CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 489a: Directed Teaching in Special Education

Student Teacher's Name:

CSUF Supervisor's Name:

Master Teacher's Name:

School:

Class:

District:

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the = Teacher Performance Expectations (TPEs) for Mild to Moderate Support Needs.

NE = Unable to Judge

1 = Emerging

2 = Expanding

3 = Proficient

4 = Accomplished

TPEs (Combined Universal and Mild to Moderate Support Needs)

	NE = Unable to Judge	1 = Emerging	2 = Expanding	3 = Proficient	4 = Accomplished
TPE 1: Engaging and Supporting Students in Learning					
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.					
2. Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. *Applies practices within teaching relevant and effective for students with communication needs.*					
4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP)					
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.					
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. *Monitors student learning and adjusts instruction while teaching to actively engage students.*					

TPE 2: Creating and Maintaining Effective Environments for Student Learning					
1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.					
5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.					
6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.					
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.					
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.					
TPE 3: Understanding and Organizing Subject Matter for Student Learning					

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).					
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students					
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.					
3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.					
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. *Uses technology to support learning among all students.*					

TPE 5: Assessing Student Learning					
1. 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.					
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.					
TPE 6: Developing as a Professional Educator					
1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.					
2. 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. *Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues.*					