DOMINICAN UNIVERSITY of CALIFORNIA 1890

FORM #8A: CONTINUUM FOR THE **EDUCATION SPECIALIST** TEACHING PERFORMANCE EXPECTATIONS RUBRIC

Candidate: _____Date:_____

Domain A: MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS					
TPE	**Key Element**	**1 (lowest)**	**2**	**3**	**4 (highest)**
TPE 1: Specific Pedagogical Skills for Subject-Matter Instruction	Understands the state-adopted academic content standards and how to adapt the standards based on the IEP	The teacher candidate demonstrates an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards and little or no adaptations	The teacher candidate demonstrates a cursory or limited understanding of subject specific pedagogical skills for teaching the state-adopted academic content standards and limited adaptations.	The teacher candidate demonstrates a fairly accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards and clear adaptations.	The teacher candidate demonstrates an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards and clear/consistent adaptations.
	Demonstrates knowledge of disabilities and their effect on learning and behavior	The teacher candidate demonstrates little or no knowledge of disabilities and their effect on learning and behavior.	The teacher candidate demonstrates partial knowledge of disabilities and their effect on learning and behavior.	The teacher candidate demonstrates knowledge of disabilities and their effect on learning and behavior.	The teacher candidate demonstrates superior knowledge of disabilities and their effect on learning and behavior.
	Designs and implements accommodations and adaptations for assessment and instruction as described in the IEP	The teacher candidate demonstrates little or no ability to design and implement accommodations for assessment and instruction	The teacher candidate demonstrates minimal ability to design and implement accommodations for assessment and instruction	The teacher candidate demonstrates competence in designing and implementing accommodations for assessment and instruction	The teacher candidate demonstrates proficiency in designing and implementing accommodations for assessment and instruction

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Domain B: ASSESSING STUDENT LEARNING

	Key Element	1 (lowest)	2	3	4 (highest)
TPE 2: Monitoring Student Learning During Instruction	Determines student progress toward achieving the state-adopted academic content standards based on the student's IEP	The teacher candidate uses inappropriate or no classroom assessments to determine student progress toward achieving the state-adopted academic content standards.	The teacher candidate uses inappropriate classroom assessments to determine student progress toward achieving the state-adopted academic content standards.	The teacher candidate uses classroom assessments accurately to determine student progress toward achieving the state-adopted academic content standards.	The teacher candidate uses classroom assessments appropriately to determine student progress toward achieving the state-adopted academic content standards.
	Supports students' learning during instruction using on-going assessment strategies and data collection	The teacher candidate uses assessment strategies and data collection inappropriately or not at all during instruction to determine whether students are progressing toward achieving the state-adopted academic content standards.	The teacher candidate uses assessment strategies and data collection inconsistently during instruction to determine whether students are progressing toward achieving the state-adopted academic content standards.	The teacher candidate uses assessment strategies and data collection appropriately during instruction to determine whether or not students are progressing toward achieving the state-adopted academic content standards.	The teacher candidate uses assessment strategies and data collection consistently at key points during instruction to determine whether or not students are progressing toward achieving the state-adopted academic content standards.

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	Key Element	1 (lowest)	2	3	4 (highest)
TPE 3: Interpretation and Use of Assessments	Understands and uses a variety of formal and informal assessments	The teacher candidate demonstrates no understanding or ability to use formal and informal diagnostic assessments to determine student progress and plan instruction	The teacher candidate demonstrates partial understanding and ability to use formal and informal diagnostic assessments to determine student progress and plan instruction	The teacher candidate understands and uses formal and informal diagnostic assessments to determine student progress and plan instruction	The teacher candidate understands and consistently uses formal and informal diagnostic assessments to determine student progress and plan instruction
	Interprets and explains assessment results to all students, including students with cultural, ethnic, gender, behavioral, or linguistic differences, and their families	The teacher candidate is unable to interpret or explain assessment results.	The teacher candidate demonstrates minimal ability to interpret and explain assessment results.	The teacher candidate appropriately interprets and explains assessment results.	The teacher candidate consistently and appropriately interprets and explains assessment results.

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Domain C: ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 4: Making content accessible	Develops and implements IEP goals aligned with state content standards	The teacher candidate's IEP goals have little or no relationship to the state-adopted academic content standards.	The teacher candidate's IEP goals have a minimal relationship to the state-adopted academic content standards, and the sequence of learning activities is uneven and only partially helps students develop understanding.	The teacher candidate's IEP goals are appropriately related to the state adopted academic content standards, with an appropriate sequencing of learning activities in individual lessons.	The teacher candidate's IEP goals have a coherent relationship to the state-adopted academic content standards, with learning activities in individual lessons well-sequenced to promote student understanding.
	Prioritizes and sequences essential skills and strategies	The teacher candidate's activities are not logically sequenced.	Some of the teacher candidate's activities are logically sequenced within individual lessons.	Most of the teacher candidate's activities are logically sequenced within individual lessons.	The teacher candidate's activities support the learning goals and are logically sequenced to clarify content and concepts.
	Uses various strategies to facilitate student learning	The teacher candidate demonstrates no variety in the use of strategies to facilitate student learning.	The teacher candidate uses one or two relevant and developmentally appropriate strategies to facilitate student learning.	The teacher candidate uses three or more relevant and developmentally appropriate strategies to facilitate student learning.	The teacher candidate consistently uses three or more relevant and developmentally appropriate instructional strategies to facilitate student learning

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 5: Student engagement	Communicates instructional objectives to students	The teacher candidate does not communicate instructional objectives to students	The teacher candidate communicates some instructional objectives to students	The teacher candidate regularly communicates instructional objectives to students	The teacher candidate consistently and specifically communicates instructional objectives to students
	Ensures active and equitable participation of all students	The teacher candidate does not ensure the active and equitable participation of students.	The teacher candidate attempts to ensure the active and equitable participation of some students.	The teacher candidate ensures the active and equitable participation of many students.	The teacher candidate ensures the active and equitable participation of most students.
	Monitors student progress toward academic, behavioral, and IEP goals	The teacher candidate uses progress monitoring inappropriately or not at all during instruction and/or provides inaccurate or no feedback to students.	The teacher candidate uses progress monitoring inconsistently during instruction and/or provides minimal or limited feedback to students.	The teacher candidate uses progress monitoring appropriately at key points during and provides accurate feedback to students.	The teacher candidate uses progress monitoring consistently and appropriately at key points during instruction and provides detailed and accurate feedback to students.
	Uses strategies that foster student independence, self-determination, and self-advocacy	The teacher candidate rarely or never uses strategies that support independence, self-determination, and self-advocacy.	The teacher candidate partially uses strategies that support independence, self-determination, and self-advocacy.	The teacher candidate uses strategies that support independence, self-determination, and self-advocacy.	The teacher candidate consistently uses strategies that support independence, self-determination, and self-advocacy.

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 6: Developmentally appropriate teaching practices	Understands important concepts about the learners	The teacher candidate's instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	The teacher candidate's instructional plans are partially drawn from students' backgrounds, experiences, interests, and developmental needs to support students' learning.	The teacher candidate's instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	The teacher candidate's instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support students' learning.
	Designs developmentally appropriate instructional activities	The teacher candidate's instructional activities are not appropriate to the students, or do not engage students in meaningful learning.	The teacher candidate's instructional activities are partially appropriate to the students, and engage some students in meaningful learning.	The teacher candidate's instructional activities are appropriate to the students and the instructional goals, make content and concepts relevant, and engage many students in meaningful learning.	The teacher candidate's instructional activities are differentiated to reflect individual students' interests and developmental needs, and engage most students in meaningful learning.
	Provides appropriate educational experiences and sets expectations based on typical and atypical development	The teacher candidate uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goal; no adjustments are made to respond to students' needs.	The teacher candidate uses some instructional strategies that are appropriate to the students and to the instructional goal, but they may lack variety or may not be responsive to students' needs.	The teacher candidate uses a variety of instructional strategies that are appropriate to the students and to the instructional goals, making some adjustments to respond to students' needs.	The teacher candidate makes skillful use of a wide repertoire of instructional strategies to engage students in learning, making adjustments while teaching to respond to students' needs.
	Develops and implements appropriate behavior support plans	The teacher candidate develops and implements inappropriate or no plans for students who have special needs or abilities.	The teacher candidate develops and implements inconsistent or minimal plans for students who have special needs or abilities.	The teacher candidate develops and implements appropriate plans for students who have special needs or abilities.	The teacher candidate develops and implements detailed and appropriate plans for students who have special needs or abilities.

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 7: Teaching English learners	Understands theories, principles, and instructional practices for English Language development	The teacher candidate's working knowledge of the theories, principles, and instructional practices for English Language Learners is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher candidate's working knowledge of the theories, principles, and instructional practices for English Language Learners reflects a single perspective, supports some students' learning, and is usually current.	The teacher candidate's working knowledge of the theories, principles, and instructional practices for English Language Learners incorporates several different perspectives, supports students' learning, and is current.	The teacher candidate's working knowledge of the theories, principles, and instructional practices for English Language Learners incorporates a broad range of perspectives, strongly supports students' learning, and is current.
	Implements instructional programs based on assessment information that facilitates English Language development	The teacher candidate draws upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of proficiency in English and their first languages for instructional planning. The candidate allows little or no opportunity for students to express meaning in English or in their primary language.	The teacher candidate draws upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of proficiency in English and their first languages for instructional planning. The candidate allows infrequent opportunities for students to express meaning in English or in their primary language.	The teacher candidate draws upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages for instructional planning. The candidate allows opportunities for students to express meaning in English or in their primary language.	The teacher candidate draws upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages for instructional planning. The candidate allows opportunities for students to express meaning in English or in their primary language.
	Applies theories, principles, and instructional practices for comprehensive instruction of English learners.	The teacher candidate applies inappropriate or no instructional practices for English Language Development.	The teacher candidate has a limited knowledge and/or ambiguous application of instructional practices for English Language Development.	The teacher candidate knows and applies appropriate instructional practices for English Language Development.	The teacher candidate knows and applies current and appropriate instructional practices for English Language Development.

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Domain D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 8: Learning about students	Uses principles of child and adolescent development in planning	The teacher candidate applies inappropriate or no principles of child and adolescent development in planning.	The teacher candidate has a limited knowledge and/or ambiguous application of principles of child and adolescent development in planning.	The teacher candidate knows and applies appropriate instructional principles of child and adolescent development in planning.	The teacher candidate knows and applies current and appropriate principles of child and adolescent development in planning.
	Uses formal and informal measures to learn about students	The teacher candidate makes no connection between the learning goals and the students' formal and informal assessment results.	The teacher candidate makes minimal connections between the learning goals and the students' formal and informal assessment results.	The teacher candidate makes appropriate connections between the learning goals and the students' formal and informal assessment results.	The teacher candidate makes appropriate and detailed connections between the learning goals and the students' formal and informal assessment results.
	Uses information about students to plan specialized instruction	The teacher candidate obtains irrelevant or no information about the class as a whole and about selected students, including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests.	The teacher candidate obtains cursory information about the class as a whole and about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical social, and emotional development; cultural and health considerations; and interests.	The teacher candidate obtains relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests.	The teacher candidate obtains detailed and relevant information about the class as a whole and about selected students, including linguistic background: academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests.

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 9: Instructional Planning	Establishes long and short term goals for students	The teacher candidate establishes inappropriate or no goals for student learning, which may or may not be based on state-adopted academic content standards for students.	The teacher candidate establishes some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students.	The teacher candidate establishes appropriate goals for student learning, based on state-adopted academic content standards for students.	The teacher candidate establishes clear and appropriate goals for student learning, based on state-adopted academic content standards for students.
	Connects academic content to the students	The teacher candidate plans inappropriate or no instruction related to the content area and which is not in accordance with state-adopted academic content standards for students.	The teacher candidate plans instruction that is partially related to the content area and which is minimally in accordance with state-adopted academic content standards for students.	The teacher candidate plans appropriate instruction in relation to the content area and in accordance with state-adopted academic content standards for students.	The teacher candidate plans detailed and appropriate instruction in relation to the content area in accordance with state-adopted academic content standards for students.
	Selects and adapts strategies/activities/ materials	The teacher candidate selects or adapts inappropriate or no instructional strategies, grouping strategies, or instructional materials that assist students to achieve learning goals or that meet students' needs.	The teacher candidate selects or adapts instructional strategies, group strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs.	The teacher candidate selects or adapts appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs.	The teacher candidate selects or adapts specific and appropriate instructional strategies, group strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs.
	Uses support personnel to reach instructional goals	The candidate uses support personnel very little or not at all to support students' instructional goals.	The candidate uses support personnel infrequently to support students' instructional goals.	The candidate uses support personnel appropriately to support students' instructional goals.	The candidate uses support personnel appropriately and with specific training to support students' instructional goals.

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Domain E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 10: Instructional time	Allocates instructional time	The teacher candidate allocates instructional time inappropriately.	The teacher candidate inconsistently allocates instructional time.	The teacher candidate allocates instructional time appropriately.	The teacher candidate consistently allocates instructional time appropriately.
	Manages instructional time	The teacher candidate's learning activities are often rushed or too long, and transitions are difficult or confusing, resulting in a loss of instructional time.	The teacher candidate's instructional time is paced so that some students complete learning activities; transitions are inconsistently effective.	The teacher candidate's pacing of the lesson is appropriate to the activities and enables many students to engage successfully with the content; transitions are smooth.	The teacher candidate's pacing of the lesson is appropriately adjusted as needed to ensure the engagement of most students in learning activities; transitions are smooth.
	Coordinates and communicates effectively with school personnel	The teacher candidate does not communicate with relevant school personnel.	The teacher candidate communicates infrequently with relevant school personnel.	The teacher candidate communicates regularly and appropriately with relevant school personnel.	The teacher candidate communicates consistently, appropriately, and specifically with relevant school personnel.

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 11: Social Environment	Uses strategies for building constructive relationships between all students	The teacher candidate has not established appropriate expectations for academic and social behavior, or students are confused about what the expectations are.	The teacher candidate has established inconsistent expectations for academic and social behavior, but sometimes responds to student behavior appropriately and/or consistently.	The teacher candidate maintains appropriate expectations for academic and social behavior, responds to student behaviors appropriately and consistently.	The teacher candidate maintains clear and appropriate expectations for academic and social behavior, and responds to student behaviors appropriately, clearly, and consistently.
	Establishes and maintains a positive environment for learning	The teacher candidate creates a climate that is inappropriate for learning.	The teacher candidate creates a climate that is sometimes appropriate for learning.	The teacher candidate creates and maintains a positive climate for learning.	The teacher candidate consistently and effectively creates and maintains a positive climate for learning.
	Engages in behaviors that support a positive environment	The teacher candidate's classroom is characterized by unfairness or disrespect, either between the teacher and students or among the students; the teacher's response to inappropriate behaviors is unfair or inequitable.	The teacher candidate establishes a climate of fairness and caring for some students; for the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The teacher candidate establishes a climate of fairness, caring, and respect for many students; the pattern of teacher response to inappropriate behavior is fair and equitable.	The teacher candidate ensures that a climate of equity, caring, and respect is maintained in the classroom; the pattern of teacher response to inappropriate behavior is consistently fair and equitable.

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Domain F: DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 12: Professional, Legal, and Ethical Obligations	Demonstrates professional obligations	The teacher candidate rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher candidate engages in dialogue with some colleagues, seeks out some staff to help meet students' needs, and participates in some school-wide events.	The teacher candidate engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher candidate engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events appropriately.
	Carries out legal obligations	The teacher candidate has limited knowledge of legal obligations and shows no interest in finding out more about them.	The teacher candidate understands the importance of legal obligations but isn't sure how to find out more about them.	The teacher candidate acts upon legal obligations, and actively pursues additional information.	The teacher candidate is knowledgeable about, and carries out legal obligations in ways that support collaboration between the school and community.
	Demonstrates ethical behavior	The teacher candidate is unsure about his or her ethical responsibilities, or applies ethical principles inappropriately.	The teacher candidate understands the importance of behaving ethically, but is not sure how to consistently make ethical decisions.	The teacher candidate values and behaves ethically in interactions with students, their families, and the school community.	The teacher candidate consistently behaves ethically in interactions with students, their families, and the school community.

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TPE	Key Element	1 (lowest)	2	3	4 (highest)
TPE 13: Professional Growth	Evaluates teaching practice	The teacher candidate rarely or does not reflect on specific problems or areas of concern in his or her teaching practice, and rarely uses reflection to assess growth over time or to plan professional development.	The teacher candidate infrequently reflects on lessons and areas of concern in his or her teaching practice, may assess growth in these areas with assistance, and infrequently uses reflection to plan professional development.	The teacher candidate reflects on teaching practice in relation to areas of concern and student learning, assesses growth over time, and uses reflection to plan professional development.	The teacher candidate consistently reflects on teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.
	Improves teaching practice	The teacher candidate's professional goals are not established to guide practice.	The teacher candidate's professional goals are established with assistance to guide practice.	The teacher candidate's professional goals are developed and the candidate pursues opportunities to acquire some new knowledge and skills.	The teacher candidate's professional goals are extended and the candidate purposefully pursues many opportunities to expand knowledge and skills.
	Reflects on feedback	The teacher candidate provides irrelevant or no reflection on the feedback offered by support team members.	The teacher candidate provides cursory or limited reflection on the feedback offered by support team members.	The teacher candidate provides relevant reflection on the feedback offered by support team members.	The teacher candidate provides detailed and thoughtful reflection on the feedback offered by support team members.