



Engaging diverse communities through leading and learning for social justice.

MMSN CLINICAL PRACTICE INSTRUCTIONAL/TPE OBSERVATION AND PERIODIC ASSESSMENT FORM

| | |
|---------------------------------|-----------------------|
| Teacher Candidate: _____ | Date: _____ |
| School Site: _____ | Setting: _____ |
| Supervisor: _____ | |

Complete at EACH Observation and Upload Document and Scores to TaskStream.

MMSN TPE 1: Engaging and Supporting All Students in Learning

- 1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- 1.4 TC monitors student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)

MMSN TPE 1: CLUSTER SCORE (Circle One)

1 = Does not meet 2 = Approaching 3 = Meets 4 = Exceptional

Comments:

MMSN TPE 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings environments.
- 2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)
- 2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- 2.5 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.
- 2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, 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.

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. (U2.4)

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. (U2.5)

2.10 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.

MMSN TPE 2: CLUSTER SCORE (Circle One)

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Comments:

MMSN TPE 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Effectively adapt modify, accommodate and/or differentiate the instruction for students with identified disabilities to facilitate access to the Least Restrictive Environment (LRE).

MMSN TPE 3: CLUSTER SCORE (Circle One)

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Comments:

MMSN TPE 4: Planning Instruction and Designing Learning Experiences for all Students (Check observed, add others as seen)

4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, 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.

4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

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 successful student transitions.

MMSN TPE 4: CLUSTER SCORE (Circle One)

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Comments:

MMSN TPE 5: Assessing Student Learning

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, 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. (U5.1/5.2)

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

5.4 Demonstrate knowledge of requirements for appropriate identification and assessment of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communication needs.

MMSN TPE 5: CLUSTER SCORE (Circle One)

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Comments:

MMSN TPE 6: Developing as a Professional Educator (Check observed, add others as seen)

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

MMSN TPE 6: CLUSTER SCORE (Circle One)

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Comments:

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy:

English Language Development in Relation to Subject-Specific Pedagogy:

Other Supervisor Observations and Remarks:

Teacher Candidate Goal/Focus for next observation:

Teacher Candidate
Signature: _____
University Supervisor
Signature: _____
Date/Time Next
Observation: _____

Date: _____
Date: _____

