

Candidate Name: _____ CSUSM Identification #: _____



**CAL STATE SAN MARCOS
PRELIMINARY MILD/MODERATE EDUCATION SPECIALIST
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT**

Teacher Candidate: _____ ID #: _____
 Preferred Phone: _____ CSUSM E-mail: _____
 University Supervisor: _____
 Cooperating Teacher: _____ School/District: _____
 Semester/Year: _____ (Dates: From _____ to _____)
 Projected Exit Date: _____
 If required, "Sister" Placement – School/District: _____
 "Sister" Cooperating Teacher: _____ (Dates: From _____ to _____)

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.
 To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

CSTP Domain A: Making Subject Matter Comprehensible to Students						
TPE Element	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets 4 = Exceptional
1.1	Demonstrates understanding of disabilities and their effects on students' learning, skills development, and behavior	OB and POM; Differentiated lesson/unit plan based on IEPs;				
1.2	Uses principles of Universal Design for Learning (UDL) to systematically provide students with IEPs, accommodations, modifications, and differentiated instruction and assessment in the Common Core State Standards (Language Arts, Mathematics, Science, History-Social Studies) and Next Generation Science Standards for grade levels and service delivery modes of legal assignment	OB and POM: Differentiated lesson/unit plan based on IEPs; Differentiated assessments				
CSTP Domain B: Assessing Student Learning						
TPE Element	TPE 2 Monitoring Student Learning During Instruction The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets 4 = Exceptional

MILD/MODERATE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

2.1	Uses data collection systems and multiple measures to monitor student progress based upon each student's IEP to determine whether students are adequately progressing toward learning key concepts of Common Core State Standards	OB and POM; Differentiated lesson/unit plan based on IEPs; Differentiated benchmark assessments					
2.2	Purposefully uses multiple and differentiated formative and summative assessments to evaluate student learning in order to adjust instruction	Same as above					
TPE Element	TPE 3 Interpretation and Use of Assessments The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
3.1	Demonstrates knowledge of how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability	OB and POM; Assesses levels of proficiency of ELL students; Determines IEP eligibility					
3.2	Can explain to a student and his/her family, the student's academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help the student achieve the curriculum	Same as above; IEP meeting facilitation; Home-school communication system					
3.3	Uses and understands the purposes of different diagnostic methods and tools (i.e., special education eligibility, baseline determination, progress monitoring, ELL proficiency; summative assessment, special assessment for individual student)	OB and POM; Assesses ELL proficiency; Determines IEP eligibility; Develops and uses rubrics; RTI/MTSS monitoring; Smarter Balanced results interpretation					
3.4	Understands and uses a variety of informal (e.g., analysis of student work) and formal formative and summative assessments to determine students' progress and plan or modify instruction	OB and POM; Use of rubrics; Lesson planning based on data; RTI/MTSS monitoring; Data collection and interpretation; Smarter Balanced results interpretation					

CSTP Domain C: Engaging and Supporting Students in Learning							
TPE Element	TPE 4 Making Content Accessible The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
4.1	Participates in developing and implementing IEP instructional goals that ensure access to and progress in the Common Core State Standards and promote inclusion in general education curriculum and instruction	OB and POM; Completed IEP plan					
4.2	Selects and uses various instructional materials, strategies, supports, and resources to prioritize and sequence content to facilitate student access to and learning of Common Core State Standards	Same as above					
TPE Element	TPE 5 Student Engagement The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
5.1	Uses differentiated materials and methods to ensure active and equitable engagement of students	OB and POM; Differentiated lesson plans					
5.2	Makes instruction personally and instructionally relevant by: a) using student experiences and community resources and b) structuring adequate opportunities and time for applied learning activities	Same as above					
TPE Element	TPE 6 Developmentally Appropriate Teaching Practices The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
6.1	Sets student expectations based upon knowledge of typical and atypical development	OB and POM; Differentiated lesson/unit plans; Class norms					
6.2	Develops and implements age-appropriate instructional and behavior accommodations and supports (e.g., Behavior	Same as above; BIP plan; Planning script and planning space/room					

MILD/MODERATE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

	Interventions Plans and informal support plans) that facilitate successful inclusion of students with IEPs in general education curriculum and instruction						
6.3	Facilitates student self-efficacy, self-determination, and access to emotional and mental health services and supports	OB and POM; IEP/ITP; BIP plan; Self-advocacy teaching					
TPE Element	TPE 7 Teaching English Learners The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
7.1	Knows and uses a) English Language Development (ELD) principles and methods (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and differentiate instruction according to students' language abilities	OB and POM; Differentiated lesson/unit plans; SDAIE strategies; Differentiated assessment inclusive of first language expression					
7.2	Uses ELD principles and methods and primary language resources (e.g., books, students' primary language skills, paraeducators, peers) to enable students to develop academic language, comprehend core curriculum content, and express understanding in a variety of ways	Same as above; Use of resources in the primary language (e.g., paraeducators, peers, books)					
CSTP Domain D: Planning Instruction and Designing Learning Experiences for Students							
TPE Element	TPE 8 Learning About Students The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
8.1	Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modalities, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement	OB and POM; Interest, MI, and learning profile surveys; Class meetings; Assess assistive technology needs; Home-school communication					
	Reflects on above student data	OB and POM;					

MILD/MODERATE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

8.2	(with consultation from others, as needed) to identify and provide needed supports for students with IEPs	Differentiated lesson/unit plans; SDAIE strategies; Differentiated assessment; First language resources					
TPE Element	TPE 9 Instructional Planning The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
9.1	Plans a sequence of instruction with long-term and short-term goals for student learning of Common Core State Standards and Next Generation Science Standards	OB and POM; Differentiated lesson/unit plans; SDAIE strategies; Differentiated assessment inclusive of first language; IEP/ITP development					
9.2	Uses evidence-based methods (e.g., direct instruction, cooperative learning) to enable students to meet IEP goals and grade level or alternative curriculum goals	Same as above					
9.3	Uses effective communication, co-teaching, and coordination skills with general educators and other service providers (e.g., related service personnel, paraeducators, community agencies, family members) to plan instruction	Same as above; Arranges supports (e.g., peers, paraeducator); Team meeting agendas; Personnel schedules; Interpersonal skill use reflection					
CSTP Domain E: Creating and Maintaining Effective Environments for Student Learning							
TPE Element	TPE 10 Instructional Time The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
10.1	Allocates and adjusts instructional time to maximize achievement of IEP goals, Common Core State Standards, and Next Generation Science Standards	OB and POM: Curriculum mapping; Daily and weekly lesson planning					
10.2	Maximizes instruction time by establishing and applying norms, procedures, and routines, and incorporating	OB and POM: Applies norms, procedures, and routines; Use of					

MILD/MODERATE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

	instructional, augmentative, and assistive technology	instructional, augmentative, and assistive technology					
TPE Element	TPE 11 Social Environment The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
11.1	Uses classroom management methods and systems that create a safe, caring, and respectful learning environment aligned with students' IEP plans, school discipline policies, and family cultural considerations	OB and POM; Social skills lesson plan; Class meetings; Use of planning area/room; Set and apply class norms; Home-school communication					
11.2	Teaches, expects, and supports students to work independently and collaboratively and to jointly problem solve	Same as above; Social skills instruction and practice					
11.3	Understands and uses school-wide positive behavior intervention and support systems and services for students with behavior, social, emotional, trauma, and mental health needs	Same as above; MAPs implementation; Individual behavior contract; BIP and FBA					
11.4	Knows how to develop and implement a positive Behavior Intervention Plan based upon a Functional Behavioral Analysis	Same as above					
CSTP Domain F: Developing as a Professional Educator							
TPE Element	TPE 12 Professional, Legal and Ethical Obligations The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
12.1	Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, MTSS/SS, 504 plans, and eligibility and placement	OB and POM; IEP and 504 plan; p MTSS/RTI participation; EDMX 631, 632, and 635 re: law and policy					
12.2	Knows and uses district policies and federal law to respond to dangerous student behavior	Same as above; Develops and implements BIP for students					

MILD/MODERATE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

12.3	Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel	Same as above				
12.4	Models ethical behavior and honors laws relating to professional misconduct	Same as above				
12.5	Knows and uses district guidelines and procedures to report suspected cases of child abuse, neglect, or sexual harassment	Certificate of completion of training on mandatory reporting; same as above				
TPE Element	TPE 13 Professional Growth The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting	1 = Does not meet	2 = Approaching	3 = Meets 4 = Exceptional
13.1	Evaluates own teaching practices and subject matter knowledge, and sets goals for increasing knowledge and teaching effectiveness	OB & POM re: TPEs and dispositions; Individualized Transition Development Plan				
13.2	Participates in the larger educational community for professional growth	Same as above; Joins professional organizations; Seeks and participates in continuing education activities				

Based upon the above assessment, this candidate has met the Preliminary Mild/Moderate Education Specialist TPEs and is recommended for the Preliminary Mild/Moderate Education Specialist Instruction Credential. To the best of my knowledge, the information is accurate and complete.

Education Specialist Candidate Signature: _____ Date: _____

CSUSM Supervisor Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____