DOMINICAN UNIVERSITY of CALIFORNIA 1890

FORM #9A: EVALUATION OF **EDUCATION SPECIALIST**/*SINGLE SUBJECT* CANDIDATE PERFORMANCE

Candidate: _____ Single Subject(s): _____

School: _____ Assignment: _____

Evaluator: _____ Date: _____

_____ _____

Evaluator's Signature Candidate's Signature

Use the following descriptors to describe the teacher candidate's level of performance:

4 Clear, consistent, and convincing evidence of the TPE.
3 Clear evidence of the TPE.
2 Partial evidence of the TPE.
1 Little or no evidence of the TPE.

"Passing" means at least 80% of the ratings in <u>each of the 6 TPE domains</u> are "3s" or "4s".

		Performance Level			
TEACHING PERFORMANCE EXPECTATIONS		***1***	***2***	***3***	***4***
DOMAIN A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS					
TPE1B. Subject Specific Pedagogical Skills for Education Specialist Single Subject Teaching Assignments					
1B.1 Understands the state-adopted core academic content standards and how to adapt the standards based on the student's IEP.		❑	❑	❑	❑
1B.2 Demonstrates knowledge of disabilities and their effect on learning and behavior		❑	❑	❑	❑
1B.3 Designs and implements accommodations and adaptations for assessment and instruction as described in the IEP		❑	❑	❑	❑
DOMAIN B. ASSESSING STUDENT LEARNING					
TPE 2, Monitoring Student Learning During Instruction					
2.1 Determines student progress toward achieving the state-adopted academic content standards based on the student's IEP		❑	❑	❑	❑
2.2 Supports students' learning during instruction.		❑	❑	❑	❑
TPE 3, Interpretation and Use of Assessments					
3.1 Understands and uses a variety of formal and informal assessments.		❑	❑	❑	❑
3.2 Interprets and explains assessment results to all students, including students with cultural, ethnic, gender, behavioral, or linguistic differences, and their families		❑	❑	❑	❑
DOMAIN C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING					
TPE 4, Making Content Accessible					
4.1 Develops and implements IEP goals aligned with state content standards		❑	❑	❑	❑
4.2 Prioritizes and sequences essential skills and strategies.		❑	❑	❑	❑
4.3 Uses various strategies to facilitate student learning.		❑	❑	❑	❑
TPE 5, Student Engagement					
5.1 Communicates instructional objectives to students		❑	❑	❑	❑
5.2 Ensures active and equitable participation of all students.		❑	❑	❑	❑
5.3 Monitors student progress toward academic, behavioral, and IEP goals		❑	❑	❑	❑
5.4 Uses strategies that foster student independence, self-determination, and self-advocacy		❑	❑	❑	❑

TEACHING PERFORMANCE EXPECTATIONS (cont.)		Performance Level			
		1	*2*	*3*	*4*
TPE 6BC, Developmentally Appropriate Teaching Practices, Grades 4-12					
6BC.1 Understands important concepts about learners.		❑	❑	❑	❑
6BC.2 Designs developmentally appropriate instructional activities.		❑	❑	❑	❑
6BC.3 Provides appropriate educational experiences.		❑	❑	❑	❑
6.4 Sets student expectations based on typical and atypical development		❑	❑	❑	❑
6.5 Develops and implements appropriate behavior support plans		❑	❑	❑	❑
TPE 7, Teaching English Learners					
7.1 Understands theories, principles, and instructional practices for English Language development		❑	❑	❑	❑
7.2 Implements instructional programs, based on appropriate assessment information, that facilitates English Language development		❑	❑	❑	❑
7.3 Applies theories, principles, and systematic instructional strategies for comprehensive instruction of English learners.		❑	❑	❑	❑
DOMAIN D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS					
TPE 8, Learning about Students					
8.1 Uses principles of child and adolescent development in planning.		❑	❑	❑	❑
8.2. Uses formal and informal measures to learn about students' needs and abilities		❑	❑	❑	❑
8.3. Uses information about students to plan specialized instruction.		❑	❑	❑	❑
TPE 9, Instructional Planning		❑	❑	❑	❑
9.1 Establishes long term and short term goals for students.		❑	❑	❑	❑
9.2 Connects academic content to the students.		❑	❑	❑	❑
9.3 Selects and adapts strategies/activities/materials.		❑	❑	❑	❑
9.4 Uses support personnel to help students reach instructional goals.		❑	❑	❑	❑
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING					
TPE 10, Instructional Time					
10.1. Allocates instructional time.		❑	❑	❑	❑
10.2 Establishes procedures/routines to maximize instructional time.		❑	❑	❑	❑
10.3 Coordinates and communicates effectively with school personnel.		❑	❑	❑	❑
TPE 11, Social Environment					
11.1 Uses strategies for building constructive relationships between all students		❑	❑	❑	❑
11.2 Establishes and maintains a positive environment for learning		❑	❑	❑	❑
11.3 Engages in behaviors that support a positive environment.		❑	❑	❑	❑
DOMAIN F. DEVELOPING AS A PROFESSIONAL EDUCATOR					
TPE 12, Professional, Legal, and Ethical Obligations					
12.1 Demonstrates professional obligations.		❑	❑	❑	❑
12.2 Carries out legal obligations.		❑	❑	❑	❑
12.3 Demonstrates ethical behavior.		❑	❑	❑	❑
TPE 13, Professional Growth					
13.1 Evaluates teaching practice.		❑	❑	❑	❑
13.2 Improves teaching practice.		❑	❑	❑	❑
13.3 Reflects on feedback.		❑	❑	❑	❑

Comments: Please attach any additional comments you wish to make.