging students, modeling, active participation, and checks for understanding considering students' background and lived experiences (U1.4, 1.8, 3.3)					
8. Lesson plan uses UDL principles and includes a plan for differentiated instruction for all students U 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8; MM 1.2, 2.9, 3.1, 4.2; ESN 1.7, 3.1, 4.1, 4.3, 4.4)					
9. Lesson plan includes opportunities for students to think critically and work collaboratively (U 1.5, 4.6)					
10. Lesson goals and instructional strategies are asset based and considers students' strengths and needs (U 1.1, 3.2, 4.2)					
11. Lesson plan incorporates appropriate assistive and available technology (U 3.7, 3.8, 4.7, 4.8; MM 4.1; ESN 4.3)					
Areas of Strength:					
Areas for Improvement:					

PROFESSIONALISM	N/A	1	2	3	4
12. Arrives on-time, prepared, and appropriately dressed					
13. Meets with master teacher and university supervisor and take initiative for setting goals for next lesson (U6.2)					
14. Take initiative to communicate with master teacher and supervisor in an open, constructive manner and reflects critically on feedback (U6.1)					
15. Models ethical conduct of teaching professionals (U6.5), including use of technology and digital media					
Areas of Strength:					
Areas for Improvement:					

CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS	N/A	1	2	3	4
HLPs					
<ul style="list-style-type: none"> Establish a consistent, organized, and respectful learning environment Provide positive and constructive feedback to guide students' learning and behavior Teach social behaviors 					
16. Demonstrates rapport with and respect for students, including students' multiple identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
17. Recognizes personnel biases, and individual student's culture and					

other identities impact behavior and teacher interpretation of behavior (U 6.2)					
18. Fosters relationships and safe spaces for students to explore diverse identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
19. Promotes mutual respect among students (U 2.1, 2.2, 2.3, 3.2; MM 3.2; ESN 2.5, 3.4)					
20. Communicates high expectations of all students (U 2.1, 2.3, 2.5, 2.6)					
21. Uses management strategies to anticipate and address potential behaviors before they occur (U 2.1, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
22. Provides specific, positive feedback for appropriate behaviors (U 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
23. Addresses disruptions calmly/effectively (U 2.2)					
24. Intervenes before inappropriate behavior escalates (U 2.1; MM 2.5, 1.7, 2.10, 2.7 ; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
25. Teaches, reteaches, and/or reinforces rules, procedures, and routines (TPE 2.1, 2.2; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
26. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
27. Uses behavior specific praise statements (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
28. Uses behavior specific corrective feedback (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
29. Provides explicit directions for task completion (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
30. Uses if/then statements when appropriate (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
31. Provides student choice in tasks/assignments to promote autonomy and self-determination (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
Areas of Strength:					
Areas for Improvement:					

Module 2

LESSON DELIVERY	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					

29. Lesson is taught to the specified objectives (U 4.3; MM 1.1, 4.4; ESN 1.6, 3.1; 4.5)					
30. Materials reflect the diversity of students in the class (race, gender, ethnicity, ability), are prepared, and used effectively (U TPE 4.3, 1.6; MM 1.1, 1.2, ESN 1.7, 3.2)					
31. Appropriate pacing is used to teach the lesson and monitor for student learning, i.e., starts lesson on time, transitions smoothly between tasks, completes lesson on time (U TPE 4.3)					
32. A variety of questioning and active participation strategies are used throughout the lesson (U TPE 4.3)					
33. The results of active participation strategies are used to make adjustments to the instruction (U TPE 1.8, 5.1, 5.2)					
34. Involves students in self-assessment (U TPE 5.3)					
35. Uses appropriate wait time during questioning					
36. Effectively implements appropriate and available technology (U TPE 3.7, 3.8, 4.7, 4.8, 5.3; MM 2.1; ESN 4.3)					
Areas of Strength:					
Areas for Improvement:					

TEACHING METHODS	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					
37. States lesson objective in student friendly language					
38. Provides appropriate modeling (U 4.3; MM 4.2, 4.3, ESN 4.1, 4.4)					
39. Provides clear, explicit directions/prompts (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
40. Implements student-centered instructional tasks (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4) and gives students opportunities to work with peers					
41. Provides students with ample guided practice (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
42. Provides scaffolding and corrective feedback and needed (MM 4.2, 4.3, ESN 4.1, 4.4)					
43. Provides students with independent practice when students' performance indicates readiness (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
44. Increases intensity of intervention as needed (MM 2.9; 3.1)					
45. Checks frequently for student understanding and monitors student performance (U 1.8)					
46. Provides repetition and assistance as needed (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
47. Provides appropriate reflection/closure to lesson					

Areas of Strength: Areas for Improvement:
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Module 3

STUDENT ENGAGEMENT	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Use strategies to promote active student engagement 					
48. Generates focus with positive attention cue(s)					
49. Uses cognitively age -appropriate activities or assignments (U TPE 4.1)					
50. Creates productive student groups that are appropriate to the learning goals of the lesson (U TPE 1.4, 1.6)					
51. Uses materials and resources to engage students (UTPE 1.1, 1.3, 1.4, 1.6)					
52. Provides students opportunities to integrate understanding (U TPE 1.1, 1.6)					
53. Links with prior academic learning (U TPE 1.1, 1.3)					
54. Links with students’ personal, cultural, or community assets (U TPE 1.1, 1.6)					
55. Elicits student responses by asking open-ended questions (U TPE 1.5)					
56. Builds on student responses by extending or clarifying (U TPE 1.5)					
57. Creates opportunities for critical thinking, inquiry and problem solving (U TPE 1.5)					
58. Uses student interests (U TPE 1.1, 1.6)					
59. Supports students in self-assessment (U TPE 5.3)					
60. Allows student participation in data collection if appropriate (self-monitoring, self-evaluation, self-recording)					
Areas of Strength: Areas for Improvement:					

ASSESSING LESSON OUTCOMES AND REFLECTION	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs • Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes • Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs 					
61. Uses appropriate procedures to measure students’ progress towards lesson and IEP objectives (U TPE 5.1; 5.2, 5.8; MM 3.1)					
62. Uses assessment information to guide instructional decision-making (U TPE 5.2, 5.8; MM 3.1)					

63. Analyzes assessments, including scoring criteria (U TPE 5.1, 5.8, MM 3.1)					
64. Reflects areas of strength and areas for improvement in lesson planning, presentation, teaching strategies, management and assessment (U TPE 6.1, MM 3.1)					
65. Proposes changes to instruction that address BOTH individual and collective learning needs related to the central learning focus (U TPE 5.2, 5.8, MM 3.1)					
Areas of Strength:					
Areas for Improvement:					

DIFFERENTIATION, ADAPTATION, AND INDIVIDUALIZATION	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					
66. Incorporates a variety of strategies for representing instructional material (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
67. Incorporates a variety of strategies for engaging learners (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
68. Offers students a variety of strategies to EXPRESS learning (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
69. Provides students with choices (U TPE 1.1, 1.6)					
70. Modifies assignments to challenge students appropriately (U TPE 4.3, 4.4; MM 3.1, 4.2, ESN 3.3, 4.4)					
71. Provides intensive and/or individual instruction as needed (MM 3.1, 4.3, 4.4, ESN 3.3, 4.1, 4.4)					
Areas of Strength:					
Areas for Improvement:					

EVALUATION OF TEACHER CANDIDATE

Education Specialist Credential Program

The evaluations for the Education Specialist Candidate are organized according to the California Teacher Performance Expectations (TPEs) for Universal, Mild Moderate Support Needs, and Extensive Support Needs and are aligned with the High Leverage Practices in Special Education (HLPs) and the CSULB College of Education Rubric for Professional Dispositions. Candidates will meet all these competencies at a beginning teacher level.

Overview of Competencies

TPEs California Teacher Performance Expectations	HLP High Leverage Practices in Special Education	CRSP Culturally Responsive & Sustaining Practices Tenets
<p><i># 1 Engaging and Supporting All Students in Learning</i></p> <p><i>#2. Creating and Maintaining Effective Environments for Student Learning</i></p>	<p><i>Social/Emotional and Behavioral Support</i></p> <p>7. Establish a consistent, organized, and respectful learning environment</p> <p>8. Provide positive and constructive feedback to guide students' learning and behavior</p> <p>9. Teach social behaviors</p> <p>10. Conduct functional behavioral assessments to develop individual student behavior support plans</p>	<p><i>Relationships</i></p> <p>1. Fosters interpersonal dialogue, relationships of trust and sense of community among students and adults</p> <p>2. Uses appropriate cultural referents and ability identities to co-construct knowledge and foster the development of the whole child/youth</p> <p>3. Recognizes the positionality of the instructor and acknowledges power dynamics in the classroom and with families</p> <p>6. Communicates high expectations and provides appropriate contextualized support to reach these.</p> <p>9. Promotes non-essentializing conceptualizations of culture, including multiple cultural dimensions (eg. racial, ethnic, class, religious, ability, & gender)</p>
<p><i># 3. Understanding and Organizing Subject Matter for Student Learning</i></p> <p><i># 4. Planning Instruction and Designing Learning Experiences for All Students</i></p>	<p><i>Instruction</i></p> <p>11. Identify and prioritize long- and short-term learning goals</p> <p>12. Systematically design instruction toward a specific goal</p> <p>13. Adapt curriculum tasks and materials for specific learning goals</p> <p>14. Teach cognitive and metacognitive strategies to support learning and independence</p> <p>15. Provide scaffolded supports</p> <p>16. Use explicit instruction</p> <p>17. Use flexible grouping</p>	<p><i>Critical Pedagogy</i></p> <p>7. Uses instructional strategies connected to different ways of learning and students' interests and backgrounds</p> <p>11. Creates curricular content that invites students to explore complex identities and discusses histories critically through analysis of power, opportunity, denial, and privilege</p> <p>12. Challenges and modifies the 'core curriculum' by recognizing the legitimacy of cultural heritages of multiple racial,</p>

	<p>18. Use strategies to promote active student engagement</p> <p>19. Use assistive and instructional technologies</p> <p>20. Provide intensive instruction</p> <p>21. Teach students to maintain and generalize new learning across time and settings</p> <p>22. Provide positive and constructive feedback to guide students' learning and behavior</p>	<p>ethnic, class, religious, ability, and gender groups as worthy content to be taught in the formal curriculum</p> <p>13. Enacts anti-bias pedagogy and assets-based perspectives of families and communities; identifies counternarratives</p> <p>14. Promotes student development of skills to become social critics and decision-makers</p> <p>16. Actively engages in critical self-work to identify and address aspects of privilege and marginalization in one's own multiple social identities</p>
<i># 5. Assessing Student Learning</i>	<p style="text-align: center;"><i>Assessment</i></p> <p>4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs</p> <p>5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</p> <p>6. Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes</p>	<p style="text-align: center;"><i>Foundational Pedagogy</i></p> <p>5. Uses intersectional knowledge of the students to make learning more appropriate and effective</p> <p>8. Builds bridges of meaningfulness between students' lived socio-cultural realities, academic content and educator expectations (minimize abstractions)</p> <p>10. Promotes cultural identity and heritage through affirmation of student language acquisition experiences (language experiences in classroom to include non-standard English, sign language, augmentative/alternative communication, languages other than English etc.)</p>
<i># 6. Developing as a Professional Educator</i>	<p style="text-align: center;"><i>Collaboration</i></p> <p>1. Collaborate with professionals to increase student success</p> <p>2. Organize and facilitate effective meetings with professionals and families</p> <p>3. Collaborate with families to support student learning and secure needed services</p>	<p style="text-align: center;"><i>Relationships & Critical Pedagogy</i></p> <p>2. Fosters interpersonal dialogue, relationships of trust and sense of community among students and adults</p> <p>3. Recognizes the positionality of the instructor and acknowledges power dynamics in the classroom and with families</p> <p>4. Actively promotes allyship to advance the culture of inclusion through intentional, positive and conscious efforts that benefit people as a whole</p> <p>13. Enacts anti-bias pedagogy and assets-based perspectives of families and communities; identifies counternarratives</p> <p>15. Promotes student development of skills to advance systemic reforms (e.g., change in policies, laws, institutional practices)</p>

Demonstration of Teacher Competencies Evaluation Form

EDSP 587, EDSP 587 A, EDSP 588, EDSP 588A

Education Specialist Preliminary Credential Program

Teacher Candidate	
Student Teaching Semester	
Course Enrolled	
Master Teacher or Site Provider	
University Supervisor	
School Site/District	

Name of person completing this form: _____

Formative Review

Summative Review

<p>1 <i>(Not a passing score)</i> Teacher candidate is not meeting expectations of the profession as a novice educator, or has not yet evidenced TPEs</p>	<p>2 <i>(Not a passing score)</i> Teacher candidate is meeting some expectations of the profession as a novice educator but has not yet consistently met TPEs</p>	<p>3 <i>(Passing Score)</i> Teacher candidate is meeting expectations of the profession as a novice educator</p>	<p>4 <i>(Passing Score)</i> Teacher candidate is exceeding expectations of the profession as a novice educator</p>
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Passing (Cr/NC) Student Teaching requires candidates receive a passing score of a 3 or 4 on all TPEs by the Summative final review.

Credential Objective	Required Competency Components for Credential
Mild Moderate Support Needs (MMSN)	Universal <u>and</u> Mild Moderate Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets
Extensive Support Needs (ESN)	Universal <u>and</u> Extensive Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets
Additional or Dual Credential	Authorization area Teacher Performance Expectations (TPEs) Professional Dispositions CRSP Tenets

TPE 1: Engaging and Supporting All Students

<p>Universal TPE 1 & HLPs <i>Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:</i> -Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress (U1.2)</p>			
<p>1 Not a passing score</p>	<p>2 Not a passing score</p>	<p>3 Passing Score</p>	<p>4 Passing Score</p>

TPE 1 Mild/Moderate Support Needs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and demonstrate the ability to:

- Identify appropriate supports with knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (MM1.3, ESN1.8).
- Monitor student progress toward learning goals (MM1.4) and use strategies to facilitate and students in assuming increasing responsibility for learning, self-advocacy, psychosocial development, and self-determined behavior of students with disabilities (MM1.6, ESN1.11).
- Develop IEP/ITPs with students and families (MM1.5, ESN1.10).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 1 Extensive Support Needs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and demonstrate the ability to:

- Collaborate with families and appropriate related services personnel, use students’ present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs (ESN1.5).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 1 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview Journal Reflection Sample/Example
 Observation of teaching/interaction Other (state) _____

Areas of strength in TPE 1:

Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:

TPE 2: Creating and Maintaining Effective Environments

Universal TPE 2 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 2 Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Collaborate with families and related services personnel to support access to, and optimal learning experiences for, students with MMSN in the least restrictive environment, according to students' unique needs including general education and specialized academic instructional settings (MM2.4, ESN 2.4).

-Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments (MM2.1, ESN 2.5).

Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community (MM2.2, ESN 2.6).

Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations (MM2.3, ESN 2.7).

They demonstrate the ability to identify if a student's behavior is a manifestation of their disability (MM2.6, ESN 2.9).

-Demonstrate the knowledge, skills, and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function (MM 2.11, ESN 2.14).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 2 Extensive Support Needs TPEs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs and facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures (ESN2.1).

-Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by - Develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional, and meaningful activities as related to students with extensive support needs including those who are deafblind (ESN2.3).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 2 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview
 Journal Reflection
 Sample/Example
 Observation of teaching/interaction
 Other (state) _____

Areas of strength in TPE 2:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 3: Understanding and Organizing Subject Matter Application of Content

Universal TPE 3 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 3 Mild Moderate Support Needs TPEs

Beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form.

1	2	3	4
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Not a passing score	Not a passing score	Passing Score	Passing Score
TPE 3 Extensive Support Needs TPEs <i>Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form.</i>			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
Evidence/Source to support scores for TPE 3 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply. <input type="checkbox"/> Interview <input type="checkbox"/> Journal Reflection <input type="checkbox"/> Sample/Example <input type="checkbox"/> Observation of teaching/interaction <input type="checkbox"/> Other (state) _____			
Areas of strength in TPE 3:			
Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:			

TPE 4: Planning Instruction and Designing Lesson Experiences for All Students

Universal TPE 4 & HLPs <i>Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:</i> -Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans (U4.5).			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
TPE 4 Mild Moderate Support Needs TPEs <i>In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:</i> -Apply knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (MM4.5, ESN4.6). -Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions (MM 4.6, ESN4.7).			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
TPE 4 Extensive Support Needs TPEs <i>Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.</i>			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
Evidence/Source to support scores for TPE 4 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply. <input type="checkbox"/> Interview <input type="checkbox"/> Journal Reflection <input type="checkbox"/> Sample/Example <input type="checkbox"/> Observation of teaching/interaction <input type="checkbox"/> Other (state) _____			
Areas of strength in TPE 4:			
Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:			

TPE 5: Assessing Student Learning

Universal TPE 5 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:

- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (U5.5).
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities (U5.6).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 5 Mild Moderate Support Needs TPEs.

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs (MM 5.1., ESN 5.3).
- Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities (MM 5.2, ESN5.3).
- Apply knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law (MM 5.3, ESN5.4).
- Apply knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) MM 5.4, ESN 5.5).
- Apply knowledge of second language development and the distinction between language disorders, disabilities, and language differences. MM 5.5, ESN 5.6).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 5 Extensive Support Needs TPEs.

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 5 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview Journal Reflection Sample/Example
 Observation of teaching/interaction Other (state) _____

Areas of strength in TPE 5:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 6: Developing as a Professional Educator (Collaboration)

Universal TPE 6 & HLPs

Beginning special education teachers demonstrate the ability to:

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (U6.1).
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues (U6.2).
- Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues (U6.3).
- Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning (U6.4).
- Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and other (U6.5).
- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools (U6.6).
- Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance (U6.7).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 6 Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

- Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals (MM 6.2, ESN6.3)
- apply knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities. (U6.7) (MM 6.3, ESN6.4)
- apply knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. MM 6.5, ESN6.6
- Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. MM 6.6, ESN 6.7

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 6 Extensive Support Needs TPEs

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 6 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview Journal Reflection Sample/Example
 Observation of teaching/interaction Other (state) _____

Areas of strength in TPE 6:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

Professional Dispositions in Basic Credential Programs plus CRSP

Rubric for Professional Dispositions	1 -Not Meeting Expectations	2 -Novice Meeting Some Expectations	3 -Beginning Teacher; Meeting Expectations	4 -Exceeding Expectations
Demonstrates the belief that all children can learn.				
Values equity and fairness.				
Values diversity and considers all points of view.				
Exhibits dependability, initiative, enthusiasm, and follow-through.				
Demonstrates appropriate self-esteem, flexibility, resourcefulness, and positive response to constructive feedback.				
Engages in socially appropriate and professionally ethical behavior.				
Collaborates and interacts professionally with colleagues, parents, staff, and the community.				
Improves professional practice through continuous reflection.				
Pursues opportunities to contribute and grow professionally.				
Honors legal/professional obligations and follows regulations.				
Reflects on how teacher biases and student individual culture and other identities impact behavior and teacher interpretation of behavior.				
Considers students' culture as an asset to learning, uses an asset-based perspective of students' families.				
Recognizes the positionality of the teacher and acknowledges power dynamics in the classroom and with families.				

Signatures indicate review of this evaluation.

Teacher Candidate _____ Date _____

Master Teacher/Support Provider _____ Date _____

University Supervisor _____ Date _____