APPENDIX BB

CSUN

SPED Student Teaching and Intern Evaluation - Deaf and Hard of Hearing 580DHH - 506DHH

Candidate Information

Name of Candidate

Student ID

School Site

School District

Mentor/Support Provider

CSUN Supervisor

Date of Evaluation

Class

- 506DHA
- 506DHB
- 506DHC
- 506DHD
- 580DHH

Is a Midterm or a Final?

- Midterm
- Final

This form is designed to evaluate candidates on elements of the Teaching Performance Expectations. Additional items are included that reflect standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children. Candidates are evaluated using the following scale:

IE = Insufficient evidence
1 = Does not meet expectations
2 = Approximates expectations
3 = Meets expectations
4 = Exceeds expectations

Please note: During the last field experience, candidates must average a '3' in all items with no 1's.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS:
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

	IE	1	2	3	4
Demonstrates knowledge of subject matter when presenting key concepts and associated skills.	○	○	○	○	○
Demonstrates flexibility with subject matter to address students' cognitive and linguistic abilities.	○	○	○	○	○
Connects key concepts to California academic content standards.	○	○	○	○	○
Communicates key concepts, skills and themes in an accurate and clear manner.	○	○	○	○	○
Demonstrates understanding in specialized areas. (e.g., Deaf culture, life skills, transitions)	○	○	○	○	○
Organizes and sequences subject matter clearly.	○	○	○	○	○
Relates content to prior lessons within subject area.	○	○	○	○	○
Interrelates ideas and information within and across subject matter areas.	○	○	○	○	○
Uses available instructional materials/resources/technologies to support access to subject matter.	○	○	○	○	○

	IE	1	2	3	4
Adapts and creates instructional materials to effectively organize and present content.	○	○	○	○	○

ASSESSING STUDENT LEARNING:
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

	IE	1	2	3	4
Gathers assessment information during instruction.	○	○	○	○	○
Reteaches content as needed based on evidence.	○	○	○	○	○
Monitors student progress toward stated objectives.	○	○	○	○	○
Designs effective teacher-made assessment tools to evaluate student progress.	○	○	○	○	○
Communicates with students, families and other audiences about student progress.	○	○	○	○	○

ENGAGING AND SUPPORTING STUDENTS IN LEARNING:

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices

TPE 7 Teaching English Learners

	IE	1	2	3	4
Motivates students for learning effectively.	○	○	○	○	○
Obtains student attention before proceeding with instruction.	○	○	○	○	○
Provides clear and concise directions/instructions to let students know what is expected.	○	○	○	○	○
Paces lessons appropriately providing sufficient wait time and repetition.	○	○	○	○	○
Uses developmentally appropriate questioning techniques with students.	○	○	○	○	○
Uses developmentally appropriate modeling techniques with students.	○	○	○	○	○
Incorporates use of technology as needed into meaningful activities.	○	○	○	○	○
Effectively teaches students representing a wide range of diverse abilities and needs.	○	○	○	○	○

	IE	1	2	3	4
Connects students' prior knowledge and experience to new learning.	○	○	○	○	○
Provides learning experiences that facilitate student interaction.	○	○	○	○	○
Effectively uses facial expression/mime/gestures to engage and motivate students for learning.	○	○	○	○	○
Uses American Sign Language effectively.	○	○	○	○	○
Uses second language teaching strategies to assist students in moving between ASL and print.	○	○	○	○	○
Code-switches effectively to meet students' diverse language/communication needs.	○	○	○	○	○

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS:

TPE 8: Learning About Students

TPE 9: Instructional Planning

	IE	1	2	3	4
Develops lessons which are based on assessment findings.	○	○	○	○	○
Maintains high expectations when teaching.	○	○	○	○	○

	IE	1	2	3	4
Develops lessons which have clear teaching criteria an measurable outcomes.	○	○	○	○	○
Ties activities to the IEP goals and curriculum	○	○	○	○	○
Selects and prepares materials appropriate for curriculum and student IEP goals.	○	○	○	○	○
Effectively introduces and contextualizes lessons.	○	○	○	○	○
Uses effective modeling techniques with students.	○	○	○	○	○
Provides positive and constructive feedback on student performance.	○	○	○	○	○
Effectively engages all students in instructional activity.	○	○	○	○	○
Effectively determines student comprehension of instruction.	○	○	○	○	○
Provides multiple and varied opportunities for students to access information.	○	○	○	○	○
Shows imagination and creativity in teaching.	○	○	○	○	○

CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS:

TPE 10 Instructional Time

TPE 11 Social Environment

	IE	1	2	3	4
Treats students with respect and establishes rapport with students.	○	○	○	○	○
Demonstrates enthusiasm in teaching.	○	○	○	○	○
Optimizes room for teacher accessibility to or visibility of students (lighting, seating arrangements).	○	○	○	○	○
Room displays represent current topics of study.	○	○	○	○	○
Includes meaningful and accessible print in the classroom environment.	○	○	○	○	○
Keeps students actively engaged in learning and keeps unengaged time at a minimum.	○	○	○	○	○
Uses a variety of instructional groupings to meet students' individual needs.	○	○	○	○	○
Keeps transitions between activities and classes purposeful.	○	○	○	○	○
Organizes daily schedule to maximize student learning.	○	○	○	○	○
Obtains materials and equipment prior to teaching.	○	○	○	○	○

	IE	1	2	3	4
Incorporates paraeducators, aides, and volunteers into instructional delivery.	○	○	○	○	○
Infuses teaching of social skills, problem solving, and conflict resolution throughout the day.	○	○	○	○	○
Promotes students' self-esteem and self-control.	○	○	○	○	○
Is clear, consistent, and matter-of-fact when dealing with challenging behavior.	○	○	○	○	○
Uses strategies that prevent or lessen disruptive behaviors.	○	○	○	○	○
Monitors behavior while teaching and during student work time.	○	○	○	○	○
Reinforces desired behaviors consistently.	○	○	○	○	○

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

	IE	1	2	3	4
Treats students with respect.	○	○	○	○	○
Displays initiative.	○	○	○	○	○
Handles information about children, peers, families, colleagues and supervisors ethically.	○	○	○	○	○

	IE	1	2	3	4
Accepts criticism and suggestions from Master Teacher and/or University Supervisor.	○	○	○	○	○
Implements suggestions given by the Master Teacher and/or University Supervisor.	○	○	○	○	○
Systematically evaluates own teaching performance.	○	○	○	○	○
Uses personal talents and strengths to advantage.	○	○	○	○	○
Communicates effectively in a written form.	○	○	○	○	○
Respects the attitudes and opinions of others.	○	○	○	○	○
Joins one or more professional organizations.	○	○	○	○	○
Establishes professional goals and pursues opportunities to grow professionally.	○	○	○	○	○
Communicates effectively with families and other members of the instructional team.	○	○	○	○	○
Develops cooperative working relationships with school personnel. (e.g. SLP, audiologist, nurse)	○	○	○	○	○

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluators Signature

SIGN HERE

clear

Candidate's Signature

SIGN HERE

clear

Date Signed:

Choose One:

- ○ I accept this evaluation
- ○ I wish to submit an addendum

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CSUN

SPED Preschool/Prekindergarten Evaluation - Early Childhood Special Education 580EC - 506EC

Candidate Information

Name of Candidate

Student ID

School Site

School District

Mentor/Support Provider

CSUN Supervisor

Date of Evaluation

Class

- ○ 506ECA
- ○ 506ECB
- ○ 506ECC
- ○ 580EC

Is a Midterm or a Final?

- ○ Midterm
- ○ Final

This form is designed to evaluate candidates on elements of the Teaching Performance Expectations. Additional items are

included that reflect standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children. Candidates are evaluated using the following scale:

IE = Insufficient evidence
1 = Does not meet expectations
2 = Approximates expectations
3 = Meets expectations
4 = Exceeds expectations

To pass student teaching, the candidate's rating must average at least 3 with no competencies rated as 1.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS:
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

	IE	1	2	3	4
Demonstrates knowledge of developmental sequences in early childhood in organization and sequencing of activities.	○	○	○	○	○

	IE	1	2	3	4
Demonstrates ability to provide organized and developmentally appropriate instruction that incorporates the California preschool learning foundations.	○	○	○	○	○
Demonstrates ability to support development in early communication/language, literacy, and all curricular areas of preschoolers with IEPs.	○	○	○	○	○

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ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

	IE	1	2	3	4
Creates and maintains data-based records to monitor child learning and progress.	○	○	○	○	○
Uses child data to modify or expand instructional strategies and activities.	○	○	○	○	○
Evaluates instruction (through anecdotal records, assessment tools, check lists, and other data collection) on an ongoing basis.	○	○	○	○	○

TPE 3: Interpretation and Use of Assessments

	IE	1	2	3	4
Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family's identification of concerns and priorities.	○	○	○	○	○

	IE	1	2	3	4
Uses nonbiased, non discriminatory assessment practices appropriate to young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.	○	○	○	○	○
Interprets and reports assessment information accurately.	○	○	○	○	○
Produces an accurate, organized, and well written professional assessment report.	○	○	○	○	○
Demonstrates the ability to develop appropriate goals and incremental objectives for Individualized Education Programs (IEPs) based on assessment data.	○	○	○	○	○

TPE 4: Making Content Accessible

	IE	1	2	3	4
Develops lessons which are based on assessment findings.Adapts scope and sequence of curricula according to children's learning abilities.	○	○	○	○	○
Maintains high expectations when teaching.Uses a variety of realia and props (e.g., pictures, objects, actions, signs, etc) to demonstrate concepts and support child's understanding and participation.	○	○	○	○	○

	IE	1	2	3	4
Asks effective questions, maps language onto child's actions, and uses various strategies to promote child's communication and language development.	○	○	○	○	○

TPE 5: Student Engagement

	IE	1	2	3	4
Utilizes strategies to motivate all children's active participation in activities.	○	○	○	○	○
Obtains child's attention and gives understandable directions to let child know what is expected.	○	○	○	○	○
Uses appropriate instructional techniques to engage children in small and large group activities.	○	○	○	○	○
Demonstrates imagination and creativity in providing instruction.	○	○	○	○	○
Utilizes varied and animated intonation to engage children's attention and support language input.	○	○	○	○	○
Builds on and values children's cultural, social and linguistic backgrounds, interests, and developmental learning needs.	○	○	○	○	○
Provides a clear beginning and ending to all activities and clear transitions between activities.	○	○	○	○	○

TPE 6: Developmentally Appropriate Teaching Practices

	IE	1	2	3	4
Facilitates play as an essential learning experience for young children.	○	○	○	○	○
Provides developmentally appropriate language input and language expansion.	○	○	○	○	○
Integrates developmentally appropriate practice with the individual learning needs of each child.	○	○	○	○	○
Provides developmentally appropriate opportunities to facilitate emergent literacy skills.	○	○	○	○	○
Provides developmentally appropriate opportunities to facilitate emergent numeracy skills.	○	○	○	○	○
Incorporates assistive technology as needed into meaningful activities (e.g., computers, switches, pictures, and other communication systems) so that all children have access to information and communication.	○	○	○	○	○

TPE 7: Teaching English Learners

	IE	1	2	3	4
Implements strategies to support language development of preschool English language learners.	○	○	○	○	○

	IE	1	2	3	4
Draws on children's cultural, social and linguistic backgrounds, interests, and developmental learning needs in planning and implementing instructional activities.	○	○	○	○	○
Demonstrates the use of various strategies to promote each child's social competence and communication development.	○	○	○	○	○
Facilitates child's interactions with peers.	○	○	○	○	○

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

TPE 8: Learning About Students

	IE	1	2	3	4
Uses a variety of strategies (e.g., develops questions, formal and informal contacts) to gather information from the family about the child.	○	○	○	○	○
Identifies child's preferences, interests, motivators, and learning needs though observation, interaction, and gathering information from the family.	○	○	○	○	○

TPE 9: Instructional Planning

	IE	1	2	3	4
Designs and carries out individualized interventions based on assessment data relevant to the needs of young children with disabilities, including interventions to meet the learning needs of English language learners.	○	○	○	○	○
Embeds individual objectives and learning opportunities for each child across the daily routine.	○	○	○	○	○
Provides adaptations within activities to support each child's active participation.	○	○	○	○	○
Develops activity plans that clearly identify measurable objectives, skills to be learned by individual children and instructional strategies to be used.	○	○	○	○	○
Uses a variety of instructional strategies (e.g., visual supports, task analysis, peer modeling, demonstration, prompting) and resources to respond to children's diverse needs, including those of English language learners.	○	○	○	○	○
Addresses the child's Individualized Education Program (IEP) in learning activities.	○	○	○	○	○
Collaborates with relevant disciplines and incorporates team input in instructional activities.	○	○	○	○	○

CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS

TPE 10: Instructional Time

	IE	1	2	3	4
Organizes the program to promote young children's active participation and learning (schedules, activities, equipment, grouping and staffing).	○	○	○	○	○
Paces activities appropriately to engage children and support learning.	○	○	○	○	○
Utilizes classroom staff effectively to organize the learning environment and implement instructional activities.	○	○	○	○	○
Demonstrates classroom management skills and effective use of instructional time.	○	○	○	○	○

TPE 11: Social Environment

	IE	1	2	3	4
Creates a physical and instructional environment that is healthy, organized, accessible, engaging, and reflects the cultural and linguistic diversity of children in the class.	○	○	○	○	○
Implements positive behavior support strategies to assist individual children's participation in a variety of settings.	○	○	○	○	○

	IE	1	2	3	4
Provides varied and meaningful positive feedback that motivates the child.	○	○	○	○	○
Implements universal precautions to promote health and safety of young children.	○	○	○	○	○

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal and Ethical Obligations

	IE	1	2	3	4
Follows ethical and legal guidelines to protect health and well being of young children.	○	○	○	○	○
Demonstrates motivation to work with preschoolers and their families.	○	○	○	○	○
Handles information about children, peers, families, colleagues, and supervisors ethically.	○	○	○	○	○
Demonstrates ability to problem-solve and seek solutions to enhance professional practice.	○	○	○	○	○
Uses verbal, non-verbal and written communication effectively.	○	○	○	○	○
Uses individualized planning and communication skills to establish, maintain, and facilitate positive relationships with all families.	○	○	○	○	○

	IE	1	2	3	4
Obtains and shares information with families in preparation for the IEP process.	○	○	○	○	○
Develops a mutually respectful working relationship with paraprofessionals by clearly communicating expectations, engaging in a shared problem solving process, and building a collaborative team.	○	○	○	○	○

TPE 13: Professional Growth

	IE	1	2	3	4
Systematically evaluates own performance as member of the child's educational team.	○	○	○	○	○
Reflects on and analyzes experiences and practices in evaluating professional competencies.	○	○	○	○	○
Clearly articulates and demonstrates the roles and responsibilities of an ECSE teacher.	○	○	○	○	○

Other Professional Dispositions

	IE	1	2	3	4
Maintains professional appearance.	○	○	○	○	○
Assumes and fulfills responsibilities willingly and promptly.	○	○	○	○	○

	IE	1	2	3	4
Recognizes personal limitations and works to overcome them.	○	○	○	○	○
Manages changes and unforeseen events with flexibility.	○	○	○	○	○
Accepts and follows up on suggestions from peers and/or supervisor.	○	○	○	○	○
Manages personal affairs in a manner that does not interfere with professional responsibilities.	○	○	○	○	○
Seeks out and participates in ongoing professional opportunities.	○	○	○	○	○
Demonstrates knowledge of relevant school and community resources.	○	○	○	○	○

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluators Signature

Candidate's Signature

clear

Date Signed:

Choose One:

- I accept this evaluation
- I wish to submit an addendum

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CSUN

Education Specialist MME Support Needs Initial Fieldwork Evaluation 403 - 506 A - B

Candidate Information

Name of Candidate

Student ID

School Site

School District

Mentor/Support Provider

CSUN Supervisor

Date of Evaluation

Class

- 579 ACT
- 403MME
- 506 ME-A
- 506 ME-B

Is this a Midterm or a Final?

- Midterm
- Final

Rating Scale: Ratings represent a cumulative evaluation of candidate competencies based on observations, professional

conversations, and artifacts. Please note that during the initial field experience(s), (SPED 579ACT, SPED 403MME, 506ME-A, 506ME-B) candidates must obtain an overall average of 2.5. For the final field experience(s), candidates must obtain an overall average of 3 with no 1s on any item (SPED 580ACT, SPED 580 MME, 506ME-C, 506ME-D).

IE = Insufficient evidence
1 = Does not meet expectations
2 = Approximates expectations
3 = Meets expectations
4 = Exceeds expectations

Please note; NA: Items specific to supports for specific populations (i.e. mobility supports) that the student might not have an opportunity to practice in every setting can be marked "NA" if there is no opportunity to observe. IE: Please mark insufficient evidence if the competency can be observed but has not yet been observed. Please use the IE designation at the

midterm point to help your teacher-candidate focus on critical skills they have not yet demonstrated in the latter part of the semester.

1: Planning for Instruction: Knowledge of Content, Pedagogy and Students

	N/A	IE	1	2	3	4
1.1 - Standards based instruction: Plans lessons that are aligned with the Common Core and English Language, Development California State Standards.	○	○	○	○	○	○
1.2 - Content/discipline knowledge: Demonstrates knowledge of the concepts in the lesson and how concepts build, upon and relate to one another when planning instruction.	○	○	○	○	○	○
1.3 - Subject-specific pedagogy: Demonstrates evidence-based/high-leverage, subject-specific pedagogical approaches in the discipline and across disciplines when planning instruction.	○	○	○	○	○	○
1.4 - Students' skills, knowledge, and language proficiency: Uses information about individual students' skills, prior knowledge, and language proficiency when planning culturally responsive instruction.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
1.5 - Age-appropriate instruction: Plans instruction appropriate for the grade level curriculum and interests of the age group, including accommodations and/or modifications as needed to promote student access to the curriculum and least restrictive environment.	○	○	○	○	○	○

2: Establishing Instructional Objectives and Designing Instruction

	N/A	IE	1	2	3	4
2.1 - Instructional objectives: Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge.	○	○	○	○	○	○
2.2 - Instructional activities: Designs instructional activities that are: a) connected to real life experiences, b) aligned with the instructional objectives, c) evidence-based, d) at an appropriate level of challenge, e) promote critical thinking and problem-solving, and f) anticipate student difficulties.	○	○	○	○	○	○
2.4 - Individual student needs: Designs instructional strategies that are evidence-based and address individual student needs, using Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support for a wide range of learners, including instruction in the general education classroom.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
2.5 - Direct instruction lesson structure: Designs lessons with a direct instruction structure (opening, modeling, prompting/guided practice, independent practice, closure, and assessment).	○	○	○	○	○	○
2.6 - Instructional materials and resources: Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology and digital tools, to support the instructional objectives and facilitate students' equitable access to the curriculum.	○	○	○	○	○	○
2.8 - Instructional groups: Designs a variety of flexible instructional groupings to meet students' individual needs.	○	○	○	○	○	○
2.10 - Supporting Communication Skills: Utilizes assessment data to: a) develop/implement needed augmentative and alternative communication systems, b) implement the instruction of communication skills and c) develop communication methods to demonstrate student academic knowledge. (MM 5.2, Ex 5.3, Ex 2.3)	○	○	○	○	○	○
2.11 - Mobility/Sensory Supports and Environment: Supports students with movement, mobility, sensory, and specialized health care needs to participate fully in classrooms, schools, and/or the community including organizing an environment that supports independent mobility (operation of medical equipment, assistive technology, adaptive equipment, and/or mobility and sensory accommodations).	○	○	○	○	○	○

3: Assessing Student Learning

	N/A	IE	1	2	3	4
3.1 - Design of formative assessments: Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.	○	○	○	○	○	○
3.2 - EL Assessment: Adjusts assessments to enable English learners to demonstrate their knowledge and skills and mastery of instructional objectives.	○	○	○	○	○	○
3.3 - Monitor student learning: Gathers and analyzes formative assessment/progress monitoring data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.	○	○	○	○	○	○
3.4 - Assessment informs instruction: Uses formative and/or ecological assessment data to plan and adapt instruction, environmental supports, and document students' learning over time.	○	○	○	○	○	○
3.5 - Summative assessment: Uses formal, formative/progress monitoring, and summative assessments to document student learning.	○	○	○	○	○	○
3.10 - Assessment and CCSS: Designs and implements assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	○	○	○	○	○	○

4: Managing Classroom Procedures and Supporting Student Behavior

	N/A	IE	1	2	3	4
4.1 - Academic expectations: Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior and promote a classroom that reflects high academic expectations for all students.	○	○	○	○	○	○
4.2 - Management of instructional time: Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time.	○	○	○	○	○	○
4.3 - Materials preparation: Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.	○	○	○	○	○	○
4.4 - Paraprofessionals: Provides clear direction to paraprofessionals to productively engage them in supporting student learning.	○	○	○	○	○	○
4.5 - Expectations for behavior: Establishes and maintains clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students and families.	○	○	○	○	○	○
4.6 - Monitoring student behavior: Is alert to, monitors, and responds effectively to student behavior, including restorative justice and conflict resolution practices to foster a caring and respectful community.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
4.9 - Supportive Environment: Establishes, maintains, and monitors safe and supportive inclusive learning environments which enable all students to learn.	○	○	○	○	○	○

5: Delivering Instruction that Engages Students in Learning

	N/A	IE	1	2	3	4
5.1 - Lesson purpose, directions and procedures: Communicates purpose of lesson, directions and procedures to students.	○	○	○	○	○	○
5.2 - Instructional activities: Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge, promote critical thinking and problem-solving, and anticipate student difficulties	○	○	○	○	○	○
5.3 - Explanation and modeling: Provides explanations and modeling that support student learning.	○	○	○	○	○	○
5.4 - Questions and discussion: Uses higher-order questions that encourage extended responses and promote student discussion.	○	○	○	○	○	○
5.5 - ELD instructional strategies: Uses English Learners' assessment data and ELD instructional strategies to support the full range of English Learners.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
5.6 - Academic language: Models and provides instruction within a communication-rich environment on essential academic language, including vocabulary to promote subject matter knowledge of all students, including the full range of English learners, in the least restrictive environment.	○	○	○	○	○	○
5.7 - Lesson structure and pacing: Uses lesson structure and pacing that supports student learning.	○	○	○	○	○	○
5.8 - Checks for understanding: Checks for understanding and corrects student misunderstandings.	○	○	○	○	○	○
5.9 - Review and practice: Provides opportunities for review and practice.	○	○	○	○	○	○
5.10 - Instructional grouping: Arranges a variety of flexible instructional groupings that meet individual student needs.	○	○	○	○	○	○
5.11 - Individual student needs: Uses evidence-based/high-leverage instructional strategies and adaptations, such as Universal Design for Learning, differentiation, and Multi-Tiered Systems of Support to address individual student needs, including instruction in the general education classroom.	○	○	○	○	○	○
5.12 - Instructional materials and resources: Uses a variety of instructional resources and materials that are suitable for students, supports the instructional objectives, and makes accommodations and/or modifications as needed to promote student access to the curriculum.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
5.13 - Instructional technology: Uses instructional and assistive technology, including digital tools, that are suitable for students, and supports the instructional objectives to provide equitable access to content and promote digital literacy.	○	○	○	○	○	○
5.14 - Strategy Instruction: Evidence-Based Practices (EBP): Demonstrates a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies that may include early literacy skills, reading, writing, math, social studies, and science, that ultimately enable students with mild to extensive support needs to access the academic core curriculum.	○	○	○	○	○	○
5.15 - Strategy Instruction: Identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with mild to extensive support needs across an array of environments and activities.	○	○	○	○	○	○

6: Demonstrating Professionalism and Reflecting on Practice

	N/A	IE	1	2	3	4
6.1 - Initiative and responsibility: Shows initiative and responsibility for classroom tasks and assignments.	○	○	○	○	○	○
6.2 - Timeliness: Arrives to school on time, meets deadlines and completes tasks in a timely manner.	○	○	○	○	○	○
6.3 - Professional appearance and demeanor: Demonstrates professional appearance and demeanor	○	○	○	○	○	○

	N/A	IE	1	2	3	4
6.4 - Professional ethics: Upholds laws, regulations, and policies; maintains confidentiality and shows sound judgment.	○	○	○	○	○	○
6.5 - Reflective practice: Reflects on teaching practices to improve teaching effectiveness.	○	○	○	○	○	○
6.6 - Response to feedback: Uses constructive criticism and suggestions to improve teaching practice.	○	○	○	○	○	○
6.7 - Seeks assistance: Identifies challenges and seeks assistance to resolve them.	○	○	○	○	○	○
6.8 - School and community resources: Identifies school and community resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	○	○	○	○	○	○
6.9 - Collegial relationships: Demonstrates respectful communication and cooperative relationships with colleagues.	○	○	○	○	○	○
6.10 - Collaboration: Collaborates and/or co-teaches with colleagues, including related service providers and paraprofessionals, to support inclusion across instructional settings, promote access to the core curriculum, and plan for successful student transitions.	○	○	○	○	○	○
6.11 - Developing Dispositions: Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	○	○	○	○	○	○

	N/A	IE	1	2	3	4
6.12 - Professional Partnerships: Creates supportive partnerships with parents, families, teachers, and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate support to students with mild to extensive support needs.	○	○	○	○	○	○

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluators Signature

SIGN HERE

clear

Candidate's Signature

SIGN HERE

clear

Date Signed:

Choose One:

- I accept this evaluation
- I wish to submit an addendum

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