TEACHER CANDIDATE COMPETENCY RUBRIC

CTC ESN Teacher Performance Expectations

Teacher Candidate:

University Supervisor:

Guide Teacher:

School District:	**School:**

Form Completed By:

University Supervisor
Guide Teacher
Student Teacher Self-Evaluation
Joint Evaluation by the University Supervisor & Guide Teacher

Current Rubric Rating:

- **Progress Rating**
  - Date:
  - Date:
- **Final Rating**
  - Date:

As you observe your teacher candidate in the classroom, indicate which of the instructional behaviors listed on the following pages was observed by clicking on the behavior. Select the indicators that you observe the candidates implementing purposefully and with intentionality.

Elements that are not observed should be left unchecked. Please provide your candidate with specific feedback to help them improve on these items and support the teacher candidate in the development of those items that are not observed.

TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

TPE 1.1: Engages Students in Learning (7 Indicators)

Connects learning to students' prior knowledge, experiences, interests in lesson contexts.

Gathers information about student interests (e.g., preference assessment, interest surveys, questioning)

Learns about student motivation for learning (e.g., asking them, informal conversations, formal preference assessments, conversations with family)

Uses information about interests, and prior experiences to connect to academic content (e.g., student names in math problems to connect them to the problem)

Provide opportunities for text to self and text to world connections with literature (both oral and written) For example, experience stories

Provides clear references to prior lessons to connect to current lesson

Connects learning to students' cultural, language and community backgrounds in lesson contexts

Inquiries about background information connected to lesson content (science lesson to nature or beach walk)

Uses information about student's culture, language, and community background to connect to academic content (e.g., uses information from a border community when planning lessons)

Uses information about the student's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support access to the curriculum, provide appropriate learning opportunities and experiences, identify necessary accommodations and modifications, and facilitate the student's

ability to participate effectively in instruction and intervention activities.

Integrates meaningful, real-life contexts in planning subject matter (evidence in lesson plans)

Establishes connection between subject matter and real-life contexts (use of real world applications, realia, videos, illustrations, specific connections to students' family and community)

Facilitates learning opportunities that allow students to regularly use real-life connections during lesson activities (group investigations, community-based projects, reflective journals, interest centers, choice of topics of interests, field trips, guest speakers)

Some assessments and assignments are designed so that students can demonstrate their knowledge and skills by applying it to real-world situations (performance assessments; community engagement)

Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards, that lead to effective inclusion of students with disabilities in the general education core curriculum.

In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.

Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.

Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.

Incorporates Universal Design for Learning (UDL) to support access to the curriculum for a wide range of learners.

Physical classroom is arranged in a way to facilitate learning for all students

Provides norms, structures, schedules, and routines

Uses a variety of modalities for instructional materials and activities that enable *access* for all students

Uses multiple modalities for student response and to assess student knowledge (e.g., slide presentations, art, music, poetry, video etc.)

Arranges for peer-to-peer collaboration, group work, project based learning activities and peer tutoring

Students have options to demonstrate performance, allowing for multiple means of representation of learned skills/concepts

Provides learning opportunities for inquiry and problem solving to promote students' critical and creative thinking and analysis.

Allow adequate time for students to think about their answers (wait time)

Provides opportunities for students to develop and explore their own ideas and experiences (role play, assignment options)

Allow for students to take turns, build on each other's ideas (collaborative learning activities, group projects)

Organizes a situation for students to pose problems and construct own questions to support the content (create own word problems, solve science problem)

Teacher uses questioning techniques that facilitate discussions, clarify and/or extend thinking (higher level/open ended questions)

Provides opportunities for students to think about, discuss, and/or evaluate content (collaborative learning activities, peer sharing and editing, journal writing)

Facilitates opportunities that allow students to use multiple approaches and solutions to solve problems

Provides opportunities to address differing points of view and perspective taking (e.g., debates, describes character perspectives and actions, describes own perspective orally or in writing)

Incorporates visual and performing arts as appropriate to content and context of learning.

Uses pictures, realia, models, diagrams, hands-on activities to build vocabulary and conceptual understanding

Incorporates video examples in lessons when appropriate

Provides opportunity to role play

Uses scripts and drama as part of lessons on fiction, plays, or relevant text

Provides a choice for students to demonstrate understanding through the submission of assignments that use visual displays or recordings

Integrates art in lesson content (draws or creates objects related to content, uses photos, historical pictures)

Integrates a visual or performing art (e.g., music, theatre, visual art, dance, photography, etc.) into other content-area lessons (e.g., acting the characters from a novel or play; graphic design of the solar system; visual representation for math problems; graphic organizers) to enhance the learning process

Uses visual and performing arts as choice in assignments to demonstrate understanding (submits a poem, poster presentation, video recording etc.) as alternative assessments

Develop & implement engaging learning activities to demonstrate students' creativity and imagination as aligned with learning goals

TPE 1.1 Rating: Engages Students in Learning

Area of Concern

Developing Teacher candidate implements marked indicators purposefully and with intentionality

Approaching Teacher candidate implements at least 4 indicators purposefully and with intentionality

Achieving Teacher candidate implements at least 5 indicators purposefully and with intentionality

This area was not assessed at this time

TPE 1.1 Feedback & Comments:

TPE 1.2: Supports Students in Learning (5 Indicators)

Maintains ongoing and authentic communication with families using the preferred modality

Discusses parent preferences for communication and frequency

- Provides opportunity for communication with parents (e.g., weekly parent bulletins, positive notes/phone calls home, communication logs, updates on behavior contracts)

Incorporates a multi-media approach to the presentation of information to families (e.g., visual examples, graphs, video presentations, audio segments)

Communicates with families regarding IEP dates, progress reports and evaluations

- **Monitors student engagement during instruction and adapts practices when necessary**
  - Provides opportunities for all students to respond to lesson content utilizing student's preferred communication modality (e.g., speech, AAC, manual sign, etc.)
  - Before the lesson begins all necessary supports are in place (AAC, behavioral, physical, etc.)
  - Utilizes progress monitoring and data collection to ensure that instruction is adjusted to meet the needs of individual students and that students are targeting IEP goals
  - Encourages engagement during the lesson or activity and adjusts pacing and content as needed to maximize student participation (e.g. -)
  - Lessons are multidimensional and include multiple opportunities for active student participation and different ways for students to engage with the content
  - Systematically provides a review of content covered in a previous class Concepts build upon one another with lessons activating prior student knowledge
  - Lessons have a clear opening with statement of learning objectives and closing that revisit

Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

- **Incorporates a multi-tiered system of support (MTSS) to address the learning needs of all students**
  - Observes the student in different contexts in order to arrange the optimal instructional environment and better understand under what conditions the student seems to thrive or struggle
  - Differentiates instruction based on students' strengths, interests, and needs
  - Gives time for students to acquire and practice skills taught
  - Provides a review of content or material not understood by students
  - Provides opportunities for advanced learners to enhance their engagement
  - Modifications are made for students who have specific physical, emotional, behavioral, language, or learning differences
  - Works with individuals' students or small groups as needed
  - Allows adequate time for students to think about their answers (wait time)
  - Uses reading/ writing workshop time following a general mini lesson

Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches

Provides culturally responsive curricular materials and classroom environment (library has books that are representative of student backgrounds and home languages)

Incorporates opportunities for students to interact in meaningful ways (i.e., collaborative, interpretive, and productive modes of interaction) in a language rich environment

Groups students heterogeneously so ELLs have English language peer models

Provides targeted language development (TLD) for second language learner students using flexible

homogenous groupings based on language proficiency (i.e., designated ELD/TLD)

Incorporates the use of strategies such as word walls, wait time; bilingual books, sentence frames, realia, visuals; providing sentence starters

Uses L1 (home language) as a resource

Uses knowledge of ELs' linguistic rights, language proficiencies, cultural background, and language strengths to develop instructional activities

Practices wait time to encourage student talk and more interaction

——Creates an inclusive learning environment building on the linguistic and cultural diversity of the students and their related learning needs

TPE 1.2 Rating: Engages Students in Learning	**TPE 1.2 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 4 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 5 indicators purposefully and with intentionality **This area was not assessed at this time**	

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 1:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 1:

TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 2.1 - Establishing Positive Behaviors (5 Indicators)

Creates a safe, welcoming, supportive physical (learning) environment in which all students are able to participate and access materials.

- Classroom seating accommodates individual and group needs
- Teacher positively reinforces students for following classroom norms and behavioral expectations
- Provides a safe space for students

- **Implement regular and predictable routines into the classroom to support transitions between activities.**

- Provides seamless transitions from one activity to next
- Provides adequate time based on knowledge of students' development to complete learning activities teacher informs students of the amount of time for an activity and gives indicators as to remaining time.
- Maintains routines

Creates a classroom management system that establishes clear expectations for appropriate classroom behavior.

- Expected classroom behaviors are posted in the classroom and referenced during instruction as necessary.
- Student learning is supported by structured interaction clearly outlined by the teacher and visual supports as needed
- Smooth transitions/routines established and followed
- Students demonstrate awareness of all rules, procedures, and expectations through their behavior

- **Provides students with timely and effective feedback to address behaviors that interfere with learning**
  - Provides ongoing constructive feedback on how students can improve behavior
  - Provides feedback on the scale of 3 positives to 1 negative (3:1 ratio)
  - Affirms students' efforts and performance to encourage positive behavior by providing feedback on what they are doing well
  - Regularly reviews behavioral expectations building on positive student models
  - Provides opportunities for students needing individualized behavioral interventions to re-engage with whole class activities

- **Demonstrates 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.**
  - Utilizes antecedent based strategies to support student behavior
  - Minimizes use of consequent based strategies
  - Utilizes differential reinforcement strategies to support positive behavior
  - Develops positive behavior intervention plans as needed
  - Utilizes Functional Behavioral Assessment strategies to determine function of behavior and function based interventions.

TPE 2.1 Rating: Establishes Positive Behaviors	**TPE 2.1 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements <u>marked indicators</u> purposefully and with intentionality **Approaching** Teacher candidate implements <u>at least 3 indicators</u> purposefully and with intentionality	

Achieving Teacher candidate implements at least 4 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 2.2 - Fostering Positive Learning (6 Indicators)

- **Reflecting on own biases, TC establishes good rapport with all students regardless of race, gender, ethnicity, language, learning ability or sexual orientation**
  - Many students respond positively to the teacher.
  - Uses students' name.
  - Smiles and is confident
  - Is willing to laugh at own mistakes

- **Uses positive language to foster respectful learning environment.**
  - Uses proximity to support students' engagement in the learning and appropriate behavior
  - Uses positive language to redirect students. "It's time for all students to be in their seats"

- **Promotes equity and mutual respect**
  - Diversity of students is valued by the teacher and students
  - Encourages students to act respectfully with each other

- **Sets clear expectations for learning activities and positive classroom behavior**
  - Sets clear expectations for classroom routines
  - Visual schedules are utilized in the classroom to support individual and group activities
  - Establishes roles for small group activity.
  - Utilizes physical structure/environment in the classroom to support learning (e.g., centers are identified by color; or domain area)
  - Teacher states the expectations for the activity (e.g., "everyone sits quietly and listens carefully)

- **Provides opportunities for all students to be engaged in instruction including use of AAC devices**
  - Uses age-appropriate materials and activities
  - Instruction is individualized and meaningful
  - Develops learning environments that support communication and social development

- **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**
  - Organizes a physically safe learning environment for all students
  - Addresses functional limitations of student movement as necessary (e.g., utilizes switches to access instruction and facilitate participation)
  - Practices safe techniques for lifting and positioning and instructs others as needed
  - Demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as

resilience and protective factors (e.g., attachment, temperament), and their implications for learning.

- Identifies the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.

TPE 2.2 Rating: Fostering Positive Learning Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 4 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 5 indicators purposefully and with intentionality **This area was not assessed at this time**	**TPE 2.2 Feedback & Comments:**

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 2:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 2:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 3.1: Understanding & Organizing Subject Matter (7 Indicators)

- **Uses knowledge of subject matter, California state standards and curriculum frameworks to organize and adjust the curriculum to ensure student understanding**
  - Teacher can examine a learning objective and determine the knowledge and skills that will be required to achieve the goal.
  - Teacher uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles
  - Teacher adjusts instruction within and across subject matter to ensure student learning
  - Teacher implements instructional strategies to demonstrate key concepts and their interrelationships/cross-curricular connections
  - Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge

- **Models and develops digital literacy by guiding students to use available print, electronic, and online subject matter resources based on individual needs.**
  - Teacher talks about the current technology that is available and expresses a desire to increase technology resources for student use
  - Teacher integrates technology to deliver key concepts in the subject matter.
  - Teacher ensures students have access to the use of computers, calculators, the internet, and other materials to enhance and support learning.
  - Students will use educational technology to deepen their subject matter understanding.

- **Implements rigorous learning goals that set high expectations for all students and designs challenging activities**
  - Develop individual, and group lesson goals to support all learners
  - Organizes activities that engage all learners while addressing needs of individual students
  - Develops learning goals, based on grade level standards, that set high expectations for all students and includes challenging activities.

- **Monitors to ensure student comprehension and facilitates student articulation about what they do and do not understand.**
  - Adjusts instruction within and across subject matter to ensure student learning
  - Organizes instruction to incorporate subject or grade level expectations and curriculum frameworks to support student learning
  - Routinely checks for understanding to design instruction that meets students' learning needs and analyzes collected assessment data to plan for future instruction.
  - Previously taught concepts are reviewed and incorporated into current instruction in order to scaffold new content
  - Uses a variety of strategies to routinely check for comprehension (informal/formative assessments)
  - Uses a variety of strategies and provides opportunities for students to monitor and self-assess their learning.
  - Uses assessment information to adjust instruction; provide additional support and/or extend and deepen the learning of students
  - Conducts formative assessments (e.g., daily, weekly) of subject content and related IEP goals

- **Uses effective strategies that are evidence-based for subject specific pedagogy to promote student learning**
  - Knowledgeable about current research and subject matter content; explains how this knowledge impacts instructional planning
  - Uses effective strategies to teach specific subject matter content, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.
  - Provides a rationale for selecting evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.
  - Plans and implements lessons that support students' meaning making and subject-specific language development as students read, write, and converse in each content area.
  - Supports students' ability to effectively express themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area.
  - Plans and implements literacy-based lessons and practices that contribute to building students' content knowledge.
  - Implements lessons that address the foundational skills of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels

- **Uses knowledge about students to differentiate instruction and meet the needs of the full range of English language learners**
  - Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.

- Implements instructional strategies to match students' learning needs
- Accommodations and modifications for students with diverse learning needs are incorporated into the instructional plan.
- Organizes instruction to reveal and value different cultural perspectives
- Plans an entry level assessment to determine students' previous knowledge or skills
- Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups and individual need
- Allows multiple modes of communication and participation in classroom activities, verbal, or alternative modes of language such as AAC device, sign, written or verbal
- Materials and activities are structured in a way that is accessible, given their current level of English proficiency (e.g., their own language or using visuals etc.

- **Uses knowledge about students to differentiate instruction and meet the needs of the full range students with exceptionalities**
  - Designs instruction that is responsive to and motivates students and provides student choice/options.
  - Understands students' individual cognitive, social and physical development and scaffolds instruction accordingly
  - Adapts, modifies, accommodates and differentiates the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
  - Allows multiple modes of communication and participation in classroom activities, verbal, or alternative modes of language such as AAC device, sign, written or verbal
  - Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups and individual need
  - Organizes and implements lessons allowing adequate time for student comprehension and support for students' special needs

TPE 3.1 Rating: Understanding & Organizing Subject Matter	**TPE 3.1 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 4 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 6 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 3.2: Integrates Academic Language into Subject Matter Instruction (3 Indicators)

- **Provides explicit teaching of academic language in ways that engage students in accessing subject matter text or learning activities**
  - Lessons integrate academic language instruction with content instruction.
  - Provides explicit instruction on strategies for making meaning of unknown words in context.

- **Examines a learning goal and determines the knowledge, skills and the language demands of the content that will be required to achieve the goal**
  - Identifies both content learning objectives and academic language objectives.

- **Identifies English language proficiencies and English learner strengths to scaffold and differentiate instruction**
  - Routinely includes integrated ELD/TLD and other language acquisition strategies and scaffolds to make subject-specific academic language accessible and ensure deep content learning for second language learners (language, sentence frames, visuals, models, graphic organizers, teacher modeling, etc.)
  - Provides academic content/vocabulary in home/native language
  - Reteach or adjusts instruction based on students' responses and language proficiency/needs

TPE 3.2 Rating: Fostering Positive Learning Area of Concern	**TPE 3.2 Feedback & Comments:**
Developing Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 2 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 3 indicators purposefully and with intentionality **This area was not assessed at this time**	

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 3:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 3:

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 4.1: Planning and Designing to Maximize Learning for All Learners (7 Indicators)

- **TC uses culture and community as curriculum by identifying culturally relevant community resources and community connections when planning lessons and other educational activities**
  - Arranging for guest speakers
  - Considering connections with community when planning instruction
  - Participate in community field trips – methods to ensure individual student learning
  - Invite parents and families to the school, classroom, and IEP planning meeting

- **Offers students choices**
  - Give choices of activities, materials, mode of language and scheduling
  - Offers students choices for personalized learning.
  - Offers choices of assessments/evidence of understanding

- **Instructional planning incorporates data on students' learning needs and academic abilities aligned with short- & long-term learning goals/objectives.**

- Instruction targets both long term and short-term goals for individual learners.
- Formative and summative assessment data is collected as integral to instructional planning and evidence of student achievement of long-term and short-term IEP goals.

- **Recognizes and redresses bias in the system**
  - Ensures a wide variety of cultures and perspectives are represented in curriculum materials (e.g., books) in the classroom and if necessary, makes suggestions to the Guide Teacher
  - Models the delivery of instruction that is authentic to the experiences of students in the classroom
  - Enquires about the inclusion of families in decision-making and leadership roles
  - Discusses the results of alternative and authentic assessments with school personnel including the Guide Teacher
  - Facilitates honest conversations about equity with Guide Teacher and school personnel

- **Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.**
  - Demonstrates knowledge of assistive technology and apps that support student learning.

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.

- **Demonstrate knowledge of challenges associated with the neurology of open or closed head injuries or other low incidence disabilities resulting in impairments and adjust teaching strategies based upon the unique profile of students.**
  - Implements accommodations to support student's sensory needs including functional vision and hearing loss.

TPE 4.1 Rating: Planning & Designing to Maximize Learning for All Learners	**TPE 4.1 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 2 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 4 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 4.2: Planning Using a Variety of Strategies and Tools (4 Indicators)

- **Uses a wide variety of instructional strategies matched to students' learning needs that offer several ways for all students, including the full range of English learners and students with severe disabilities to demonstrate learning**
  - Uses a variety of instructional strategies when planning to match students' learning needs that offer several ways for students to approach and demonstrate learning

- Offers a variety of materials or options within activities that reflect multiple modalities
- Adapts activities and finds materials that engage students in learning the content and skills in the curriculum through familiar contexts
- Encourages students to express their ideas orally and to practice language, including using both low tech and high-tech AAC devices.

- **Uses digital tools and learning technologies across learning environments with in-person or virtual instructional resources**
  - Plans instruction using digital tools that draws upon students' backgrounds, interests, and developmental learning needs
  - Using learning technologies that extend and build upon students prior learning
  - Familiar with digital tools and can use at least 3 of these digital tools/ learning technologies and the appropriate instructional use and application for all students
  - Use Instructional technology, including assistive technology to support varying learning abilities

- **Collaborates with other professionals to receive input when planning for instruction as well as successful student transitions**
  - Consults with education specialists, paraprofessionals and families when designing instruction for students with IEPs
  - Consults with content experts when planning for instruction about specific content areas
  - Identifies preventative strategies with school psychologists and other school personnel
  - Connects with key stakeholders when planning for the transition to adulthood

- **Uses person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives**
  - Provides opportunities for students and families to be involved in development of individual learning goals and objectives
  - Utilizes person centered and person driven planning approaches
  - Implements instruction within the community and other natural learning environments

TPE 4.2 Rating: Planning and Using a Variety of Strategies and Tools	**TPE 4.2 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 2 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 3 indicators purposefully and with intentionality **This area was not assessed at this time**	

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 4:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 4:

TPE 5: Assessing Student Learning

TPE 5.1: Assessing for Student Learning (2 Indicators)

- **The candidate uses multiple sources of information as formative assessment**
  - Collects multiple sources of information to assess students' learning (e.g., gestures, dialogue, performance tasks, portfolios, quizzes, grades)
  - Formative assessment provides feedback to learners for continued learning, self-checking, and needs for reteaching.

❏ **Candidate demonstrates differentiated, adapted and adjusted assessment routines, procedures and norms to meet the goals of students with disabilities and English learners**

- ❏ Assessment results of students with IEPs, 504 plans, and English learners, are used to make curricular and instructional adaptations and accommodations, including opportunities to demonstrate learning in multiple languages

TPE 5.1 Rating: Assessing for Student Learning	**TPE 5.1 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 2 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 5.2: Assessment is used to Promote Learning

❏ **Patterns of student learning informed curricular decisions**

- ❏ There is a connection between assessment results and the selection and implementation of curriculum (e.g., complementary materials, learning tasks and resources are deliberately designed in response to patterns of learning)

❏ **Patterns of student learning informed instructional decisions**

- ❏ There is a connection between assessment results and instructional modifications (e.g., teaching strategies are adjusted in response to patterns of learning)

Candidate utilizes multiple forms of assessment (formative, cumulative, standardized, formal, informal, etc.) to measure student learning, inform curricular decisions, and to inform pedagogical practices

- ❏ Uses a comprehensive, iterative, cohesive and sequential set of formative assessments to continuously monitor and reflect upon the learning of students, and groups of students (e.g., students with disabilities and English learners)
- ❏ Utilizes person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective

evidence-based instructional supports and strategies for students with extensive support needs.

- ❑ Applies 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 students' needs.

Candidate uses assessment data to:

- ❑ identify effective intervention and support techniques
- ❑ develop needed augmentative and alternative systems
- ❑ implement instruction of communication and social skills,
- ❑ create and facilitate opportunities for interaction
- ❑ develop communication methods to demonstrate student academic knowledge
- ❑ address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

- **Candidate guides and supports students with disabilities using a strategic system of assessment that regularly monitors their strengths, learning needs and achievements (as established in [IEPs]**
  - Data collection tools, instruments and guidelines for IEP goals are referenced during assessment design and implementation
  - Appropriately administers assessments according to the established protocols for each assessment.
  - Understands 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 communications needs.

- **Candidate demonstrates knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.**
  - 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.
  - Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

TPE 5.2 Rating: Assessment is Used to Promote Learning	**TPE 5.2 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements <u>marked indicators</u> purposefully and with intentionality **Approaching** Teacher candidate implements <u>at least 3 indicators</u> purposefully and with intentionality **Achieving** Teacher candidate implements <u>at least 4 indicators</u> purposefully and with intentionality **This area was not assessed at this time**	

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 5:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 5:

TPE 6: Developing as a Professional Educator

TPE 6.1: Equity Mindedness and Interpersonal Relationships (6 Indicators)

Seeks out background information about the families and the local community s/he serves

Creates supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

Demonstrates 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.

Demonstrates the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

Addresses students, parents and colleagues in a professional manner in written (emails, letters) and oral communication

Reflects on own cultural bias

TPE 6.1 Rating: Developing as a Professional Educator	**TPE 6.1 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 4 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 5 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 6.2: Growth Mindset and Reflective Practices (5 Indicators)

Seeks help in planning, implementing lessons and/or assessing student learning

Seeks feedback in planning, student engagement and/or student learning

Responds well to constructive feedback and is able to apply suggestions to improve practice

Applies a reflective analysis to teaching practices and appropriately identify areas needing improvement

Maintains high expectations for student learning and demonstrates persistence in engaging and supporting student learning by trying new approaches to help diverse students learn.

TPE 6.2 Rating: Assessment is Used to Promote Learning	**TPE 6.2 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 4 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 5 indicators purposefully and with intentionality **This area was not assessed at this time**	

TPE 6.3: Professionalism (3 Indicators)

Meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared

Responds promptly to electronic communications

Meets deadlines of assigned tasks and responsibilities

TPE 6.3 Rating: Assessment is Used to Promote Learning	**TPE 6.3 Feedback & Comments:**
Area of Concern **Developing** Teacher candidate implements marked indicators purposefully and with intentionality **Approaching** Teacher candidate implements at least 2 indicators purposefully and with intentionality **Achieving** Teacher candidate implements at least 3 indicators purposefully and with intentionality **This area was not assessed at this time**	

Please provide examples of skills the candidate used that you want to reinforce and celebrate for TPE 6:

Please provide examples of skills the candidate can improve upon with strategies they can use for growth in TPE 6:

Please describe any next steps for the teacher candidate:

TPE 7: Effective Literacy Instruction for Students with Disabilities

U7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their Integration.
● Designs literacy instruction based on individualized education plan (IEP) goals, grade level standards, CAA Blueprint for ELA, and Core Content Connectors as appropriate to students' assessed unique needs.
● Integrates research-backed literacy interventions and strategies based on assessed students' literacy needs.
● Incorporates activities that promote comprehension and making meaning from text, such as guided reading, story maps, and discussion prompts
● Provides opportunities for language development through direct vocabulary instruction, conversation, and language-rich environments.
● Encourages expressive language opportunities for students through differentiated supports such as adapted writing tools, AAC, sentence starters, structured sentence building, or modeled writing.
● Integrates literacy instruction with content areas (e.g., science, social studies) through units of study that connect new knowledge with language and literacy development.
● Regularly assesses students' literacy skills using formative and summative assessments to guide instruction, demonstrate growth, inform instructional decisions, and measure the effectiveness of interventions.
● Collaborates with general education teachers, specialists, paraprofessionals, and families to ensure a coordinated approach to literacy instruction.
U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning: California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and which includes phonology, orthography, phonics, morphology, syntax, and semantics).
● Provides students with various ways to demonstrate their understanding of literacy skills (e.g., oral responses, written work, AAC, drawing), encouraging self-expression in literacy activities using tools like speech-to-text or adapted writing materials.
● Incorporates students' interests and background knowledge into literacy instruction to foster engagement, creating a literacy environment that offers choices, promotes collaboration, and reduces barriers to participation.
● Demonstrates knowledge of the definition and characteristics of dyslexia, including difficulties in phonological processing, decoding, and fluency.

● Implements structured literacy programs that are systematic, explicit, and sequential to cover foundational skills, ensuring that instruction is cumulative and builds upon previously mastered concepts in a logical sequence.
U7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' **cultures, languages, dialects, and home communities**. Promote students' **literacy development in languages other than English** in multilingual (dual language and bilingual education) programs.
● Identifies and builds upon each student's unique strengths, abilities, and interests in literacy activities, viewing differences as assets rather than deficits.
● Designs instruction that acknowledges students' existing knowledge and experiences, especially from their home communities, cultures, and languages.
● Integrates diverse texts, stories, and materials that reflect the cultural backgrounds, histories, and identities of students, fostering connections between literacy instruction and their lived realities.
● Differentiates literacy instruction to address the needs of students who are English learners, incorporating scaffolds such as visual aids, sentence frames, and language supports to make content comprehensible.
U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students **that is active, motivating, and engaging**; **responsive to students' age, language, literacy development, and literacy goals**; reflective of family engagement, social and emotional learning; and trauma-informed practices and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
● Designs literacy instruction that aligns with grade-level standards while making appropriate modifications to meet student's learning profiles and goals.
● Select literacy materials that are age-respectful while adapting content to meet individual student needs, ensuring a respectful balance between age and assessed literacy skills.
● Offers student choice in literacy activities, such as selecting books, writing topics, or preferred formats for assignments (e.g., drawing, storytelling, digital responses).
● Ensures that the literacy environment is trauma-informed by maintaining consistent routines, clear expectations, and positive behavior supports that reduce anxiety and promote emotional safety.
● Integrates literacy skills into content-area lessons (e.g., reading in science or writing in social studies), ensuring cross-curricular connections and comprehensive instruction
● Analyzes instructional materials and tasks to ensure they are age-respectful, culturally relevant, and accessible for all students.
● Breaks down complex literacy tasks into smaller, manageable steps, providing scaffolding and support to ensure students' success in achieving literacy goals.

• Implements gradual release of responsibility strategies (e.g., modeling, guided practice, independent practice) to build students' confidence and independence in literacy skills.
U7.5 Foundational Skills. Develop students' skills(in the following: a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit g. connected, decodable text
• Incorporates environmental print (e.g., signs, labels, symbols) into instruction to help students connect letters and words to familiar objects or daily routines,
• Provides literacy instruction that follows a clear, systematic sequence, ensuring students master foundational skills before progressing to more complex skills as appropriate to grade level and assessed area of need.
• Models the use of **print concepts** through shared reading and other literacy activities, reinforcing understanding of how text is structured.
• Uses developmentally appropriate activities to build **phonological awareness**, such as rhyming, syllable counting, and identifying the first or last sounds in words based on assessed needs and grade level standards.
• Differentiates **phonemic awareness** instruction using scaffolded tasks and tools to promote success for students with various identified support needs.
• Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
• Delivers literacy instruction using a structured, systematic approach that follows a clear sequence of skills, beginning with foundational skills and gradually building complexity and linked to students' assessed needs.
• Provides opportunities for students to read connected, **decodable text** in both guided and independent reading activities, reinforcing their ability to decode words in context.
U7.6 Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
• Collaborates with related service providers (e.g., speech therapists, DHH,) to address any language or communication barriers affecting students' fluency.
• Uses repetition and hands-on activities (e.g., building words with magnetic letters) to reinforce recognition of spelling patterns and syllables, with appropriate accommodations based on student needs.

• Teaches vocabulary explicitly, using visuals (e.g., picture symbols, images) to provide students with context and meaning for new words.
• Embeds vocabulary instruction within meaningful, real-life contexts (e.g., community-based activities, functional vocabulary) to enhance students' understanding and use of words in everyday scenarios.
• Uses concrete objects, photos, or gestures to teach word meanings and promote engagement for students who benefit from tangible and visual reinforcement of vocabulary.
• Provides multiple opportunities to encounter and use new vocabulary through repeated exposure in various contexts (e.g., reading passages, functional texts, labeling, classroom routines).
• Incorporates functional literacy activities (e.g., decoding signs, menus, labels) to help students apply their understanding of word parts in real-world contexts.
• Provides students with sentence starters, choice boards, or picture-based sentence-building tools to scaffold their ability to form complete sentences during reading and writing tasks.
U7.7 Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
• Teaches key vocabulary and academic language explicitly, providing visuals, gestures, and simplified definitions to ensure understanding of words found in more complex disciplinary texts.
• Uses word mapping, semantic webs, and adapted dictionaries to help students connect new vocabulary to prior knowledge and promote comprehension.
• Provides multiple opportunities for students to encounter, practice, and apply new vocabulary in different contexts, ensuring they can use these words when reading and writing more complex texts.
• Uses assistive technology (e.g., speech-generating devices, AAC) to support students to express their understanding of vocabulary and engage in discussions about texts.
• Teaches students how to use comprehension strategies such as predicting, questioning, summarizing, and visualizing, adapting these strategies with visuals or sentence frames for students with significant support needs.
• Provides scaffolded comprehension tasks, breaking down complex texts into manageable chunks and using graphic organizers or picture supports to aid understanding.
• Provides differentiated reading materials with supports such as text summaries, audio recordings, or simplified text versions to ensure students can engage with complex ideas at their level.

• Provides scaffolded writing activities that allow students to practice writing at increasingly complex levels (e.g., using sentence starters, graphic organizers, or adapted writing tools) to express ideas clearly.
• Encourages students to express their thoughts using alternative forms of communication (e.g., AAC devices) if verbal or written communication is limited, allowing all students to engage in the writing process.
• Engages students in functional and meaningful writing activities (e.g., writing personal narratives, describing experiences, creating lists or labels) that promote engagement with complex texts in ways that connect to their lives.
• Provides adapted versions of disciplinary texts (e.g., science or social studies) using simplified language, visuals, or summaries, ensuring all students can access the content and meaning.
• Adjusts the level of text complexity and literacy tasks based on students' unique learning needs, making modifications as necessary to support access to more advanced texts.
• Provides opportunities for students to connect texts to their own experiences, promoting engagement and deeper comprehension of complex disciplinary texts.