Special Education– Graduate Outcome Survey Results – Spring 2017

How knowledgeable are you about these learning	Spring 2017
goals?	<i>N</i> = 19
Q7.1. TPE 1: Pedagogical Skills for Subject Matter	Extremely Knowledgeable— 4 (21.05%)
Uses knowledge of the characteristics of students	Very Knowledgeable — 6
with moderate/severe disabilities and their effects	(31.58%)
on learning, skill development, and behavior to	Moderately Knowledgeable — 5
develop and deliver appropriate instruction.	(26.32%)
	Slightly Knowledgeable — 3
	(15.79%)
	Not Knowledgeable at All—0
	(0.00%)
	N/A — 1
	(5.26%)
Q7.2. TPE 2: Monitoring Student Learning During	Extremely Knowledgeable— 4
Instruction	(21.05%)
	Very Knowledgeable — 12
Monitors student progress based upon each	(31.58%)
students' IEP at key points during instruction to	Moderately Knowledgeable — 5
determine whether students are progressing	(26.32%)
adequately toward achieving state-adopted	Slightly Knowledgeable — 3
academic content standards.	(15.79%)
	Not Knowledgeable at All—0
	(0.00%)
	N/A — 1
	(5.26%)
Q7.3. TPE 3: Interpretation of Assessments	Extremely Knowledgeable— 2
Quest 11 2 et interpretation of rispessments	(10.53%)
Knows how to assess and identify students whose	Very Knowledgeable — 11
cultural, ethnic, gender, or linguistic differences	(57.89%)
may be confused with a disability; Understands	Moderately Knowledgeable — 4
and uses a variety of informal and formal	(21.05%)
formative (e.g., analysis of student work) and	Slightly Knowledgeable — 0
summative assessments to determine students'	(0.00%)
progress and plan or modify instruction.)	Not Knowledgeable at All— 1
progress and plan of mounty instruction.)	(5.26%)
	N/A — 1
	(5.26%)
How much do these learning goals influence your	(5.2070)
professional life?	
Q9.1 TPE 1: Pedagogical Skills for Subject Matter	Extremely— 3
Q.1. 11 12 1. 1 chagogical bands for bublect wratter	(15.79%)
Uses knowledge of the characteristics of students	(13.7976) Very— 8
with moderate/severe disabilities and their effects	(42.11%)
	(42.11%) Moderately — 3
on learning, skill development, and behavior to	
develop and deliver appropriate instruction.	(15.79%)
	Slightly— 2
	(10.53%)
	Not at All—2
	(10.53%)
	N/A — 1
	(5.26%)

Instruction (21.05%) Very—11 Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. (10.37%) (10.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Participates in developing and implementing IEP instructional goals aligned with California; Eacilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Very Knowledgeable — 1 (21.05%) Moderately—2 (10.53%) Extremely—4 (21.05%) Moderately—4 (21.05%) Sightly Knowledgeable—8 (42.11%) Very Knowledgeable—0 (31.58%) Moderately—2 Very Knowledgeable—3 (10.53%) Sightly Knowledgeable—3 (10.53%) Very Knowledgeable—4 (21.05%) Sightly Knowledgeable—4 (21.05%) Very Knowledgeable—1 (21.05%)		T , 1 , 1
Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. Q9.3. TPE 3: Interpretation of Assessments Rnows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability: Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Akkes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Wery Knowledgeable — 1 (57.89%) Shightly — 0 (0.00%) N/A — 2 (10.53%) Extremely Knowledgeable — 0 (0.00%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable — 0 (0.00%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable — 1 (21.05%) Extremely Knowledgeable — 1 (37.89%) Very Knowledgeable — 1 (27.105%)	Q9.2. TPE 2: Monitoring Student Learning During	Extremely—4
Monitors student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. (10.53%)	Instruction	' '
student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. Q9.3. TPE 3: Interpretation of Assessments (20.00%) (30.00%)		
determine whether students are progressing adequately toward achieving state-adopted academic content standards. Comparison of Comparison o		
adequately toward achieving state-adopted academic content standards. Content standards		•
academic content standards. (0.00%) Not at All—0 (0.00%) N/A — 2 (10.53%) Q9.3. TPE 3: Interpretation of Assessments (21.05%) Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability: Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that (0.00%) Noderately Knowledgeable—4 (2.1.1%) Very Knowledgeable—4 (2.1.1%) Very Knowledgeable—4 (2.1.05%) Very Knowledgeable—4 (2.1.05%) Very Knowledgeable—1 (5.2.6%) Slightly Knowledgeable—4 (2.1.05%) Very Knowledgeable—1 (5.2.6%)	1 0 0	' '
Not at All—0 (0.00%) N/A = 2 (10.53%)		
Q9.3. TPE 3: Interpretation of Assessments Q9.3. TPE 3: Interpretation of Assessments (0.00%) Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability: Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Eacilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that	academic content standards.	` /
Q9.3. TPE 3: Interpretation of Assessments (20.53%) Extremely—4 (21.05%) Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that N/A - 2 ((10.53%)		
Q9.3. TPE 3: Interpretation of Assessments Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that Extremely Knowledgeable — (21.05%) Extremely Knowledgeable — (21.05%) Wery Knowledgeable — (21.05%) Participates in developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that		` /
$ \begin{array}{c} \textbf{Q9.3.TPE 3: Interpretation of Assessments} \\ \textbf{Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) \\ \textbf{How knowledgeable are you about these learning goals?} \\ \textbf{Q11.1 TPE 4: Making Content Accessible} \\ \textbf{Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. \\ \textbf{Q11.2. TPE 5: Student Engagement} \\ \textbf{Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.} \\ \textbf{Q11.3. TPE 6: Developing Appropriate Teaching Practices} \\ \textbf{Q11.3. TPE 6: Developing Appropriate Teaching Practices} \\ \textbf{Develops and implements instructional and behavior support plans and accommodations that} \\ \\ \textbf{Extremely Knowledgeable} - 4 \\ (21.05\%) \\ \textbf{Moderately Knowledgeable} - 4 \\ (22.11\%) \\ \textbf{Moderately Knowledgeable} - 3 \\ (42.11\%) \\ \textbf{Moderately Knowledgeable} - 3 \\ (15.79\%) \\ \textbf{Moderately Knowledgeable} - 4 \\ (21.05\%) \\ \textbf{Very Knowledgeable} - 4 \\ (21.05\%) \\ \textbf{Very Knowledgeable} - 11 \\ (5.26\%) \\ \textbf{Moderately Knowledgeable} - 2 \\ Moderately Knowledgeable$		
Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.5. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that Q11.5. TPE 5: Student Engagement instructional and behavior support plans and accommodations that Q12.105% Moderately Moderately — 4 Advantage — 4 Q1.105% Moderately Enowledgeable — 8 (42.11%) Very Knowledgeable — 8 (42.11%) Wery Knowledgeable — 8 (42.11%) Moderately Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 4 (21.05%) Very Knowledgeable — 11 (5.26%)		(10.53%)
Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Very—9 (47.37%) Moderately—4 (21.05%) Not at $All = 1$ (5.26%) Not at $All = 1$ (5.26%) Not at $All = 1$ (5.26%) Very Knowledgeable—8 (42.11%) Very Knowledgeable—8 (42.11%) Very Knowledgeable—1 (5.26%) Not Knowledgeable—8 (42.11%) Very Knowledgeable—1 (5.26%) Not Knowledgeable—1 (5.26%) Slightly Knowledgeable—6 (31.58%) Very Knowledgeable—3 (15.79%) Slightly Knowledgeable—3 (15.79%) Slightly Knowledgeable—4 (21.05%) Very Knowledgeable—4 (21.05%) Very Knowledgeable—4 (21.05%) Very Knowledgeable—1 (5.26%) Very Knowledgeable—1 (5.26%) Not Knowledgeable—6 (31.38%) Not Knowledgeable—6 (31.38%) Not Knowledgeable—6 (31.38%) Not Knowledgeable—6 (31.38%) Not Knowledgeable—1 (5.26%) Very Knowledgeable—1 (5.26%) Not Knowledgeable—1 (5.26%)	Q9.3. TPE 3: Interpretation of Assessments	
cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal summative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Moderately Moderately—4		
may be confused with a disability; Understands and uses a variety of informal and formal formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that Moderately - 4 (21.05%) Slightly—0 (0.00%) Not at All—1 (5.26%) Not at All—1 (5.26%) Extremely Knowledgeable—8 (42.11%) Very Knowledgeable—8 (42.11%) Very Knowledgeable—1 (5.26%) Not Knowledgeable—1 (5.26%) Not Knowledgeable—6 (42.11%) Slightly Knowledgeable—1 (5.26%) Not Knowledgeable—6 (6.00%) Not Knowledgeable—6 (6.00%) Not Knowledgeable—6 (6.00%) Not Knowledgeable—1 (6.2.5%) Very Knowledgeable—1 (6.2.6%) Slightly Knowledgeable—1 (6.2.6%) Not Knowledgeable—6 (6.00%) Not Knowledgeable—6 (6.00%) Not Knowledgeable—1 (6.2.6%) Not Knowledgeable—1 (6.2.6%) Extremely Knowledgeable—4 (6.2.1.5%) Very Knowledgeable—1 (6.2.6%)	Knows how to assess and identify students whose	Very — 9
and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that (21.05%) Not at All — 1 (5.26%) Not at All — 1 (5.26%) Very Knowledgeable — 8 (42.11%) Wery Knowledgeable — 8 (42.11%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 3 (15.79%) Slightly Knowledgeable — 0 (0.00%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable at All — 0 (0.00%) Not Knowledgeable — 4 (21.05%) Very Knowledgeable — 4 (21.19%) Moderately Knowledgeable — 4 (21.05%) Very Knowledgeable — 4 (21.19%) Moderately Knowledgeable — 4 (21.05%) Very Knowledgeable — 11 (5.26%) Very Knowledgeable — 4 (21.19%) Moderately Knowledgeable — 4 (21.05%) Very Knowledgeable — 11 (5.26%) Very Knowledgeable — 2	cultural, ethnic, gender, or linguistic differences	(47.37%)
formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.5 **Moderately Knowledgeable** Q11.5 **Moderately Knowledgeable** Q11.6 **Moderately Knowledgeable** Q11.7 **Moderately Knowledgeable** Q11.8 **Moderately Knowledgeable** Q11.9 **Moderately Knowledgeable** Q11.9 **Moderately Knowledgeable** Q11.1 **Moderately Knowledgeable** Q11.2 **Moderately Knowledgeable** Q11.3 **TPE 6: Developing Appropriate Teaching Practices** Q11.3 **TPE 6: Developing Appropriate Teaching Practices** Q11.3 **Moderately Knowledgeable** Q11.4 **Moderately Knowledgeable** Q11.5 *	may be confused with a disability; Understands	Moderately— 4
summative assessments to determine students' progress and plan or modify instruction.) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3 TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that Q12. TPE 5: Student Engagement (0.00%)	and uses a variety of informal and formal	(21.05%)
Progress and plan or modify instruction.) Solution Colorer	formative (e.g., analysis of student work) and	Slightly— 0
(5.26%) N/A — 1 (5.26%) How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2. TPE 5: Student Engagement Akes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 6: Developing Appropriate Teaching Practices Moderately Knowledgeable — 2 (42.11%) Wery Knowledgeable — 8 (42.11%) Moderately Knowledgeable — 0 (0.00%) Not Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 3 (15.79%) Slightly Knowledgeable — 3 (15.79%) Slightly Knowledgeable — 3 (15.79%) Slightly Knowledgeable — 4 (21.05%) Wery Knowledgeable — 1 (21.05%) Very Knowledgeable — 1 (5.26%)	summative assessments to determine students'	(0.00%)
N/A = 1 (5.26%)	progress and plan or modify instruction.)	Not at All— 1
Content Cont		(5.26%)
How knowledgeable are you about these learning goals? Q11.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 0: Developing Appropriate Teaching Practices Makes instruction and behavior support plans and accommodations that		N/A — 1
$ \begin{array}{c} \textbf{goals?} \\ \textbf{Q11.1 TPE 4: Making Content Accessible} \\ \textbf{Participates in developing and implementing IEP} \\ \textbf{instructional goals aligned with California;} \\ \textbf{Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.} \\ \textbf{Q11.2. TPE 5: Student Engagement} \\ \textbf{Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.} \\ \textbf{Q11.3. TPE 6: Developing Appropriate Teaching Practices} \\ \textbf{Q11.3. TPE 6: Developing and implements instructional and behavior support plans and accommodations that} \\ \textbf{Extremely Knowledgeable} & (42.11\%) \\ \textbf{Moderately Knowledgeable} & (42.11\%) \\ \textbf{Moderately Knowledgeable} & (42.11\%) \\ \textbf{Moderately Knowledgeable} & (42.11\%) \\ \textbf{Not Knowledgeable} & (42.11\%) \\ \textbf{Very Knowledgeable} & (42.11\%) \\ \textbf{Not Knowledgeable} & (42.11\%) \\ \textbf{Not Knowledgeable} & (42.11\%) \\ \textbf{Not Knowledgeable} & (42.11\%) \\ \textbf{Very Knowledgeable} & (42.11\%) \\ \textbf{Not Knowledgeable} & (42.11\%) \\ Not K$		(5.26%)
$ \begin{array}{c} \textbf{Q11.1 TPE 4: Making Content Accessible} \\ \textbf{Participates in developing and implementing IEP} \\ \textbf{instructional goals aligned with California;} \\ \textbf{Facilitates effective inclusion of students in the} \\ \textbf{general education core curriculum with the use of} \\ \textbf{appropriate instructional materials, supports and} \\ \textbf{classroom procedures.} \\ \textbf{Q11.2. TPE 5: Student Engagement} \\ \textbf{Makes instruction relevant by actively and} \\ \textbf{equitably engaging students via progress} \\ \textbf{monitoring, meaningful questioning, and} \\ \textbf{reengagement of off task learners.} \\ \textbf{Q11.3. TPE 6: Developing Appropriate Teaching} \\ \textbf{Practices} \\ \textbf{Q11.3. TPE 6: Developing and implements instructional and behavior support plans and accommodations that} \\ \textbf{Extremely Knowledgeable} \\ \textbf{A2.11\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A3.158\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A4.11\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A6.2.11\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A7.11\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A8.} \\ \textbf{A2.11\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A9.} \\ \textbf{A1.58\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A9.} \\ \textbf{A1.58\%} \\ \textbf{Moderately Knowledgeable} \\ \textbf{A1.59\%} \\ \textbf{A1.58\%} \\ \textbf{A2.11\%} \\ \textbf{A3.158\%} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ \textbf{A4.10} \\ \textbf{A4.11\%} \\ \textbf{A4.10} \\ A4$	How knowledgeable are you about these learning	
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2. TPE 5: Student Engagement	goals?	
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.	Q11.1 TPE 4: Making Content Accessible	Extremely Knowledgeable— 8
instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q11.2. TPE 5: Student Engagement Q11.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q11.3. TPE 6: Developing Appropriate Teaching Practices Q11.3. TPE 6: Developing Appropriate Teaching Develops and implements instructional and behavior support plans and accommodations that Q11.3. TPE 6: Developing Appropriate Teaching Develops and implements instructional and behavior support plans and accommodations that Q12. 1196 Moderately Knowledgeable — 1 (5.26%) Moderately Knowledgeable — 0 (0.00%) Not Knowledgeable — 6 (2.105%) Very Knowledgeable — 0 (0.00%) Not Knowledgeable — 1 (2.105%) Very Knowledgeable — 1 (2.105%) Very Knowledgeable — 2		(42.11%)
Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.	Participates in developing and implementing IEP	Very Knowledgeable — 8
general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.	instructional goals aligned with California;	(42.11%)
appropriate instructional materials, supports and classroom procedures. $Slightly \ Knowledgeable = 0 \\ (0.00\%) \\ Not \ Knowledgeable at \ All = 0 \\ (0.00\%) \\ N/A = 2 \\ (10.53\%) \\ Output (10.53\%)$ $Output (10.53\%) \\ Output (10.$	Facilitates effective inclusion of students in the	Moderately Knowledgeable — 1
classroom procedures. (0.00%) Not Knowledgeable at All— 0 (0.00%) N/A — 2 (10.53%) Q11.2. TPE 5: Student Engagement Extremely Knowledgeable— 8 (42.11%) Very Knowledgeable— 6 (31.58%) Moderately Knowledgeable— 3 (15.79%) Slightly Knowledgeable— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable— 4 (21.05%) Very Knowledgeable— 4 (21.05%) Very Knowledgeable— 11 (57.89%) Moderately Knowledgeable— 2	general education core curriculum with the use of	(5.26%)
classroom procedures. (0.00%) Not Knowledgeable at All— 0 (0.00%) N/A — 2 (10.53%) Q11.2. TPE 5: Student Engagement Extremely Knowledgeable— 8 (42.11%) Very Knowledgeable— 6 (31.58%) Moderately Knowledgeable— 3 (15.79%) Slightly Knowledgeable— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) Not Knowledgeable— 4 (21.05%) Very Knowledgeable— 4 (21.05%) Very Knowledgeable— 11 (57.89%) Moderately Knowledgeable— 2	appropriate instructional materials, supports and	Slightly Knowledgeable — 0
$ \begin{array}{c} (0.00\%) \\ N/A-2 \\ (10.53\%) \\ \hline \textbf{Q11.2. TPE 5: Student Engagement} \\ \hline \textbf{Makes instruction relevant by actively and} \\ \textbf{equitably engaging students via progress} \\ \textbf{monitoring, meaningful questioning, and} \\ \textbf{reengagement of off task learners.} \\ \hline \textbf{Slightly Knowledgeable} - 3 \\ (15.79\%) \\ \hline \textbf{Slightly Knowledgeable} - 0 \\ (0.00\%) \\ \hline \textbf{Not Knowledgeable at All} - 0 \\ (0.00\%) \\ \hline \textbf{Not Knowledgeable at All} - 0 \\ (0.00\%) \\ \hline \textbf{Not Knowledgeable} - 4 \\ (21.05\%) \\ \hline \textbf{Very Knowledgeable} - 11 \\ \hline \textbf{Develops and implements instructional and behavior support plans and accommodations that} \\ \hline $		(0.00%)
$\begin{array}{c} N/A-2\\ (10.53\%) \\ \hline \textbf{Q11.2. TPE 5: Student Engagement} \\ \hline \textbf{Makes instruction relevant by actively and} \\ \hline \textbf{equitably engaging students via progress} \\ \hline \textbf{monitoring, meaningful questioning, and} \\ \hline \textbf{reengagement of off task learners.} \\ \hline \textbf{Slightly Knowledgeable} - 3\\ \hline \textbf{Slightly Knowledgeable} - 0\\ \hline \textbf{(0.00\%)} \\ \hline \textbf{Not Knowledgeable at All} - 0\\ \hline \textbf{(0.00\%)} \\ \hline \textbf{N/A} - 2\\ \hline \textbf{(10.53\%)} \\ \hline \textbf{Q11.3. TPE 6: Developing Appropriate Teaching} \\ \hline \textbf{Practices} \\ \hline \textbf{Extremely Knowledgeable} - 4\\ \hline \textbf{(21.05\%)} \\ \hline \textbf{Very Knowledgeable} - 11\\ \hline \textbf{Develops and implements instructional and behavior support plans and accommodations that} \\ \hline \ \ \ \ \ \ \ \ \ \ \ \ \$		Not Knowledgeable at All— 0
Q11.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Wery Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 3 (15.79%) Slightly Knowledgeable — 0 (0.00%) Not Knowledgeable at All— 0 (0.00%) N/A — 2 (10.53%) Q11.3. TPE 6: Developing Appropriate Teaching Practices Practices C21.05%) Very Knowledgeable— 11 Develops and implements instructional and behavior support plans and accommodations that		(0.00%)
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		N/A - 2
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.		(10.53%)
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.	Q11.2. TPE 5: Student Engagement	Extremely Knowledgeable— 8
equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. (31.58%) $Moderately Knowledgeable — 3$ (15.79%) $Slightly Knowledgeable at All — 0$ (0.00%) $Not Knowledgeable at All — 0$ (0.00%) $N/A - 2$ (10.53%) $Practices$ (21.05%) $Very Knowledgeable — 11$ $Develops and implements instructional and behavior support plans and accommodations that (57.89\%)$		(42.11%)
equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. (31.58%) $Moderately Knowledgeable — 3$ (15.79%) $Slightly Knowledgeable at All — 0$ (0.00%) $Not Knowledgeable at All — 0$ (0.00%) $N/A - 2$ (10.53%) $Practices$ (21.05%) $Very Knowledgeable — 11$ $Develops and implements instructional and behavior support plans and accommodations that (57.89\%)$	Makes instruction relevant by actively and	Very Knowledgeable — 6
monitoring, meaningful questioning, and reengagement of off task learners.		
reengagement of off task learners. (15.79%) $Slightly Knowledgeable - 0$ (0.00%) $Not Knowledgeable at All - 0$ (0.000%) $N/A - 2$ (10.53%) $Q11.3. TPE 6: Developing Appropriate Teaching Practices (21.05\%) Very Knowledgeable - 11 0.00\% Very Knowledgeable - 11 0.00\% Very Knowledgeable - 11 0.00\%$		Moderately Knowledgeable — 3
$Slightly Knowledgeable - 0 \\ (0.00\%) \\ Not Knowledgeable at All - 0 \\ (0.00\%) \\ N/A - 2 \\ (10.53\%) \\ \hline Q11.3. \ TPE 6: Developing Appropriate Teaching Practices Extremely \ Knowledgeable - 4 \\ (21.05\%) \\ Very \ Knowledgeable - 11 \\ \hline Develops and implements instructional and behavior support plans and accommodations that Moderately \ Knowledgeable - 2$		
		Slightly Knowledgeable — 0
		(0.00%)
		` '
Continue		
Practices Practices Extremely Knowledgeable—4 (21.05%) Very Knowledgeable—11 Develops and implements instructional and behavior support plans and accommodations that Extremely Knowledgeable—4 (21.05%) Very Knowledgeable—11 (57.89%) Moderately Knowledgeable—2		<i>N/A</i> — 2
Practices (21.05%) Very Knowledgeable — 11 Develops and implements instructional and (57.89%) behavior support plans and accommodations that (57.89%)		
Practices (21.05%) Very Knowledgeable — 11 Develops and implements instructional and (57.89%) behavior support plans and accommodations that (57.89%)	Q11.3. TPE 6: Developing Appropriate Teaching	Extremely Knowledgeable— 4
Develops and implements instructional and behavior support plans and accommodations that (57.89%) Moderately Knowledgeable — 2		(21.05%)
Develops and implements instructional and behavior support plans and accommodations that (57.89%) Moderately Knowledgeable — 2		Very Knowledgeable — 11
behavior support plans and accommodations that Moderately Knowledgeable — 2	Develops and implements instructional and	
** *		
(10.3370)	** *	(10.53%)

promote successful inclusion of students with IEPs in general education. Slightly Knowledgeable — 0 (0.00%) Not Knowledgeable at All—0 (0.00%) NA — 2 (10.53%) How much do these learning goals impact your professional life? Q13.1 TPE 4: Making Content Accessible		
Not Knowledgeable at All— 0 (0.00%) N/A — 2 (10.53%)	promote successful inclusion of students with IEPs	Slightly Knowledgeable — 0
Not Knowledgeable at All— 0 (0.00%) N/A — 2 (10.53%)	in general education.	(0.00%)
G(0,00%) N/A - 2 (10.53%)	Ŭ	Not Knowledgeable at All—0
How much do these learning goals impact your professional life?		
Content of these learning goals impact your professional life?		
How much do these learning goals impact your professional life?		
Professional life?		(10.53%)
Q13.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2 TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3 TPE 6: Developing Appropriate Teaching Practices Q13.3 TPE 6: Developing Appropriate Teaching Practices Q13.4 TPE 6: Developing Appropriate Teaching Practices Q15.5 Sightly—0 Q15.1 TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Moderately Rnowledgeable—2 (10.53%) Extremely—8 (42.11%) Wery—7 (36.84%) Moderately—1 (5.26%) Moderately—0 (0.00%) N/A — 2 (10.33%) Extremely—8 (47.37%) Moderately—0 (0.00%) N/A = 2 (10.53%) Very—5 (26.52%) Slightly—0 (0.00%) N/A = 2 (10.53%)		
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (42.11%) Moderately—1 (5.26%) Moderately—8 (42.11%) Moderately—1 (5.26%) Moderately—9 (47.37%) Moderately—0 (47.37%) Moderately—0 (0.00%) Not at All—0 (0.00%) Not at All—0	professional life?	
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (42.11%) Moderately—1 (5.26%) Moderately—8 (42.11%) Moderately—1 (5.26%) Moderately—9 (47.37%) Moderately—0 (47.37%) Moderately—0 (0.00%) Not at All—0 (0.00%) Not at All—0		
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (42.11%) Moderately—1 (5.26%) Moderately—8 (42.11%) Moderately—1 (5.26%) Moderately—9 (47.37%) Moderately—0 (47.37%) Moderately—0 (0.00%) Not at All—0 (0.00%) Not at All—0	O13.1 TPE 4: Making Content Accessible	Extremely— 8
Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Skighty—1 (5.26%) Q13.2. TPE 5: Student Engagement Extremely—8 (42.11%) Q13.2. TPE 5: Student Engagement Every and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Practices (26.32%) Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Slighty—0 (10.53%) Wery—7 (36.84%) Slightly—1 (5.26%) Not at All—0 (0.00%) (0.00%) N/A — 2 (10.53%) Extremely—1 (52.632%) Moderately—1 (52.6%) Slightly—0 (0.00%) N/A = 2 (10.53%) Word All—0 (0.00%) (0.00%) N/A = 2 (10.53%) Extremely—1 (52.632%) Slightly—0 (0.00%) N/A = 2 (10.53%) Word at All—0 (0.00%) (0.00%) N/A = 2 (10.53%) Word at All—0 (0.00%) N/A = 2 (10.53%) Word at All—0 (0.00%) (0.00%) N/A = 2 (10.53%) Slightly—0 (0.00%) Slightly—0 (0.00%) N/A = 2 (10.53%) Word at All—0 (0.00%) (0.00%) N/A = 2 (10.53%) Slightly—1 (1.520%) Slightly—0 (0.00%) Slightly—0 (0.		
instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q13.3. TPE 7: Teaching English Learners Extremely 1 (57.8%) Very 5 (26.32%) Slightly 0 (0.00%) Not at All 0 (0.00%) Slightly 1 (0.53%) Extremely 1 (57.8%) Very 5 (26.32%) Slightly 1 (0.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Extremely Knowledgeable - 2 (10.53%) Very Knowledgeable - 2 (10.53%) Moderately Knowledgeable - 2 (10.53%) Slightly Knowledgeable - 2 (10.53%) Slightly Knowledgeable - 2 (10.53%)	Participates in developing and implementing IFP	
Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Slightly—1		*
general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.2. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Silghtly - 0 (0.00%) Silghtly - 0 (0.		
appropriate instructional materials, supports and classroom procedures. Slightly		
classroom procedures. (5.26%) Not at AlI—0 (0.00%) N/A — 2 (10.53%) Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Develops and implements instructional promote successful inclusion of students with IEPs in general education. Wery—5 Slightly—0 (0.00%) Not at AlI—0 (0.		
Not at All— 0 (0.00%) N/A = 2 (10.53%)		
Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' of the students' and structional practices (e.g., slightly Knowledgeable — 2 (10.53%) (0.00%6) (0.00%6) (10.53%6)	classroom procedures.	, , ,
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		Not at All—0
Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' (10.53%) Extremely— 8 (42.11%) Very— 9 (47.37%) (0.00%) Not at All— 0 (0.00%) Not at All— 0 (0.00%) Noderately— 1 (5.7.89%) Very— 5 (5.26%) Sightly— 0 (0.00%) Not at All— 0 (0.00%) Very Knowledgeable— 2 (10.53%) Very Knowledgeable— 6 (31.58%) Moderately Knowledgeable— 7 (36.84%) Slightly Knowledgeable— 2 (10.53%)		(0.00%)
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Q13.3. TPE 6: Developing Appropriate Teaching Practices Q14.3. TPE 6: Developing Appropriate Teaching Practices Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' proral and written language to develop students' Makes instruction relevant by actively and (42.11%) Very—9 (47.37%) Moderately—0 (0.00%) Not at All—0 (0.00%) Extremely—11 (5.26%) Slightly—1 (5.26%) Slightly—1 (5.26%) Slightly—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Very—5 (10.53%) Very Knowledgeable—2 (10.53%) Very Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		N/A-2
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Q13.3. TPE 6: Developing Appropriate Teaching Practices Q13.3. TPE 6: Developing Appropriate Teaching Practices Q14.3. TPE 6: Developing Appropriate Teaching Practices Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' proral and written language to develop students' Makes instruction relevant by actively and (42.11%) Very—9 (47.37%) Moderately—0 (0.00%) Not at All—0 (0.00%) Extremely—11 (5.26%) Slightly—1 (5.26%) Slightly—1 (5.26%) Slightly—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Very—5 (10.53%) Very Knowledgeable—2 (10.53%) Very Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		(10.53%)
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Moderately	O13.2 TPE 5: Student Engagement	, ,
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Moderately	Q13.2. 11 E 3. Student Engagement	· ·
equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. Moderately—0	Makes instruction relevant by activaly and	i '
monitoring, meaningful questioning, and reengagement of off task learners. Moderately	· · · · · · · · · · · · · · · · · · ·	
reengagement of off task learners. (0.00%) Slightly — 0 (0.00%) Not at All — 0 (0.00%) N/A — 2 (10.53%) Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Extremely—11 (5.26%) Very—5 (26.32%) Moderately—1 (5.26%) Slightly—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) Not at All—0 (0.00%) N/A—2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (0.00%) N/A—2 (10.53%) Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—7 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		,
Slightly - 0 (0.00%) Not at All - 0 (0.00%) Not at All - 0 (0.00%) N/A - 2 (10.53%)		*
Co.00% Not at All— 0	reengagement of off task learners.	, , ,
Not at All—0 (0.00%) N/A — 2 (10.53%)		5
Q13.3. TPE 6: Developing Appropriate Teaching Practices Overlops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' Output D15.1. TPE 7: Teaching English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Output D2. Extremely English Language Development (31.53%) Very Knowledgeable — 2 (10.53%) Moderately—1 (10.53%) Very Knowledgeable—2 (31.58%) Moderately—1 (10.53%)		(0.00%)
Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' N/A - 2		Not at All—0
Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' N/A - 2		(0.00%)
Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (10.53%) Extremely—11 (57.89%) (26.32%) Moderately—1 (5.26%) Slightly—0 (0.00%) N/A — 2 (10.53%) Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—2 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		N/A-2
Concepts, b) students' prior learning and background, and c) analysis of students' coral and written language to develop students' Concepts, b) students' proral and written language to develops students' Concepts, b) students' proral and written language to develops students' Concepts, b) students' proportion provided instructional practices (e.g., or a land written language to develop students' Concepts, b) students' proportional practices (e.g., or a land written language to develop students' proportional practices (e.g., or a land written language to develop students' proportional practices (e.g., or a land written language to develop students' proportional practices (e.g., or a land written language to develop students' Concepts, b) students' prior learning and or a land written language to develop students' Concepts, concepts		(10.53%)
Practices (57.89%) Very—5 Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. (5.26%) Slighty—0 (0.00%) Not at All—0 (0.00%) N/A—2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (57.89%) Very—5 (26.32%) Moderately—1 (0.00%) N/A—2 (10.53%) Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)	O13.3 TPE 6: Developing Appropriate Teaching	, ,
Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Moderately 1		
Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Moderately-1	Tactices	,
behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. Slightly—0	Davidons and implements instructional and	· ·
promote successful inclusion of students with IEPs in general education. (5.26%) Slightly—0 (0.00%) Not at All—0 (0.00%) N/A—2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (5.26%) Slightly—0 (0.00%) Not at All—0 (10.53%) Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)	_	' '
in general education. Slightly— 0 (0.00%) Not at All— 0 (0.00%) N/A — 2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Slightly— 0 (0.00%) Not at All— 0 (10.53%) Extremely Knowledgeable— 2 (10.53%) Very Knowledgeable— 6 (31.58%) Moderately Knowledgeable— 7 (36.84%) Slightly Knowledgeable— 2 (10.53%)		
(0.00%) Not at All—0 (0.00%) N/A — 2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (0.00%) Not at All—0 (0.00%) Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—2 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		Y /
Not at All— 0 (0.00%) N/A — 2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Extremely Knowledgeable— 2 (10.53%) Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Not at All— 0 (0.00%) Extremely Knowledgeable— 2 (10.53%) Very Knowledgeable— 6 (31.58%) Moderately Knowledgeable— 7 (36.84%) Slightly Knowledgeable— 2 (10.53%)	in general education.	
Condown Cond		'
N/A - 2 (10.53%) How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' N/A - 2 (10.53%) Extremely Knowledgeable - 2 (10.53%)		
How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (10.53%) Extremely Knowledgeable—2 (10.53%) Wery Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		(0.00%)
How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Extremely Knowledgeable—2 (10.53%) Wery Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		N/A-2
How knowledgeable are you about these learning goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Extremely Knowledgeable—2 (10.53%) Wery Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		(10.53%)
goals? Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Extremely Knowledgeable—2 (10.53%) Very Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)	How knowledgeable are you about these learning	`
Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Extremely Knowledgeable—2 (10.53%) Wery Knowledgeable—6 (31.58%) Moderately Knowledgeable—7 (36.84%) Slightly Knowledgeable—2 (10.53%)		
Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (10.53%) Very Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 7 (36.84%) Slightly Knowledgeable — 2 (10.53%)		Frtremely Knowledgeahle_ 2
Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Very Knowledgeable — 6 (31.58%) Moderately Knowledgeable — 7 (36.84%) Slightly Knowledgeable — 2 (10.53%)	Q13.1. 11 E /. Teaching English Learners	•
(ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (31.58%) Moderately Knowledgeable — 7 (36.84%) Slightly Knowledgeable — 2 (10.53%)	Vacana and uses a) English I	
structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' Moderately Knowledgeable — 7 (36.84%) Slightly Knowledgeable — 2 (10.53%)		
concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' (36.84%) Slightly Knowledgeable — 2 (10.53%)		
background, and c) analysis of students' errors in oral and written language to develop students' Slightly Knowledgeable — 2 (10.53%)		
oral and written language to develop students' (10.53%)		' '
	background, and c) analysis of students' errors in	Slightly Knowledgeable — 2
Not Knowledgeable at All—0	oral and written language to develop students'	(10.53%)
		Not Knowledgeable at All—0

literacy in English and provide instruction	(0.00%)
differentiated to students' language abilities.	<i>N/A</i> — 2
	(10.53%)
Q15.2. TPE 8: Learning about Students	Extremely Knowledgeable— 8
	(42.11%)
Gets to know students' a) skills, knowledge, and	Very Knowledgeable — 4
academic language abilities, b) personal abilities	(21.05%)
and interests, c) communication modality, and d)	Moderately Knowledgeable — 4
health and other risk factors through interpersonal	(21.05%)
interactions, formal and informal assessments, and	Slightly Knowledgeable — 1
parent communication and involvement; Reflects	(5.26%)
on above student data (with consultation from	Not Knowledgeable at All—0
others, as needed) to identify and provide needed	(0.00%)
supports to students in need of specialized	<i>N/A</i> — 2
instruction or adaptations.	(10.53%)
Q15.3. TPE 9: Instructional Planning	Extremely Knowledgeable— 2
	(10.53%)
Makes instruction comprehensible and meaningful	Very Knowledgeable — 11
through differentiated lessons based upon	(57.89%)
student's experiences, interests, linguistic and	Moderately Knowledgeable — 4
cultural background and developmental learning	(21.05%)
needs; Effectively, trains, supervises, and/or uses	Slightly Knowledgeable — 0
paraeducators and other personnel (e.g., related	(0.00%)
service providers, peer tutors) to help students	Not Knowledgeable at All—0
achieve goals.	(0.00%)
	<i>N/A</i> — 2
	(10.53%)
How much do these learning goals impact your	
professional life?	
Q17.1. TPE 7: Teaching English Learners	Extremely— 2
Q17.1. THE 7. Teaching English Learners	(10.53%)
Knows and uses a) English Language Development	Very— 8
(ELD) principles and instructional practices (e.g.,	(42.11%)
structured English immersion, contextualizing key	Moderately— 3
concepts), b) students' prior learning and	(15.79%)
background, and c) analysis of students' errors in	Slightly— 2
oral and written language to develop students'	(10.53%)
literacy in English and provide instruction	Not at All—2
differentiated to students' language abilities.	(10.53%)
	N/A-2
	(10.53%)
Q17.2. TPE 8: Learning about Students	Extremely— 6
	(31.58%)
Gets to know students' a) skills, knowledge, and	Very — 9
academic language abilities, b) personal abilities	(47.37%)
and interests, c) communication modality, and d)	Moderately— 2
health and other risk factors through interpersonal	(10.53%)
interactions, formal and informal assessments, and	Slightly— 0
parent communication and involvement; Reflects	(0.00%)
on above student data (with consultation from	Not at All — 0
others, as needed) to identify and provide needed	(0.00%)
supports to students in need of specialized	N/A - 2
instruction or adaptations.	(10.53%)
Q17.3. TPE 9: Instructional Planning	Extremely—4
	(21.05%)

Makes instruction comprehensible and meaningful	Very—9
through differentiated lessons based upon	(47.37%)
student's experiences, interests, linguistic and	Moderately— 4
cultural background and developmental learning	(21.05%)
needs; Effectively, trains, supervises, and/or uses	Slightly— 0
paraeducators and other personnel (e.g., related	(0.00%)
service providers, peer tutors) to help students	Not at All—0
achieve goals.	(0.00%)
	N/A — 2
	(10.53%)
How knowledgeable are you about these learning goals?	
Q19.1. TPE 10: Instructional Time	Extremely Knowledgeable— 5
Q13.1. 11 E 10. Instructional Time	(26.32%)
Coordinates, directs, and communicates effectively	Very Knowledgeable — 11
with other special education service providers,	(57.89%)
general educators, paraeducators, and volunteers	Moderately Knowledgeable — 1
to ensure useful instructional.	(5.26%)
	Slightly Knowledgeable — 0
	(0.00%)
	Not Knowledgeable at All—0
	(0.00%)
	N/A - 2
	(10.53%)
Q19.2. TPE 11: Social Environment	Extremely Knowledgeable— 5
	(26.32%)
Uses a variety of effective strategies, including	Very Knowledgeable — 10
methods for promoting positive behavior and	(52.63%)
social skills for building constructive relationships	Moderately Knowledgeable — 2
between all students; Knows how to develop and	(10.53%)
implement a Positive Behavior Support Plan, an	Slightly Knowledgeable — 0
individual student contract, and participate in	(0.00%)
school-wide PBS processes.	Not Knowledgeable at All—0
	(0.00%) N/A — 2
	(10.53%)
Q19.3. TPE 12: Professional, Legal, and Ethical	Extremely Knowledgeable— 5
Obligations	(26.32%)
Obligations	Very Knowledgeable — 12
Knows and uses district guidelines to report	(63.16%)
suspected cases of child abuse, neglect, or sexual	Moderately Knowledgeable — 0
harassment; Knows and honors obligations to	(0.00%)
protect the confidentiality, health, and safety of	Slightly Knowledgeable — 0
students, families, and school personnel; Models	(0.00%)
ethical behavior and honors laws relating to	Not Knowledgeable at All—0
professional misconduct.	(0.00%)
	<i>N/A</i> — 2
	(10.53%)
Q19.4. TPE 13: Professional Growth	Extremely Knowledgeable—5
	(26.32%)
Sets professional goals for increasing subject	Very Knowledgeable — 11
matter knowledge and teaching effectiveness;	(57.89%)
Attends professional development on a regular	Moderately Knowledgeable — 1
basis.	(5.26%) Slightly Knowledgeable
	Slightly Knowledgeable — 0
	(0.00%)

	Not Knowledgeable at All— 0
	(0.00%)
	<i>N/A</i> — 2
	(10.53%)
Q21.1. TPE 10: Instructional Time	Extremely— 8
	(42.11%)
Coordinates, directs, and communicates effectively	Very — 9
with other special education service providers,	(47.37%)
general educators, paraeducators, and volunteers	Moderately — 0
to ensure useful instructional.	(0.00%)
	Slightly— 0
	(0.00%)
	Not at All—0
	(0.00%)
	<i>N/A</i> — 2
	(10.53%)
How much do these learning goals impact your professional life?	
Q21.2. TPE 11: Social Environment	Extremely— 6
Q21.2. 11 E 11. Social Environment	(31.58%)
Uses a variety of effective strategies, including	Very— 8
methods for promoting positive behavior and	(42.11%)
social skills for building constructive relationships	Moderately— 3
between all students; Knows how to develop and	(15.79%)
implement a Positive Behavior Support Plan, an	Slightly— 0
individual student contract, and participate in	(0.00%)
school-wide PBS processes.	Not at All — 0
processes	(0.00%)
	N/A - 2
	(10.53%)
Q21.3. TPE 12: Professional, Legal, and Ethical	Extremely— 8
Obligations	(42.11%)
B	Very—8
Knows and uses district guidelines to report	(42.11%)
suspected cases of child abuse, neglect, or sexual	Moderately— 1
harassment; Knows and honors obligations to	(5.26%)
protect the confidentiality, health, and safety of	Slightly— 0
students, families, and school personnel; Models	(0.00%)
ethical behavior and honors laws relating to	Not at All—0
professional misconduct.	(0.00%)
	<i>N/A</i> — 2
	(10.53%)
Q21.4. TPE 13: Professional Growth	Extremely— 5
	(26.32%)
Sets professional goals for increasing subject	Very— 11
matter knowledge and teaching effectiveness;	(57.89%)
Attends professional development on a regular	Moderately— 1
basis.	(5.26%)
	Slightly— 0
	(0.00%)
	Not at All—0
	(0.00%)
	N/A - 2
OM OVERALL EXPEDIENCE	(10.53%)
Q23. OVERALL EXPERIENCE	Extremely Well—6

	(31.58%)
Overall, how well do you think your program	Very Well — 8
prepares graduates to work at schools?	(42.11%)
	Moderately Well — 3
	(15.79%)
	Slightly Well — 0
	(0.00%)
	Not Well at All—0
	(0.00%)
	N/A-2
	(10.53%)