

Candidate Name:

CSUSM Identification #:



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

Teacher Candidate:

ID #:

Preferred Phone:

CSUSM E-mail:

University Supervisor:

School/District:

Intern Support Provider:

(Dates: From _____ to _____)

Semester/Year:

Projected Exit Date:

If required, "Sister" Placement – School/District:

(Dates: From _____ to _____)

"Sister" Cooperating Teacher:

ASSESSMENT KEY: Assessment of Mild to Moderate Support Needs TPEs which includes evaluation of the candidate at the *novice* teacher level.

To receive credit for the **Mild to Moderate 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 **Mild to Moderate Support Needs TPEs** at the level of a novice teacher
- **(4) Exceptional** – Performs the standard as stated in the **Mild to Moderate Support Needs TPEs** at an exceptional level, well beyond novice

MMSN TPE Element	TPE 1 Engaging and Supporting All Students in Learning— Mild to Moderate Support Needs Beginning teachers:	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
1.1	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 that lead to effective inclusion of students with disabilities in the general education core curriculum.						
1.4	Monitor student progress toward learning goals as identified in the academic						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

	content standards and the IEP/Individual Transition plan (ITP). (U1.4)						
1.7	Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)						
MMSN TPE Element	<p align="center">TPE 2</p> <p align="center">Creating and Maintaining Effective Environments for Student Learning – Mild to Moderate Support Needs TPEs</p> <p align="center">Beginning teachers:</p>	Suggested Evidence(s) for Meeting TPE	<p>Description of Evidence(s) Verifying Assessment of ES TPE</p> <p align="center"><u>Common Codes</u></p> <p>LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting</p>	1= Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
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. (U2.2)						
2.2	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)						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

<p>2.4</p>	<p>Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, that may include 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.</p>						
<p>2.5</p>	<p>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. (U2.1/2.6)</p>						
<p>2.6</p>	<p>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)</p>						
<p>2.7</p>	<p>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,</p>						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

	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. (U2.6)						
MMSN TPE Element	TPE 3: Understanding and Organizing Subject Matter for Student Learning- Mild to Moderate Support Needs TPEs Beginning Teachers:	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
3.1	Adapt, modify, accommodate and differentiate the instruction for students with identified disabilities to enable development of appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

MMSN TPE Element	TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Mild to Moderate Support Needs TPEs Beginning teachers:	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
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. (U4.3)						
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 and meet the grade level requirements of the core curriculum, that are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1)		1.				
4.6	Coordinate, collaborate, co-teach and communicate effectively with other service providers, including						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

	paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)							
MMSN TPE Element	<p style="text-align: center;">TPE 5: Assessing student Learning—Mild to Moderate Support Needs</p> <p style="text-align: center;">Beginning teachers:</p>	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
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 student's needs. (U5.1/5.2)							
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							
5.3	Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings							

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name:

CSUSM Identification #:

	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. (U5.6)						
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. (U5.2/5.4)						
MMSN TPE ELEMENT	<p style="text-align: center;">TPE 6: Developing as a Professional Educator— Mild to Moderate Support Needs TPEs</p> <p style="text-align: center;">Beginning teachers:</p>	Suggested Evidence(s) for Meeting TPE	Description of Evidence(s) Verifying Assessment of ES TPE				
			<p><u>Common Codes</u></p> <p>LP = Lesson Plan OB = Observation CA = Course assignment POM = Post Observation Meeting</p>	1 = Does not meet	2 = Approaching	3 = Meets	4 = Exceptional
6.1	Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)						

MMSN EDUCATION SPECIALIST TPE CLINICAL PRACTICE ASSESSMENT

Candidate Name: _____

CSUSM Identification #: _____

TPE ELEMENT	Mild to Moderate Support Needs TPEs TPEs for Developmentally Appropriate Practices and English Language Development In Relation to Subject-Specific Pedagogy	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
6.3	Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy						
	English Language Development in Relation to Subject-Specific Pedagogy						

Based upon the above assessment, this candidate has met the Preliminary Mild to Moderate Support Needs Education Specialist TPEs and is recommended for the Preliminary Mild to Moderate 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: _____