



**Preliminary Education Specialist
Documentation of Assessment Administration and Formal Report**

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Chooses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards
11. _____ Appropriate accommodations and modifications are identified
12. _____ Continuum of Services reviewed and considered

Comments:

Teacher Candidate Signature: _____ Date: _____

University Supervisor/Cooperating Signature: _____ Date: _____

Date/Time of Next Observation: _____



Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

- 1. ___ Teacher Candidate briefly explains behavior of concern
2. ___ Provides a rationale for developing a BIP
3. ___ Provides present levels of performance
4. ___ Setting events/antecedents are described
5. ___ Targeted behavior is described and operationally defined.
6. ___ Consequences Identified and described
7. ___ Hypothesized and function of behavior is described
8. ___ Intervention/Prevention Strategies identified
9. ___ Functionally Equivalent Replacement Behavior (FERB) identified
10. ___ Describes progress monitoring process
11. ___ Describes follow-up procedures and timeline for reporting

Comments:

Supervisor Observations and Remarks:

Teacher Candidate Signature: _____ Date: _____

University Supervisor/Cooperating Signature: _____ Date: _____

Date/Time of Next Observation: _____



Education Specialist Student Teaching Lesson Planning and Delivery Observation Form

- TPE 1 Instruction of Students, TPE 2 Monitoring Instruction, TPE 3 Assessments, TPE 4 Content Accessible, TPE 5 Student Engagement, TPE 6 Appropriate Teaching, TPE 7 Differentiation ELL, TPE 8 Learning about Students, TPE 9 Instructional Planning, TPE 10 Time Management, TPE 11 Social Environment, TPE 12 Prof, Legal, Ethical Oblig., TPE 13 Prof. Growth

Comments

Next Steps:

University Supervisor: _____ Date: _____

Mentor Teacher: _____ Date: _____

Teacher Candidate: _____ Date: _____

Special Education Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a) A brief description of the school and classroom setting
- b) Performance and growth during student teaching
- c) Areas of special competence
- d) Additional comments

University Supervisor: _____ Signature: _____

Mentor Teacher: _____ Signature: _____

Teacher Candidate: _____ Signature: _____



Education Specialist Final E-Portfolio Assessment (Mild/Moderate)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
 - Behavior Intervention Plans (names redacted)
 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Mentor Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Mentor Teacher and University Supervisor to Taskstream.

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Mentor Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p style="text-align: center;">TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • 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 					
<p style="text-align: center;">TPE 2 Monitoring Student Learning During Instruction</p>					

<p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 3 Interpretation and Use of Assessments</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 4 Making Content Accessible</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 5 Student Engagement</p> <p>The candidate:</p> <ul style="list-style-type: none"> Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners 			
<p style="text-align: center;">TPE 6 Developmentally Appropriate Teaching Practices</p> <p>The candidate:</p> <ul style="list-style-type: none"> Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education 			

<p style="text-align: center;">TPE 7 Teaching English Learners</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 8 Learning About Students</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 9 Instructional Planning</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					

<p style="text-align: center;">TPE 10 Instructional Time</p> <p>The candidate:</p> <ul style="list-style-type: none"> Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional 					
<p style="text-align: center;">TPE 11 Social Environment</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 12 Professional, Legal and Ethical Obligations</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 13 Professional Growth</p> <p>The candidate:</p> <ul style="list-style-type: none"> Sets professional goals for increasing subject matter knowledge and teaching effectiveness 					

Teacher Candidate Signature: _____

Date: _____

Mentor Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____



Education Specialist Final E-Portfolio Assessment (Moderate/Severe)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
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 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Mentor Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Mentor Teacher and University Supervisor to Taskstream.



Education Specialist Moderate/Severe TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Mentor Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p style="text-align: center;">TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • 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. 					
<p style="text-align: center;">TPE 2 Monitoring Student Learning During Instruction</p>					

<p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 3 Interpretation and Use of Assessments</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 4 Making Content Accessible</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 			
<p style="text-align: center;">TPE 5 Student Engagement</p> <p>The candidate:</p> <ul style="list-style-type: none"> Facilitates student communication abilities and increases and extends a variety of social interactions in order to achieve meaningful social relationships across settings 			
<p style="text-align: center;">TPE 6 Developmentally Appropriate Teaching Practices</p>			

<p>The candidate:</p> <ul style="list-style-type: none"> 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. 					
<p style="text-align: center;">TPE 7 Teaching English Learners</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 8 Learning About Students</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					

<p style="text-align: center;">TPE 9 Instructional Planning</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					
<p style="text-align: center;">TPE 10 Instructional Time</p> <p>The candidate:</p> <ul style="list-style-type: none"> Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional 					
<p style="text-align: center;">TPE 11 Social Environment</p> <p>The candidate:</p> <ul style="list-style-type: none"> 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 					

<p style="text-align: center;">TPE 12 Professional, Legal and Ethical Obligations</p> <p>The candidate:</p> <ul style="list-style-type: none"> • 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 					
<p style="text-align: center;">TPE 13 Professional Growth</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Sets professional goals for increasing subject matter knowledge and teaching effectiveness 					

Teacher Candidate Signature: _____ Date: _____

Mentor Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____



Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):

District

Semester:

University Supervisor:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.

Week	Teacher Candidate Directions: Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Mentor Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
	Activities: # Hours: Signature of US : _____ Date: _____ Signature of SP _____ Date _____
	Activities: # Hours: Signature of US : _____ Date: _____ Signature of SP _____ Date _____
	Activities: # Hours: Signature of US : _____ Date: _____ Signature of SP _____ Date _____
	Activities: # Hours: Signature of US : _____ Date: _____ Signature of SP _____ Date _____
	Activities: # Hours: Signature of US : _____ Date: _____ Signature of SP _____ Date _____



Preliminary Education Specialist Weekly Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Mentor Teacher (MT), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and MT weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):

District University Supervisor:

Semester:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the Mentor Teacher.

Week #	Teacher Candidate Directions:
# Hours:	Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Mentor Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
Activities:	
# Hours:	
Signature of US :	
Activities:	
# Hours:	
Signature of US :	
Activities:	
# Hours:	
Signature of US :	
Activities:	
# Hours:	
Signature of US :	
Activities:	
# Hours:	
Signature of US :	

