

## UDCP 420/422/423 Fieldwork Assignment Checklist

### Section 1: Special Education Observations

Special Education Setting Observations, 1 page reflection	Date Completed	Reflection Completed	Field Supervisor Initials
1. M/M Elementary			
2. M/M Secondary			
3. M/S Elementary			
4. M/S Secondary			
5. Transition (Will complete in UCDP 414)			
6. Inclusive Classroom (use observations from last year)			
7. SIOP/Bilingual/ELD observation			

### Section 2: Lesson Planning

Assignment	Date Completed	Supervisor Initials
1. Co-planned and co taught lesson in role of general education teacher		
2. Co-planned and co taught lesson in role of special education teacher		
3. Community Observation for developing lesson, funds of knowledge		
4. Lesson incorporating Assistive Technology		
5. Modify an existing lesson (from curriculum) to be culturally responsive and inclusive using UDL framework		
6. Lesson that includes virtual field trip (EDEL 472)		

### Section 3: Parent/Community Activities

Assignment	Date Completed	Supervisor Initials
1. Open House/Back to School Night		

2. Parent/Teacher Conferences		
3. PTA meeting/School site council		
4. Community exchange assignment--- take kids into the community, bring community into the school		

#### **Section 4: Interventions**

Assignment	Date Completed	Supervisor Initials
1. Tier 2 Math Intervention (UDCP 415)		
2. Tier 3 Reading Intervention (UDCP 422/423)		
3. Functional Analysis/Behavior Intervention Plan (UDCP 422/423)		

#### **Section 5: IEP Assignments**

Assignment	Date Completed	Supervisor Initials
1. Observe IEP Meeting		
2. Assess Student for IEP		
3. Develop PLPs and IEP Goal		
4. Conduct IEP Meeting		

#### **Section 6: Programming for Inclusion**

Assignment	Date Completed	Supervisor Initials
1. Select student and set goals		
2. Develop program plan		
3. Conduct program		
4. Reflect on program		



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

Observation Form  
Urban Dual Credential Program  
UDCP 420/422/423

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

**Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice teachers, 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: Weeks 3-6:  
Lesson Planning  
Professionalism  
Classroom Management and Positive Behavior Supports

Module 2: Weeks 7-10:  
General Lesson Delivery  
Teaching Methods

Module 3: Weeks 11-14:  
Student Engagement  
Assessing Lesson Outcomes and Reflection  
Differentiation, adaptation, and individualization

**Module 1: Weeks 3-6**

<b>LESSON PLANNING</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HLPs</b> <ul style="list-style-type: none"> <li>• Identify and prioritize long- and short-term learning goals</li> <li>• Setting long and short term learning goals for students</li> <li>• Systematically design instruction toward a specific learning goal</li> <li>• Designing single lessons and sequences of lessons; check for understanding during and at the conclusion of a lesson.</li> <li>• Adapt curriculum tasks and materials for specific learning goals</li> </ul>					
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)					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					

<b>PROFESSIONALISM</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					

<b>CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HLPs</b>					
<ul style="list-style-type: none"> <li>Establish a consistent, organized, and respectful learning environment</li> <li>Provide positive and constructive feedback to guide students' learning and behavior</li> <li>Teach social behaviors</li> </ul>					
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)					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					

## Module 2: Weeks 7-11

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

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

## Module 3: Weeks 12-15

<b>STUDENT ENGAGEMENT</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HLPs</b> <ul style="list-style-type: none"> <li>Use strategies to promote active student engagement</li> </ul>					
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)					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					

<b>ASSESSING LESSON OUTCOMES AND REFLECTION</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HLPs</b> <ul style="list-style-type: none"> <li>Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</li> <li>Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes</li> <li>Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs</li> </ul>					
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)					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					

<b>DIFFERENTIATION, ADAPTATION, AND INDIVIDUALIZATION</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HLPs</b> <ul style="list-style-type: none"> <li>• Teach cognitive and metacognitive strategies to support learning and independence</li> <li>• Provide scaffolded supports</li> <li>• Use flexible grouping</li> <li>• Use strategies to promote active student engagement</li> <li>• Use assistive and instructional technologies</li> <li>• Provide intensive instruction</li> <li>• Teach students to maintain and generalize new learning across time and settings</li> <li>• Provide positive and constructive feedback to guide students' learning and behavior</li> </ul>					
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)					
<b>Areas of Strength:</b>					
<b>Areas for Improvement:</b>					



## EVALUATION OF TEACHER CANDIDATE

### URBAN DUAL CREDENTIAL PROGRAM

For MID-SEMESTER evaluations master teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their master teacher and university supervisor at MID-SEMESTER and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the master teacher and university supervisor with evidence to support their assessments.

The evaluations are organized according to the California Standards for the Teaching Profession, which also align with Council for Exceptional Children (CEC) standards.

<b>CSTPs</b> <i>California Standards for the Teaching Profession</i>	<b>CEC</b> <i>Council for Exceptional Children</i>
1. Engaging and Supporting All Students 2. Creating and Maintaining Effective Environments	1. Learner Development and Individual Learning Differences 2. Learning Environments
3. Understanding and Organizing Subject Matter Application of Content	3. Curricular Content Knowledge
4. Assessing Student Learning	4. Assessment
5. Planning Instruction and Designing Learning Experiences Strategies	5. Instructional Planning and Strategies
6. Learning Developing as a Professional Educator	6. Professional Learning and Practice 7. Collaboration

**MID-SEMESTER**  
**Field Experience Evaluation Form**  
 Urban Dual Credential Program

<b>Teacher Candidate</b>	
<b>Mentor Teacher</b>	
<b>University Supervisor</b>	
<b>School Site</b>	

<b>Course</b>	<b>Semester</b>
<b>UDCP 420 (general education)</b>	
<b>UDCP 422 (mild/moderate)</b>	
<b>UDCP 423 (moderate/severe)</b>	

<b>Strengths</b>	
1.	
2.	
3.	

<b>Areas for Development</b>	
1.	
2.	
3.	

<p><b>EVALUATION OF TEACHER CANDIDATE</b></p> <p><b>URBAN DUAL CREDENTIAL PROGRAM</b></p>
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MID-TERM and FINAL evaluations request that mentor teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their master teacher and supervisor at MIDTERM and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the master teacher and supervisor with evidence to support their assessments.

The master teacher’s FINAL evaluation is an official document. The CSULB field supervisor collects the signed forms to file with the program.

The evaluations are organized according to the CSTPs which also align with Council for Exceptional Children (CEC) standards.

<b>CSTPs</b> <i>California Standards for the Teaching Profession</i>	<b>CEC</b> <i>Council for Exceptional Children</i>
<ol style="list-style-type: none"> <li>1. Engaging and Supporting All Students</li> <li>2. Creating and Maintaining Effective Environments</li> </ol>	<ol style="list-style-type: none"> <li>1. Learner Development and Individual Learning Differences</li> <li>2. Learning Environments</li> </ol>
<ol style="list-style-type: none"> <li>3. Understanding and Organizing Subject Matter Application of Content</li> </ol>	<ol style="list-style-type: none"> <li>3. Curricular Content Knowledge</li> </ol>
<ol style="list-style-type: none"> <li>4. Assessing Student Learning</li> </ol>	<ol style="list-style-type: none"> <li>4. Assessment</li> </ol>
<ol style="list-style-type: none"> <li>5. Planning Instruction and Designing Learning Experiences Strategies</li> </ol>	<ol style="list-style-type: none"> <li>5. Instructional Planning and Strategies</li> </ol>
<ol style="list-style-type: none"> <li>6. Learning Developing as a Professional Educator</li> </ol>	<ol style="list-style-type: none"> <li>6. Professional Learning and Practice</li> <li>7. Collaboration</li> </ol>

## Clinical Practice Evaluation Form

URBAN DUAL CREDENTIAL PROGRAM

CSU Long Beach

<b>Teacher Candidate</b>	
<b>Master Teacher</b>	
<b>University Supervisor</b>	
<b>School Site</b>	

Course	Semester Completed
<b>UDCP 420 (multiple subject)</b>	
<b>UDCP 422 (mild/moderate)</b>	
<b>UDCP 423 (moderate/severe)</b>	

Person completing this form:

\_\_\_\_\_ Teacher Candidate      \_\_\_\_\_ Mentor Teacher      \_\_\_\_\_ Field Supervisor

<b>1</b> <i>(not a passing score)</i> Teacher candidate is not meeting expectations of the education profession.	<b>2</b> <i>(not a passing score)</i> Teacher candidate is developing expectations of the profession as a novice educator. but has not yet met them	<b>3</b> <i>(passing score)</i> Teacher candidate has expectations of the profession as a novice educator	<b>4</b> <i>(passing score)</i> Teacher candidate is exceeding expectations as a professional educator.
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**Teacher candidates are expected to score 3 or 4 for all standards.**

Teacher Candidates are not expected to have passing scores in all areas until the end of their second semester. While both multiple subject and special education standards need to be met by the end of the second semester, candidates can meet standards for either multiple subject or special education in either placement or both.

<b>CSTP 1-Engaging and Supporting All Students:</b> Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>CEC Standard 1-Learner Development and Individual Learning Differences:</b> Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>Areas of Strength:</b>			
Master Teacher:			
University Supervisor:			
Student Teacher:			
<b>Areas for Further Development:</b>			
Master Teacher:			
University Supervisor:			
Student Teacher:			

<b>CSTP 2-Creating and Maintaining Effective Environments:</b> Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>CEC Standard 2-Learning Environments:</b> Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>Areas of Strength:</b>			

Master Teacher:

University Supervisor:

Student Teacher:

**Areas for Further Development:**

Master Teacher:

University Supervisor:

Student Teacher:

<b>CSTP 3-Understanding and Organizing Subject Matter Application of Content:</b> Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>CEC Standard 3-Curricular Content Knowledge:</b> Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<p><b>Areas of Strength:</b> Master Teacher:</p> <p>University Supervisor:</p> <p>Student Teacher:</p> <p><b>Areas for Further Development:</b> Master Teacher:</p> <p>University Supervisor:</p> <p>Student Teacher:</p>			

<b>CSTP 4-Assessing Student Learning:</b> Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<b>CEC Standard 4-Assessment:</b> Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.			
<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
<p><b>Areas of Strength:</b> Master Teacher:</p>			

University Supervisor:

Student Teacher:

**Areas for Further Development:**

Master Teacher:

University Supervisor:

Student Teacher:

**CSTP 5-Planning Instruction and Designing Learning Experiences Strategies:** Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
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**CEC Standard 5-Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
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**Areas of Strength:**

Master Teacher:

University Supervisor:

Student Teacher:

**Areas for Further Development:**

Master Teacher:

University Supervisor:

Student Teacher:

**CSTP 6-Learning Developing as a Professional Educator:** Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and



development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
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**CEC Standard 6-Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
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**Areas of Strength:**

Master Teacher:

University Supervisor:

Student Teacher:

**Areas for Further Development:**

Master Teacher:

University Supervisor:

Student Teacher:

**CEC Standard 7-Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<b>1</b> Not a passing score	<b>2</b> Not a passing score	<b>3</b> Passing Score	<b>4</b> Passing Score
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**Areas of Strength:**

**Areas for Further Development:**

The Urban Dual Credential Program at CSULB highly values specific teacher dispositions and believes they are necessary for becoming a successful teacher. The following dispositions are evaluated in UDCP.

Professional Dispositions	1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
<b>1. Professional and Ethical Conduct</b>				
<b>2. Effective Work Habits</b>				
<b>3. Effective Communication (with master teacher, supervisor, students, parents, school principal, &amp; other school staff)</b>				
<b>4. Self-reflection</b>				
<b>5. Inclusion---belief that all children can learn; values equity, fairness &amp; diversity</b>				

Signatures indicate review of this evaluation.

Teacher Candidate	_____	Date	_____
Mentor Teacher	_____	Date	_____
University Supervisor	_____	Date	_____

**\*This evaluation should be signed by the Teacher Candidate, the Master Teacher, and the CSULB Supervisor. CSULB Supervisor will collect the original. The Teacher Candidate and Mentor Teacher will each receive digital copies.**