

Candidate Name:

CSUSM Identification #:



**CALIFORNIA STATE UNIVERSITY SAN MARCOS
PRELIMINARY EXTENSIVE SUPPORT NEEDS
EDUCATION SPECIALIST
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT**

Teacher Candidate:

ID #:

Preferred Phone:

CSUSM E-mail:

University Supervisor:

Intern Support Provider:

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 Extensive Support Needs TPEs is assessed of the candidate at the *novice* teacher level.

To receive credit for the **Extensive Support Needs TPEs**, the candidate must receive a **Meets (3) rating**.

Scoring Rubric:

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

ESN TPE Element	TPE 1: Engaging and Supporting All Students in Learning Extensive Support Needs	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
1.4	Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)						
1.5	In collaboration with families and appropriate related services personnel, use student's present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of						

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	students with extensive support needs.						
1.6	Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.						
ESN TPE Element	TPE 2: Creating and Maintaining Effective Environments for Student Learning Extensive Support Needs	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of TPE</u> <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
2.1	Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.						
2.2	Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.						
2.3	Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and						

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	meaningful activities as related to students with extensive support needs including those who are deafblind.						
2.4	Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.						
2.5	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. (U2.2)						
2.6	Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. (U2.3)						
2.8	Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems						

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	to replace negative behavior. (U2.1/ 2.6)						
2.9	Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and 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. (U2.6)						
2.10	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)						
2.11	Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to student's unique needs.						
2.12	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)						
2.13	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. (U2.6)						

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ESN TPE Element	TPE 3: Understanding and Organizing Subject Matter for Student Learning Extensive Support Needs	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of TPE</u> Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
3.1	Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)						
3.2	Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.						
3.3	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). (U3.5)						
ESN TPE Element	TPE 4: Planning Instruction and Designing Learning Experiences for All Students Extensive Support Needs	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of TPE</u> Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
4.1	Identify and utilize behaviorally-based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.						

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4.4	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. (U4.3)						
4.5	Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1)						
4.7	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. (U4.6)						
ESN TPE Element	TPE 5: Assessing student Learning Extensive Support Needs	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of ES TPE</u> <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
5.1	Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and						

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	strategies for students with extensive support needs.						
5.2	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. (U5.1/5.2)						
5.3	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.						
5.4	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.						
5.5	Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)						

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5.7	<p>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 communications needs. (U5.2/5.4)</p>						
ESN TPE Element	TPE 6: Developing as a Professional Educator Extensive Support Needs	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of TPE</u> Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
6.1	<p>Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.</p>						
6.2	<p>Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)</p>						
ESN TPE Element	Extensive Support Needs TPEs TPEs for Developmentally Appropriate Practices and English Language Development In Relation to Subject-Specific Pedagogy	<u>Suggested Evidence(s) for Meeting TPE</u>	<u>Description of Evidence(s) Verifying Assessment of TPE</u> Common Codes LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Mtg.	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
7.1	<p>Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy</p>						

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7.2	English Language Development in Relation to Subject-Specific Pedagogy						
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Based upon the above assessment, this candidate has met the Preliminary Extensive Support Needs Education Specialist TPEs and is recommended for the Preliminary Extensive Support Needs 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: _____