

Santa Clara University

MS Summative Assessment of Elementary Teaching in the Content Areas Winter Quarter

Program: SPED ☐ Bilingual MATTC ☐ Intern MATTC ☐

Candidate Name: _____ Observer Name: _____

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Observer Role: Master Teacher ☐ Local Support Teacher ☐ Field Supervisor ☒

School: _----- Grade Level: _

Course Title _____ Date (mm/dd/yyyy): _____

Language of Instruction: _____

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Circle the appropriate rating for your student teacher's performance of each competency (4=Exceptional; 3=Proficient; 2=Basic; 1=Unacceptable; NO= Not Observed). Refer to the rubric for information about the performance expectations for each competency. To successfully complete requirements for the credential, a candidate must earn a score of 3 or above on every element at the end of Winter Quarter.

Competencies	Evaluation
Beginning teachers must be able to...	
MMSN TPE 1. Engaging and Supporting All Students in Learning	4 3 2 1 NO
1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. [1.6]	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. [1.6]	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). [1.4]	○ ○ ○ ○ ○
5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. [1.3]	○ ○ ○ ○ ○
6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. [1.3]	○ ○ ○ ○ ○
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. [1.1]	○ ○ ○ ○ ○

MMSN TPE 2. Creating and Maintaining Effective Environments for Student Learning	
1. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. [2.2]	○ ○ ○ ○ ○
2. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. [2.3]	○ ○ ○ ○ ○
3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.	○ ○ ○ ○ ○
4. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	○ ○ ○ ○ ○
5. Demonstrate 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. [2.1/2.6]	○ ○ ○ ○ ○
6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. [2.6]	○ ○ ○ ○ ○
7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. [2.4]	○ ○ ○ ○ ○

8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	○ ○ ○ ○ ○
9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. [2.5]	○ ○ ○ ○ ○
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. [2.6]	○ ○ ○ ○ ○
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	○ ○ ○ ○ ○
MMSN TPE 3. Understanding and Organizing Subject Matter for Student Learning	
1. 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). [3.5]	○ ○ ○ ○ ○
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. [3.2]	○ ○ ○ ○ ○
3. Demonstrate 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.	○ ○ ○ ○ ○

MMSN TPE 4. Planning Instruction/Designing Learning Experiences for All Students	
1. 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. [4.4]	○ ○ ○ ○ ○
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and 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. [4.3]	○ ○ ○ ○ ○
3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	○ ○ ○ ○ ○

4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. [4.1]	○ ○ ○ ○ ○
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues(e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).	○ ○ ○ ○ ○
6. 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. [4.6]	○ ○ ○ ○ ○
7. Use 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 standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. [4.5]	○ ○ ○ ○ ○
TPE 5. Assessing Student Learning	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply 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. [5.1/5.2]	○ ○ ○ ○ ○
2. 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 and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	○ ○ ○ ○ ○
3. Demonstrate 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.	○ ○ ○ ○ ○
4. 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. [5.6]	○ ○ ○ ○ ○
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	○ ○ ○ ○ ○

6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand 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. [5.2/5.4]	○ ○ ○ ○ ○
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TPE 6. Developing as a Professional Educator	
1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. [6.4]	○ ○ ○ ○ ○
<u>2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.</u>	○ ○ ○ ○ ○
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. [6.7]	○ ○ ○ ○ ○
<u>4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</u>	○ ○ ○ ○ ○
<u>5. 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.</u>	○ ○ ○ ○ ○
<u>6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</u>	○ ○ ○ ○ ○

Commendations:

Recommendations:

Field Supervisor Signature:

Master Teacher Signature:

Credential Candidate Signature:

Date (mm/dd/yyyy):