

## DIRECTED TEACHING EVALUATION

To Be Completed By **Master Teacher** (for Student Teachers), **School Administrator** (for Intern Teachers) or **SJSU Supervisor**

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_  
LAST FIRST MONTH YEAR

Credential Program: \_\_\_\_\_

THIS CANDIDATE IS COMPLETING THIS COURSE: 1.  IN AN INTERN POSITION, TEACHING HIS OR HER OWN CLASS **OR** 2.  WORKING WITH A MASTER TEACHER  
(PLEASE CHECK ONLY ONE BOX)

COURSE:  EDSE 217A for M/M  EDSE 154 for M/S  EDSE 154 for ECSE  EDSE 105 for Interns

NAME OF SCHOOL: \_\_\_\_\_ SCHOOL PHONE #: \_\_\_\_\_

NAME OF DISTRICT: \_\_\_\_\_

Name of Master Teacher: \_\_\_\_\_ Master Teacher Email: \_\_\_\_\_  
(IF APPLICABLE)

School Evaluator: \_\_\_\_\_ Job Title of Evaluator: \_\_\_\_\_

Evaluation Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

TPE is the Teacher Performance Expectation for Education Specialists (CCTC, 2009); PS is Program Standard, MM is Specialty Specific Program Standards (Mild/Moderate Disabilities), MS is Specialty Specific Program Standards (Moderate/Severe Disabilities), ECSE is Specialty Specific Program Standards (Early Childhood Special Education) from the 2009 CCTC Education Specialists Credential standards.

### DIRECTIONS:

There are 13 TPEs (Teacher Performance Expectations) and 4 additional items guiding this summative assessment form.  
Evaluation Rubric: **1 point = Beginning** Able to generally articulate educational theory supporting best practices and translate it into instruction and other related activities with some success but needing constant supervision and continued skill development. **2 points = Developing** Able to generally articulate educational theory supporting best practices and translate it into effective instruction and other related activities with frequent supervision and continued skill development. **3 points = Accomplished** Able to clearly and concisely articulate educational theory supporting best practices and translate it into effective instruction and other related activities with limited supervision like a first year teacher. **4 points = Exemplary** Able to clearly and concisely articulate educational theory supporting best practices and translate it into effective instruction and other related activities with minimal supervision like an experienced teacher.

# RATING SCALE AND DESCRIPTORS

4 = EXEMPLARY

3 = ACCOMPLISHED

2 = DEVELOPING

1 = BEGINNING

EVALUATOR: PLEASE INDICATE A RATING OF 4 TO 1 IN THE BOXES BELOW, CORRESPONDING WITH THE AVAILABLE SOURCE OF EVIDENCE (such as observation, meeting, etc).

ITEM:	POINTS	COMMENTS
<p><b>1. PEDAGOGICAL KNOWLEDGE AND SKILLS</b>  <b>TPE 1: Pedagogical Skills for Subject Matter Instruction:</b> demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students' IEP/IFSP/ITP (p. PSC 2D-11)</p> <p><b>PS 13. Curriculum and Instruction of Students w/ Disabilities</b>  <b>MM 3. Planning and Implementing Mild/Moderate Curriculum and Instruction:</b> selects curricula and designs lessons that give access to core standards and that use evidence-based instructional strategies that meet the diverse learning characteristics of students.</p> <p><b>ECSE 6. Intervention and Instructional Strategies: Birth through Pre-Kindergarten:</b> demonstrates ability to design and implement developmentally, culturally and individually appropriate intervention and instructional strategies that address specific learning needs and family's concerns and priorities.</p>		
<p><b>2. ASSESSING AND MONITORING STUDENT LEARNING</b>  <b>TPE 2: Monitoring Student Learning during Instruction:</b> monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</p> <p><b>PS 5. Assessment of Students</b></p>		
<p><b>3. ASSESSMENT AND INTERPRETATIONS</b>  <b>TPE 3: Interpretation and Use of Assessments:</b> demonstrates knowledge of requirements for assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability (p. PSC 2D-19)</p> <p><b>PS 5. Assessment of Students</b></p>		
<p><b>4. MAKING CONTENT ACCESSIBLE</b>  <b>TPE 4: Making Content Accessible:</b> demonstrates in the ability to participate in the development and implementation of IEP goals aligned with California content standards (p. PSC 2D-19)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>		

ITEM:	POINTS	COMMENTS
<p><b>5. Engaging Students in Learning</b></p> <p><i><b>TPE 5: Student Engagement:</b> demonstrates ability to provide students with opportunities to engage in academic and social pursuits based on students' developmental and functioning levels and strategies that allow students to foster their independence, practices self-determination and engage in pragmatic interaction skills (p. PSC2D-20)</i></p> <p><b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b></p>		
<p><b>6. Developmentally Appropriate Teaching Practices</b></p> <p><i><b>TPE 6: Chronologically Appropriate or Child-Based Teaching Practices:</b> demonstrates the ability to set student expectations based on knowledge of typical and atypical development and develops and implements behavior support plans and accommodations that promote successful inclusion in general education settings (adapted from TPE 6; p. PSC 2D-21)</i></p> <p><b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b>  <b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>		
<p><b>7. Teaching Diverse and English Learners</b></p> <p><i><b>TPE 7: Teaching English Learners:</b> can apply pedagogical theories, principles, and instructional practices for instruction of English Learners (p. PSC 2D-21)</i></p> <p><b>PS 3. Educating Diverse Learners</b>  <b>PS 10. Preparation to Teach English Language Learners</b></p>		
<p><b>8. DEVELOPMENTALLY APPROPRIATE ASSESSMENT &amp; EVALUATION</b></p> <p><i><b>TPE 8: Learning about Students:</b> assesses students' abilities, ideas, interests and aspirations and encourage parents to become involved (p. PSC 2D-22)</i></p> <p><b>PS 5. Assessment of Students</b>  <b>MS 4. Assessment, Program Planning and Instruction:</b> utilizes person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum and progress towards IEP goals.</p>		

ITEM:	POINTS	COMMENTS
<p>8. <i>(continued)</i></p> <p><b>ECSE 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers:</b> uses assessment and evaluations that lead/ to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing)</p> <p><b>M/M 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities:</b> makes appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students.</p>		
<p><b>9. INSTRUCTIONAL PLANNING</b></p> <p><b><i>TPE 9: Instructional Planning:</i></b> plans instruction that is comprehensive and based on state and local standards; utilizes explicit teaching methods such as direct instruction and inquiry; plans how to explain content clearly; connects content with linguistic and cultural backgrounds, experiences, interests, and learning needs (p. PSC 2D-23)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>		
<p><b>10. INSTRUCTIONAL COLLABORATION</b></p> <p><b><i>TPE 10: Instructional Time:</i></b> demonstrates ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers (p. PSC 2D-23)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>		
<p><b>11. BUILDING SOCIAL ENVIRONMENT</b></p> <p><b><i>TPE 11: Social Environment:</i></b> demonstrates ability to use a variety of effective strategies for promoting positive behavioral and social skills for building constructive relationships between all students (p. PSC 2D-23)</p> <p><b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b></p>		
<p><b>TPE 12: Professional, Legal and Ethical Obligations</b></p> <p>Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. Candidates recognize and actively address expressions and acts of intolerance such as bullying. They understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities.</p>		

<p><b>TPE 13: Professional Growth</b>  Candidates evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and Next Generation Science Standards for students and student learning. The candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence-based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.</p>		
<p><b>ITEM: Department of Special Education Standards</b></p>	<p><b>POINTS</b></p>	<p><b>COMMENTS</b></p>
<p><b>SPED 1. PROFESSIONALISM</b>  The candidate demonstrates professionalism in: 1. Interactions with university personnel or other professionals in the field 2. Communications about students or student information by using People First Language, respectful descriptions with no formal labels and without cultural or linguistic bias and enforcing confidentiality 3. Conduct and professional attire</p>		
<p><b>SPED 2. PARTICIPATION IN IEP PROCESS</b>  The candidate demonstrates the ability to contribute to the development of individualized education plans (IEP) by accurately writing IEP present performance levels, goals and objectives/benchmarks that are meaningful, that include student (when appropriate) and parent input, and follow IDEA requirements. The candidate participates in the IEP meetings collaboratively.</p> <p><b>TPE 2: Monitoring Student Learning during Instruction:</b> monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</p>		
<p><b>SPED 3. TECHNOLOGY IN THE CLASSROOM</b>  The candidates uses technology in the classroom to help students with diverse learning needs access educational opportunities and to master the contents of the assigned curriculum.</p> <p><b>TPE 1: Pedagogical Skills for Subject Matter Instruction:</b> demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students' IEP/IFSP/ITP (p. PSC 2D-11)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>		

**SPED 4. Home, School, Community Collaboration**

The Candidate demonstrates effective communication and collaboration skills with family members or guardians as evidenced in reflections, documents, feedback from participants and/or home visitsummaries.

**REFERENCE:** CCTC: Appendix B: Proposed TPEs for Education Specialist Teaching Credential Programs; 2009 Program and Specialty Standards for Education Specialist Teaching Credentials.

**EVALUATION COMPLETED BY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_/68 (4 POINTS X 17 ITEMS)

**COURSE CREDIT:** At least 34 points out of 68 in EDSE 105.

**INDICATE FINAL GRADE:**  CREDIT       NO CREDIT

At least 41 points out of 68 for EDSE 154 and EDSE 217A.

At least 51 points out of 68 for EDSE 217B, EDSE 217D, and EDSE 234.

**COMMENTS:**

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