

Table 1 of 3. Special Education Mild-Moderate Teacher Performance Expectations Summative Assessment 2017-2018

Statistics	Final Score Max = 4	Rubric Name	Criterion 1 TPE 1: Specific Pedagogical Skills for Subject Matter Instruction The candidate: Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment Delivers comprehensive systematic instruction Implements appropriate assessment and instructional accommodations for students as described in each student's IEP	Criterion 2 TPE 2 Monitoring Student Learning During Instruction The candidate: 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 Paces instruction and re-teaches content based on evidence gathered using assessment strategies	Criterion 3 TPE 3 Interpretation and Use of Assessments The candidate: 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	Criterion 4 TPE 4 Making Content Accessible The candidate: 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	Criterion 5 TPE 5 Student Engagement The candidate: Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	3	4	4	4
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	4	4	3	4
	3.35	EDUC 590-592 - MM TPE Assessment 2	3.5	3	3.5	4	3.5
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.38	EDUC 590-592 - MM TPE Assessment 2	4	3	4	4	3
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.46	EDUC 590-592 - MM TPE Assessment 2	4	3	4	3	3
N:			9	9	9	9	9
Mean:			3.5	3.11	3.50	3.33	3.28
Median:			3.5	3	3.5	3	3
Min:			3	3	3	3	3

Max:			4	4	4	4	4
Range:			1	1	1	1	1
SD:			0.471	0.314	0.471	0.471	0.416

Table 2 of 3. Special Education Mild-Moderate Teacher Performance Expectations Summative Assessment 2017-2018

Statistics	Final Score : Max = 4	Rubric Name	Criterion 6 TPE 6 Developmentally Appropriate Teaching Practices The candidate: Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education	Criterion 7 TPE 7 Teaching English Learners The candidate: 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' literacy in English and provide instruction differentiated to students' language abilities	Criterion 8 TPE 8 Learning About Students The candidate: Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations	Criterion 9 TPE 9 Instructional Planning The candidate: Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals	Criterion 10 TPE 10 Instructional Time The candidate: Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	3	4	4	3
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	4	4	4	3
	3.35	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3.5
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.38	EDUC 590-592 - MM TPE Assessment 2	3	3	4	3	3

Attallah College of Education Studies Chapman University

	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	3
	3.46	EDUC 590-592 - MM TPE Assessment 2	3	4	4	3	3
N:			9	9	9	9	9
Mean:			3.22	3.22	3.44	3.22	3.06
Median:			3	3	3	3	3
Min:			3	3	3	3	3
Max:			4	4	4	4	3.5
Range:			1	1	1	1	0.5
SD:			0.416	0.416	0.497	0.416	0.157

Table 3 of 3. Special Education Mild-Moderate Teacher Performance Expectations Summative Assessment 2017-2018

Statistics	Final Score : Max = 4	Rubric Name	Criterion 11 TPE 11 Social Environment The candidate: Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school- wide PBS processes	Criterion 12 TPE 12 Professional, Legal and Ethical Obligations The candidate: Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel Models ethical behavior and honors laws relating to professional misconduct	Criterion 13 TPE 13 Professional Growth The candidate: Sets professional goals for increasing subject matter knowledge and teaching effectiveness	Average Rubric Score	Last Evaluation Date	Evaluator
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	4	4	3.77	12/10/2017	Christena Harper

Attallah College of Education Studies Chapman University

	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	5/24/2018	Barbara Okiishi
	3.77	EDUC 590-592 - MM TPE Assessment 2	4	3	4	3.77	1/23/2018	Trisha Nishimura
	3.35	EDUC 590-592 - MM TPE Assessment 2	3.5	3.5	3.5	3.35	5/16/2018	Jaime Bauer
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	12/27/2017	Jaime Bauer
	3.38	EDUC 590-592 - MM TPE Assessment 2	3	3	4	3.38	5/26/2018	Christena Harper
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	12/27/2017	Jaime Bauer
	3	EDUC 590-592 - MM TPE Assessment 2	3	3	3	3	5/19/2018	Kristy Spurgin
	3.46	EDUC 590-592 - MM TPE Assessment 2	4	3	4	3.46	1/17/2018	Trisha Nishimura
N:			9	9	9	9		
Mean:			3.39	3.17	3.50	3.30		
Median:			3	3	3.5	3.35		
Min:			3	3	3	3		
Max:			4	4	4	3.77		
Range:			1	1	1	0.77		
SD:			0.458	0.333	0.471	0.305		

Table 1 of 3. Special Education Moderate-Severe Teacher Performance Expectations Summative Assessment 2017-2018

Statistics	Final Score : Max = 4	Rubric Name	Criterion 1 TPE 1: Specific Pedagogical Skills for Subject Matter Instruction The candidate: Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. Effectively trains, oversees, and uses paraeducators and other related service providers to help students achieve their goals.	Criterion 2 TPE 2 Monitoring Student Learning During Instruction The candidate: 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 Paces instruction and re-teaches content based on evidence gathered using assessment strategies	Criterion 3 TPE 3 Interpretation and Use of Assessments The candidate: 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	Criterion 4 TPE 4 Making Content Accessible The candidate: 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	Criterion 5 TPE 5 Student Engagement The candidate: Facilitates student communication abilities and increases and extends a variety of social interactions in order to achieve meaningful social relationships across settings
	3.85	EDUC 591-593 - MS TPE Assessment 2	4	4	4	4	4
	4	EDUC 591-593 - MS TPE Assessment 2	4	4	4	4	4
	3.38	EDUC 591-593 - MS TPE Assessment 2	4	3	3	4	4
N:			3	3	3	3	3
Mean:			4.00	3.67	3.67	4.00	4.00
Median:			4	4	4	4	4
Min:			4	3	3	4	4
Max:			4	4	4	4	4
Range:			0	1	1	0	0
SD:			0.000	0.471	0.471	0.000	0.000

Table 2 of 3. Special Education Moderate-Severe Teacher Performance Expectations Summative Assessment 2017-2018

Statistics	Final Score : Max = 4	Rubric Name	Criterion 6 TPE 6 Developmentally Appropriate Teaching Practices The candidate: Develops and implements instructional and behavior support plans and accommodations that promote positive behavior and social skills for building constructive relationships among all students to increase learner competence.	Criterion 7 TPE 7 Teaching English Learners The candidate: 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' literacy in English and provide instruction differentiated to students' language abilities	Criterion 8 TPE 8 Learning About Students The candidate: Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations	Criterion 9 TPE 9 Instructional Planning The candidate: Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals	Criterion 10 TPE 10 Instructional Time The candidate: Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional
	3.85	EDUC 591-593 - MS TPE Assessment 2	4	3	4	4	4
	4	EDUC 591-593 - MS TPE Assessment 2	4	4	4	4	4
	3.38	EDUC 591-593 - MS TPE Assessment 2	3	4	3	3	4
N:			3	3	3	3	3
Mean:			3.67	3.67	3.67	3.67	4.00
Median:			4	4	4	4	4
Min:			3	3	3	3	4
Max:			4	4	4	4	4
Range:			1	1	1	1	0
SD:			0.471	0.471	0.471	0.471	0.000

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	3.85	EDUC 591-593 - MS TPE Assessment 2	4	3	4	3.85	5/24/2018	Barbara Okiishi
	4	EDUC 591-593 - MS TPE Assessment 2	4	4	4	4.00	1/23/2018	Trisha Nishimura
	3.38	EDUC 591-593 - MS TPE Assessment 2	3	3	3	3.38	1/17/2018	Trisha Nishimura
N:			3	3	3	3		
Mean:			3.67	3.33	3.67	3.74		
Median:			4	3	4	3.85		
Min:			3	3	3	3.38		
Max:			4	4	4	4		
Range:			1	1	1	0.62		
SD:			0.471	0.471	0.471	0.264		