EDUCATION SPECIALIST CLINICAL PRACTICE ASSESSMENT
EXTENSIVE SUPPORT NEEDS

Candidate Name: Bronco ID:

University Supervisor: Cooperating Teacher:

Mid-semester Evaluation Date: Final Evaluation Date:

DIRECTIONS FOR SUPERVISORS

Input: University supervisors incorporate feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate.

Scoring: Please refer to full text of the Teacher Performance Expectations when scoring. Candidates are assessed at the novice teacher level. At mid-semester, candidates may have a few TPE elements that receive scores of "1" or "NE," but supervisors should notify their program coordinator if a candidate receives more than 6 scores of "1" or the supervisor notes other concerns with the candidate. At the end of the semester, candidates need to receive a score of "2" or better in each element of each TPE to pass clinical practice. Supervisors should notify their program coordinator as soon as possible if it seems likely that a candidate will not pass clinical practice.

Timeline: Mid-Semester Evaluations should be completed no later than the 9th week of the semester. Final Evaluations should be completed no later than Final Exam week.

Submission: Signatures from all parties must be provided for the evaluation to be evaluated. Typed names on the signature line are not acceptable. Signatures may be inserted as an image. Supervisors should place the signed form in the candidate's electronic folder.

ASSESSMENT RUBRIC AND SCORE LEVELS

3—Proficient: Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate's work. Student was able to work independently.

2—Approaching Proficiency: Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate's work. Required often required additional support.

1—Does Not Demonstrate Proficiency: Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate's work. Cannot meet standard even with additional support.

NE—No Evidence: No opportunity to observe candidate regarding this standard. Not enough evidence to make an assessment currently.

TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Universal TPE Descriptors	Mid-Sem	Final
1. Apply knowledge of students' interests, needs, and backgrounds to engage them in learning and communicate progress with parents as needed.		
2. Promote critical thinking and active learning by connecting subject matter to real-life contexts, and using inquiry and reflection to adjust instruction.		
3. Use principles of UDL and MTSS to support access to the curriculum and environment for all learners.		
4. Use research-based approaches to support instructional and linguistic needs of students acquiring Standard English, with a disability, or both.		
ESN TPE Descriptors	**Mid-Sem**	**Final**
1. Collaboratively design and implement standards-based Individualized Education Programs (IEPs) and Individualized Transition Plans (ITPs) that include post-secondary goals, education goals, and independent living goals that address the unique learning, sensory and accessibility needs of students with extensive support needs.		
2. Facilitate and support students to develop self-advocacy and self-determination skills based on individual needs		
3. Demonstrate knowledge of students' language development across disabilities and the ability to identify appropriate supports, including augmentative and alternative communication (AAC), for students with complex communication needs as they relate to the acquisition of academic knowledge and skills.		
4. Monitors student progress toward IEP and ITP goals.		

TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Universal TPE Descriptors	Mid-Sem	Final
1. Use positive intervention and culturally responsive practices to encourage positive interactions among students and reflect diverse perspectives.		
2. Use content-specific pedagogy to design, implement, and monitor disciplinary and cross-disciplinary learning; engage students in using multiple means of representing knowledge.		
3. Adapt and modify academic language instruction to support all students' access to standards-based content; employ diverse resources and technology.		
4. Establish and maintain clear expectations for positive classroom behavior and student interactions with teachers and peers.		
ESN TPE Descriptors	**Mid-Sem**	**Final**
1. Develop accommodations, modifications, and/or adaptations to allow access to communication-rich and age-appropriate learning environments, including assistive technology and AAC as appropriate.		
2. Create a barrier-free learning environment to support and address the movement, mobility, sensory or specialized healthcare needs of students for full participation in the classroom.		
3. Collaborate with families, related services personnel, and general education teachers to support access to and optimal learning experiences for students with extensive support needs in the least restrictive environment across a wide variety of general education and specialized academic instructional settings.		
4. Identify the communicative intent of behavior and develop positive behavior intervention support plans to address student needs in collaboration with agencies and related services personnel.		

TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Universal TPE Descriptors	Mid-Sem	Final

1. Use knowledge about students, standards, and objectives to organize curriculum and promote understanding of subject.		
2. Establish and maintain inclusive and safe learning environments, and address instances of intolerance among students.		
3. Maintain high expectations for learning and clear expectations for positive classroom behavior.		
4. Apply technology standards to develop students' digital literacy, support their learning, and promote digital citizenship.		
ESN TPE Descriptors	**Mid-Sem**	**Final**
1. Develop and implement curricula and evidence-based instructional strategies, including AT and AAC, in the teaching of early literacy skills, reading, writing, math, science, and communication skills that ultimately enable students with extensive support needs to access grade-level academic core curriculum.		
2. Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		
3. Demonstrate how to access and use related services and additional supports to organize and support effective instruction for skills development, social-emotional development, mental health, and behavior.		

TPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Universal TPE Descriptor	**Mid-Sem**	**Final**
1. Plan short- and long-term learning using knowledge of typical and atypical child development and data about academic status, learning goals, EL proficiency, and cultural background.		
2. Access appropriate resources to design and implement instruction that reflects the connections between disciplines and development of competencies across the curriculum.		
3. Provide opportunities for students to evaluate their own progress, advocate for their individual needs, and successfully participate in transition plans.		
4. Apply contemporary understandings of the role of language, interaction, and participation to promote a range of communication strategies and participation structures to facilitate learning.		
ESN TPE Descriptor	**Mid-Sem**	**Final**
1. Utilize behaviorally based teaching strategies and high leverage practices in the design and implementation of instruction to effectively serve students with extensive support needs.		
2. Develop and implement unit and lesson plans, including short- and long-term goals, to provide students with extensive support needs equitable access to grade- and age-appropriate state-adopted core curriculum.		
3.Use person- and family-centered, strengths-based, functional/ecological assessments across classroom and non-classroom contexts to plan for meaningful participation in standards-based, life skills, and wellness curriculum that support progress toward IEP goals and objectives.		
4. 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 successful student transitions.		

TPE 5: ASSESSING STUDENT LEARNING

Universal TPE Descriptors	**Mid-Sem**	**Final**
1. Apply knowledge of the purposes, characteristics, and uses of assessments to establish learning goals, and to plan, differentiate, make accommodations and/or modify instruction.		
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		
5. Use assessment information to assist students and families in understanding student progress in meeting learning goals.		
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with disabilities.		
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.		
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		
ESN TPE Descriptors	**Mid-Sem**	**Final**
1. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data to develop effective evidence-based instructional supports and strategies for students with extensive support needs.		
2. Apply knowledge of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services.		
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 opportunities for interaction; 5) develop communication methods; and 6) address the unique learning, sensory and access needs of students.		
4. Demonstrate knowledge of special education law and hold IEP meetings according to legal guidelines.		
5. Demonstrate knowledge of appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misidentified as a disability.		
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		
7. Know how to appropriately administer assessments according to the established protocols for each assessment, including appropriate accommodations and AAC use.		

TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

Universal TPE Descriptor	**Mid-Sem**	**Final**
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge.		
2. Recognize their own values and implicit and explicit biases and how these values and biases may positively and negatively affect teaching and learning. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		
3. Establish professional goals and make progress to improve by routinely engaging in communication with colleagues.		
4. Demonstrate how and when to involve others and to communicate effectively with colleagues, families, and members of the larger school community.		
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct.		
6. Understand and enact professional responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media.		
ESN TPE Descriptor	**Mid-Sem**	**Final**

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals.		
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements.		
3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.		
4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		
5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.		
6. Possess the knowledge that the loss of previous abilities may have significant effects on the emotional well-being of the student who acquires a traumatic brain injury, requiring the provision of appropriate supports and services.		

TPE 7: EFFECTIVE LITERACY INSTRUCTION FOR ALL STUDENTS

Universal TPE Descriptor	**Mid-Sem**	**Final**
1. Plan and implement evidence-based literacy instruction and/or integrated content and literacy instruction using the themes of the CA ELA/ELD frameworks.		
2. Plan and implement evidence-based literacy instruction and/or integrated content and literacy instruction grounded in an understanding of UDL, MTSS, and the CA Dyslexia Guidelines.		
3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices during literacy instruction. Promote student multilingual language development.		
4. Provide active, motivating, engaging, age and skill-appropriate literacy instruction; reflective of family engagement, social/emotional learning, trauma-informed practices, and based on students' assessed strengths and needs.		
5. **Foundational Skills.** Develop student skills in print concepts, including letters of the alphabet, phonological awareness, including phonemic awareness, spelling and word recognition, decoding and encoding, morphological awareness, fluency, and comprehension.		
6. **Meaning Making.** Build on prior knowledge using complex texts, questioning, and discussion to develop literal and inferential comprehension including reasoning, perspective taking, critical reading, writing, listening, and speaking across disciplines.		
7. **Language Development.** Promote oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understanding. Promote oral and written language development. Leverages students L1 and encourages translanguaging.		
8. **Effective Expression.** Develop expression as students write, discuss, present, and use language conventions. Teach students to provide feedback to peers, revise their own writing using feedback. Develop keyboard and technology use. Develop fluency in spelling and handwriting, including letter formation, capitalization, and punctuation.		
9. **Content Knowledge.** Promote students' content knowledge by engaging in literacy instruction in content areas. Teach students to navigate increasingly complex texts. Promote digital literacy and safe digital citizenship.		
10. Monitor and assess students' literacy development using progress monitoring, and diagnostic techniques that inform instruction. Understand how to use screening tools, including for students at risk for dyslexia and English language learners.		
11. Provide ELD instruction for English learners, including integrated and designated ELD. Use ELA literacy standards to plan instruction to meet students' needs and builds on cultural and linguistic assets.		
ESN TPE Descriptor	**Mid-Sem**	**Final**

1. Apply knowledge of assets and learning needs based on data to support Tier 2 and Tier 3 literacy instruction.		
2. Collaborate with multi-disciplinary teams when interpreting assessments and determining eligibility for students with dyslexia or other disabilities impacting literacy development.		
3. Collaborate with other service providers to provide daily supplemental instruction and or intervention in literacy in a variety of settings using state standards, CA Dyslexia Guidelines, and addresses IEP goals.		
4. Design and implement lessons that ensure access to grade-level literacy activities in all settings.		
5. Use AT and AAC to support literacy instruction in all areas of reading, writing, listening, and speaking.		
6. Collaborate with specialists when planning literacy instruction for students with ESN, including those who are Deafblind, to address multiple means of communication and maximize residual hearing and vision when appropriate.		
7. Facilitate use of multiple communication strategies to support literacy instruction, including ASL, AT, AAC, signed terms, eye gaze, vocalizations, and other modes as appropriate.		

Mid-Semester Evaluation: Note overall assessment and any areas of particular strength and/or need (indicate the relevant TPE element and/or TPA Analytic Rubrics.

Candidate Signature: Date:

Supervisor Signature: Date:

Other Evaluator: Date:

Other Evaluator
(print name & title): Date:

Final Evaluation: Note overall assessment and any areas of particular strength and/or need (indicate the relevant TPE element for each and/or TPA Analytic Rubrics.)

Candidate Signature: Date:

Supervisor Signature: Date:

Other Evaluator: Date:

Other Evaluator
(print name & title): Date:

Mid-term and Final Evaluation: Review each of the assessments and the candidate's progress. Discuss with the candidate their plans for completing assessments at the mid-point in the semester and the end if they have not been completed. ***Reminder**: All candidates must complete the RICA by 5/30/2025, unless they have passed it for a previous credential or hold a Single Subject credential. After that date, candidates will be required to take the TPA Cycle 2 Literacy Assessment. Only candidates entering the program after June 30, 2022 must pass the CalTPA assessment.

Required Assessment Status	Passed	Not Passed	NA
CalTPA Cycle 1			
CalTPA Cycle 2			
RICA			