

Candidate Name: _____ CSUSM Identification #: _____



**CAL STATE SAN MARCOS
PRELIMINARY MODERATE/SEVERE 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/S TPEs is made of the candidate at the *novice* teacher level.
 To receive credit for an ES M/S 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/S TPE at the level of a novice teacher
- **Exceptional** – Performs the standard as stated in the ES M/S TPE at an exceptional level, well beyond novice

TPE Element	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction TPE 9: Instructional Planning (M/S Standard 1 and 4) The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
1/9.1	Uses knowledge of the characteristics of students with moderate/severe disabilities (e.g., eligible in the categories of autism, emotional disturbance, moderate/severe intellectual disabilities, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities; physical/orthopedic disabilities) and their effects on learning, skills development, and behavior to develop and deliver appropriate instruction	OB and POM: Differentiated lesson/unit plan based on IEPs; Differentiated data-based assessment					
1/9.2	Develops and implements systematic, evidence-based instruction to teach students with moderate/severe disabilities within school, community, and work settings	Same as above;					
1/9.3	Effectively organizes trains, and supervises paraeducator and other personnel (e.g., related service providers, peer tutors) to instruct and support students to achieve goals	Same as above; Arranges for supports (peers; paraeducator)					

MODERATE/SEVERE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

TPE Element	<p>TPE 2: Monitoring Student Learning During Instruction (M/S Standard 4)</p> <p>The candidate:</p>	<p>Suggested Evidence(s) for Meeting TPE</p>	<p>Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
2.1	<p>Uses data collection systems and multiple measures to monitor student progress based upon each student's IEP to a) determine whether students are progressing adequately and b) systematically adjust instruction to promote maximum learning and academic achievement</p>	<p>OB and POM; Differentiated lesson/unit plan based on IEPs; Differentiated data-based assessments</p>					
TPE Element	<p>TPE 3: Interpretation and Use of Assessments TPE 8: Learning About Students (M/S Standard 2 and 4)</p> <p>The candidate:</p>	<p>Suggested Evidence(s) for Meeting TPE</p>	<p>Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
3/8.1	<p>Knows how to assess and identify students' verbal and nonverbal communication skills and use the data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative communication systems, 3) implement communication and social skills instruction, 4) structure opportunities for interaction, and 5) develop communication methods so students can demonstrate academic knowledge</p>	<p>OB and POM; Assesses communication proficiency to achieve one or more of the five goals in TPE element, 3/8.1</p>					
3/8.2	<p>Collects and uses assessment data from multiple sources (e.g., person-centered and family-centered planning, strength-based assessment, functional behavioral assessment, ecological assessment) across classroom and non-classroom contexts to plan for and monitor a) student progress toward IEP goals and b) meaningful participation in Common Core essential elements and wellness and life skill curricula</p>	<p>OB and POM; Use of named assessment approaches to establish IEP goals and deliver curriculum; CAPA testing</p>					
3/8.3	<p>Can show and explain to students and families, students' academic and behavioral strengths, areas for growth (including IEP goals), and how to help students achieve the curriculum</p>	<p>Same as above; IEP meeting facilitation; Home-school communication system</p>					

MODERATE/SEVERE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

TPE Element	<p align="center">TPE 4 Making Content Accessible (M/S Standards 4, 5, and 8)</p> <p align="center">The candidate:</p>	<p align="center">Suggested Evidence(s) for Meeting TPE</p>	<p align="center">Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	<p align="center">1= Does not meet</p>	<p align="center">2 = Approaching</p>	<p align="center">3 = Meets</p>	<p align="center">4 = Exceptional</p>
4.1	Plans, prioritizes, and sequences content and uses various instructional strategies, supports, and resources responsive to the unique needs of each student to facilitate student access to and progress in curriculum in inclusive general education settings	OB and POM; IEP plan; Differentiated instruction and support based on IEP					
4.2	Knows how to support the movement, mobility, sensory, and specialized health care needs for a student to participate fully in classrooms, other school settings, and the community	Same as above					
4.3	Knows about and uses augmentative and alternative communication systems, devises, and services to facilitate communication and improve students' academic performance and skill development	Same as above					
TPE Element	<p align="center">TPE 5 Student Engagement (M/S Standard 3 and 7)</p> <p align="center">The candidate:</p>	<p align="center">Suggested Evidence(s) for Meeting TPE</p>	<p align="center">Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	<p align="center">1= Does not meet</p>	<p align="center">2 = Approaching</p>	<p align="center">3 = Meets</p>	<p align="center">4 = Exceptional</p>
5.1	Facilitates students' communication abilities and increases the extend and variety of social interactions in order to achieve and expand meaningful social relationships across settings	OB and POM; Facilitation of Circle of Friends, Communication and social goals					
5.2	Has knowledge and advocacy skills regarding the various transitions students experience as they move from infancy to adulthood	Same as above;					
5.3	Uses strategies to support students to practice self determination and self advocacy and develop independence toward IEP and post-secondary ITP goals	Self-advocacy instruction; MAPs and student-led IEPs					

MODERATE/SEVERE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

TPE Element	TPE 6: Developmentally Appropriate Teaching Practices TPE 11: Social Environment (M/S Standard 3 and 6) The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
6/11.1	Establishes and maintains an educational environment free from coercion and punishment and where interventions are positive, proactive, and respectful of students	LP, OB, & POM; PBS or BIP plan; Planning script and planning space/room					
6/11.2	Understands and participates in school-wide positive behavior intervention and support processes	OB and POM; Joins SWPBIS team; BIP plan					
6/11.3	Uses a variety of age-appropriate and developmentally-appropriate instructional strategies to promote positive behavior, social skills development, and constructing relationships among students with and without disabilities	OB and POM; Social skills lesson plan; Class meetings; Use planning area/room; Set class norms					
6/11.4	Designs and implements a positive Behavior Intervention Plan and interventions based upon a Functional Behavioral Assessment	OB and POM; BIP plan; FBA					
TPE Element	TPE 7: Teaching English Learners (with Moderate/Severe Disabilities) (M/S Standards 2 and 3) The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
7.1	Knows and uses a) English Language Development principles and instructional practices, b) students' prior learning and background, c) analysis of students' oral and written language errors, and d) assessment of students' verbal and non-verbal communication abilities to provide instruction differentiated to develop students' English language, literacy, communication, and social interaction abilities	OB and POM; Demonstrated by meeting TPE in Mild/Moderate Education Specialist clinical practice; Integrates ELL and technological methods/ tools to facilitate communication					
7.2	Has students express understanding in various ways (e.g., augmentative and alternative communication systems and technology) and uses primary language resources (e.g., peers, books, paraeducators, students' primary language skills) to develop academic language, comprehension, and knowledge of curriculum content	Same as above; Use of resources in primary language (e.g., paraeducators, peers, books) or communication modality					

MODERATE/SEVERE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____ CSUSM Identification #: _____

TPE Element	<p align="center">TPE 10 Instructional Time (M/S Standard 5)</p> <p align="center">The candidate:</p>	<p align="center">Suggested Evidence(s) for Meeting TPE</p>	<p align="center">Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	<p align="center">1 = Does not meet</p>	<p align="center">2 = Approaching</p>	<p align="center">3 = Meets</p>	<p align="center">4 = Exceptional</p>
10.1	Coordinates, communicates, and consults effectively with other special education and related service providers, general educators, paraprofessionals, parents, volunteers, and other agency personnel to maximize instructional time and provide appropriate, safe, and consistent student instruction and support across all school and community settings	OB and POM; Team meeting agenda; Scheduling of personnel; Interpersonal skill reflection					
TPE Element	<p align="center">TPE 12 Professional, Legal and Ethical Obligations (M/S Standard 5 and 8)</p> <p align="center">The candidate:</p>	<p align="center">Suggested Evidence(s) for Meeting TPE</p>	<p align="center">Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.</p>	<p align="center">1 = Does not meet</p>	<p align="center">2 = Approaching</p>	<p align="center">3 = Meets</p>	<p align="center">4 = Exceptional</p>
12.1	Knows and keeps current with CA and federal laws, procedures, and policies pertaining to students with IEPs, English learners, MTSS/RTI, 504 plans, eligibility and placement, and mandated considerations for augmentative and alternative communication technology and specialized health care in educational settings	OB and POM; IEP and 504 plan; MTSS/RTI participation; EDMX 631, 632, and 635 re: law and policy					
12.2	Knows and uses techniques, procedures, materials, educational methods, assistive technology, and other adaptive equipment that maintain student dignity and safety	Same as above					
12.3	Knows and uses district guidelines and procedures to report and respond to dangerous student behavior and suspected cases of child abuse, neglect, or sexual harassment	Same as above					
12.4	Models ethical behavior and honors confidentiality, health, and safety obligations for students, families, and school personnel	Same as above					

MODERATE/SEVERE EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

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TPE Element	TPE 13 Professional Growth The candidate:	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of TPE <u>Common Codes</u> LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	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 Moderate/Severe ES TPEs and is recommended for the Moderate/Severe 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: _____