CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 488: 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 Universal (Common Trunk) Teacher Performance Expectations (TPEs).

NE = Unable to Judge   1 = Emerging   2 = Expanding   3 = Proficient   4 = Accomplished

Universal TPEs (Common Trunk)

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TPE 1: Engaging and Supporting and 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.					

Applies students' experiences, cultures, social-emotional needs, and funds of knowledge to engage them in learning.					
2. 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. *Maintains ongoing communication with students and their families to communicate expectations and student progress.*					
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. *Supports English Learners using evidence-based strategies.*					
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. *Provides opportunity to access the curriculum via visual and performing arts.*					

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					
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. *Creates learning environments that supports diverse student needs and positive interactions among students.*					
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. *Establishes a safe learning environment free of bullying, racism, and sexism.*					
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. *Maintains high expectations for all students.*					
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-					

teacher interactions by communicating classroom routines, procedures, and norms to students and families. *Establishes clear expectations for positive classroom behaviors and interactions.*				
TPE 3: Understanding and Organizing Subject Matter for Student Learning				
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. *Demonstrates knowledge of subject.*				
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. *Makes accommodations and modifications to the curriculum based on students' needs.*				
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. *Consults and collaborates with educators to plan for instruction and support student learning*				
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of				

all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. *Uses subject specific strategies to develop academic literacy among all students including English Learners.*					
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. *Utilizes appropriate instructional resources to ensure equitable access to curriculum.*					
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security. *Uses technology to support learning and develop digital citizenship.*					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students					
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.					

Applies knowledge of students, including linguistic and cultural background and development to plan, design, implement, and monitor instruction.					
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. *Applies knowledge of atypical child development to support student learning.*					
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics science, and other disciplines across the curriculum, as applicable to the subject area of instruction. *Makes cross-disciplinary connections.*					
5. 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. *Promotes self-advocacy among students with diverse needs.*					
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. *Collaborates to access resources for planning and instruction.*					

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons 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 (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. *Applies knowledge of assessment to design and administer a wide range of assessments.*				
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. *Uses different types and forms of assessment to plan and modify instruction and document student learning over time.*				
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. *Involves students in self-assessment.*				
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				

Communicates assessment results in a timely manner to students and families.					
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. *Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.*					
TPE 6: Developing as a Professional Educator					
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.*					
4. 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. *Demonstrates effective communication to support teacher and student learning.*					