SPED Fieldwork Assessment

Candidate:	S1 Mentor Teacher:	S1 School/Class/Grade:
Supervisor:	S1 Mentor Teacher:	S1 School/Class/Grade:

Directions: The Semester 1 mentor (S1)/Semester 2 mentor(S2), the student, and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: Please refer to pages 2 and 3 for associated TPEs and give special attention to the sub-TPEs.* **Performance Criteria:** _Ratings are for performance as_ **student teachers.** *Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale:* 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

California Teaching Performance Expectations (TPE)	S1	S2	US
TPE 1: Engaging and Supporting All Students in Learning.			
TPE 2: Creating and Maintaining Effective Environments for Student Learning.			
TPE 3: Understanding and Organizing Subject Matter for Student Learning.			
TPE 4: Planning Instruction and Designing Learning Experiences for All Students.			
TPE 5: Assessing Student Learning.			
TPE 6: Developing as a Professional Educator.			
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy (DAP)			
English Language Development in Relation to Subject-Specific Pedagogy (ELD)			

Recommendation: Grade Earned is ☐ Credit ☐ No Credit *Only used for end of semester evaluation*

☐ **Signatures:**

Candidate	**Mentor Teacher(s)**	**Supervisor**

California Teaching Performance Expectations (TPE) to be Observed During Supervision

1. Engaging and Supporting All Students in Learning.

Universal TPE's

1.1 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.

1.2 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

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.6 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.

1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Mild to Moderate Support Needs TPE's

1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

1.2 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.

1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ ITP.

1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

2. Creating and Maintaining Effective Environments for Student Learning.

Universal TPE's

2.2 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.

2.3 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.

2.6 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.

Mild to Moderate Support Needs TPE's

*2.*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.

2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

3. Understanding and Organizing Subject Matter for Student Learning.

Universal TPE's

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.4 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 knowledge.

3.5U 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.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

Mild to Moderate Support Needs TPE's

*3.*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).

3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

4. *Planning Instruction and Designing Learning Experiences for All Students.*

Universal TPE's

4.1 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.

4.5U 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's)

4.6 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.

4.8 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.

Mild to Moderate Support Needs TPE's

4.2 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.

4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

5. *Assessing Student Learning.*

Universal TPE's

5.3 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.

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting goals.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.8U 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.

Mild to Moderate Support Needs TPE's

5.1 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.

5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

6. *Developing as a Professional Educator.*

Universal TPE's

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4 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.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Mild to Moderate Support Needs TPE's

6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.