

**Candidate:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Subject:** \_\_\_\_\_ **District:** \_\_\_\_\_  
**Grade Level(s):** \_\_\_\_\_  
**Dates Beginning:** \_\_\_\_\_ **Ending:** \_\_\_\_\_
  Preliminary Evaluation
  Final Evaluation

Directions: Please rate the candidate's performance using the scale below. Comments for TPE elements may be made in the spaces provided. A brief narrative may be written on the last page. This form must be discussed and signed by the person completing it and the candidate.

**EVALUATION OF TEACHING PERFORMANCE**

- 1 - Little or no evidence of Appropriate use
- 2 - Some Evidence of Appropriate use
- 3 - Adequate Evidence of Appropriate and Effective use
- 4 - Evidence of Frequent use of a Variety of Appropriate/Effective strategies
- 5 - Consistent Evidence of using a Wide Range of Interconnected, Appropriate/Effective strategies
- N- Not Yet observed

TPE I: Engaging and Supporting All Students in Learning	Rating
<b>KNOWLEDGE of STUDENTS / RELEVANCE:</b> Candidates explore students' prior experiences with the content, interest, social-emotional learning needs, and funds of knowledge from their culture, SES background, and linguistic abilities in order to connect knowledge to real-life contexts and offer active learning experiences. Candidates make adjustments while teaching to maintain interest and understanding for their students. (UTPEs 1.1, 1.3, 1.8)	
<b>CRITICAL &amp; CREATIVE THINKING:</b> Candidates use inquiry, problem-solving, questioning, and reflection and allow access to the curriculum through visual and/or performing arts connected to the content and context. (UTPE 1.5, 1.7)	
<b>COMMUNICATION/TECHNOLOGY:</b> Candidates use technology as a support and for communication regarding expectations and progress for their students. (UTPE 1.2)	
<b>IEP DEVELOPMENT AND IMPLEMENTATION:</b> Candidates provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training, with an emphasis on language planning that provides access to the general education core curriculum with accommodations, modifications, and progress monitoring utilizing appropriate hearing technology and implementing current effective learning strategies. (DHH TPE 1.2, 1.5)	
<b>Notes/Evidence for TPE I:</b>	

--

<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	<b>Rating</b>
<p><b>CLASS COMMUNITY:</b> Candidates foster an inclusive, caring community where students are treated fairly and respectfully by peers and adults. (UTPE 2.1)</p> <p>Candidate assumes accountability for establishing, a caring stimulating and safe community for diverse learners in which students assume responsibility for learning, self-advocacy, intellectual risks. (DHH TPE 2.1)</p>	
<p><b>LEARNING ENVIRONMENT:</b> Candidates establish and maintain high expectations for learning with appropriate support for all candidates. (UTPE 2.5) Learning environment reflects diversity, multiple perspectives and is culturally responsive. (UTPE 2.2)</p>	
<p><b>CLASSROOM EXPECTATIONS / SOCIAL EMOTIONAL ENVIRONMENT:</b> Candidates establish clear expectations for classroom behavior by communicating effective classroom routines, procedures and norms to students and families. (UTPE 2.6)</p> <p>They promote students' social-emotional growth and individual responsibility, and address intolerance, harassment appropriately using positive intervention and conflict resolution method (UTPE 2.3)</p> <p>Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students. (DHH TPE 2.4)</p>	
<p><b>ADDRESS LANGUAGE EQUITY:</b> Candidates demonstrate the ability to design inclusive learning environments that maximize opportunities to progress from emerging to formal language using a variety of languaging techniques to cultivate language equity enabling diverse language learners to access, comprehend, and apply information, acquire knowledge, and develop and maintain interpersonal relationships. (DHH TPE 2.1 2.2, 2.3)</p>	
<p><b>OPTIMIZE LISTENING AND SPOKEN LANGUAGE EXPERIENCES:</b> Candidates design learning environments that maximize opportunities to progress from emerging to a formal language and uses languaging techniques appropriate to each student to further listening and spoken language competency. (DHH TPE 2.2 )</p> <p>Candidates select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs. (DHH TPE 2.5)</p>	
<p><b>LOW INCIDENCE TECHNOLOGY:</b> Demonstrates the ability to assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families. (DHH TPE 2.6)</p>	
<b>Notes/Evidence for TPE 2:</b>	

TPE 3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy	Rating
<p><b>SUBJECT MATTER, STANDARDS &amp; SUBJECT-SPECIFIC PEDAGOGY:</b> Candidate demonstrates knowledge of subject matter and standards. Uses current content pedagogy and integrates cross-disciplinary opportunities including the arts as applicable. (UTPE 3.1, 3.3)</p>	
<p><b>KNOWLEDGE ABOUT STUDENTS:</b> Uses knowledge about students and learning goals to differentiate as needed to promote student access to the curriculum. (UTPE 3.2)</p>	
<p><b>UDL/ EQUITABLE ACCESS:</b> Individually, and through consultation and collaboration with other educators, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (UTPE 3.4)</p>	
<p><b>ACADEMIC LANGUAGE:</b> Supports the acquisition and use of academic language for all students. (UTPE 3.5)</p>	
<p><b>TECHNOLOGY:</b> Model and develop digital literacy by using technology to engage students and support their learning. Use instructional materials and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (UTPE 3.6, 3.7)</p>	
<p><b>LANGUAGE &amp; LEARNING:</b> Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction utilizing strategies appropriate to deaf students based on current evidence-based research. (DHH TPE 3.2)</p> <p>Demonstrate knowledge of appropriate expressive and receptive language skills strategies and assessments based on the language of instruction. (DHH TPE 3.3)</p>	
<p><b>Notes/Evidence for TPE 3:</b></p>	

TPE 4: Planning instructional and Designing Learning Experiences for All Students.	Rating
<p><b>STANDARDS/DATA-DRIVEN DESIGN:</b> Locate and apply information, related content and standards, assessment data, language proficiency status, cultural background for short and long-term needs. (UTPE4.1)</p>	
<p><b>STUDENT-PARTICIPATION &amp; SUCCESS:</b> Students have opportunities to understand and advocate for strategies that meet their individual learning needs and successfully participate in transition plans. (e.g., IEP, IFSP, ITP, and 504 plans) (UTPE 4.5)</p>	
<p><b>TECHNOLOGY:</b> Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (UTPE 4.8)</p>	
<p><b>INSTRUCTIONAL GOALS:</b> Candidates demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities and demonstrate understanding and knowledge of typical and atypical language development among deaf students, to help inform instructional planning and learning experiences by taking into account differences in backgrounds and learning preferences. (DHH TPE 4.1, 4.2)</p>	
<p><b>INSTRUCTIONAL STRATEGIES/SCAFFOLDING:</b> Candidate designs reasonable language and content objectives and benchmarks for instruction implementation and conducts ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking, and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners. (DHH TPE 4.3)</p>	
<p><b>COMMUNICATION STRATEGIES:</b> Candidate plans instruction that promotes a variety of receptive and expressive language development skills and strategies. (DHH TPE 4.6)</p>	
<p><b>COLLABORATIONS:</b> Candidate coordinates, collaborates, co-teaches, and communicates effectively with other agencies, educators, service providers, parents, students, and community agencies for instructional planning, and planning for successful deaf student progress and transitions. (DHH TPE 4.7)</p>	
<p><b>Notes/Evidence for TPE 4:</b></p>	
<p></p>	

TPE 5: Assessing Student Learning	Rating
<p><b>KNOWLEDGE/USE OF ASSESSMENTS:</b> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubric, to determine special education eligibility, progress monitoring, placement in LRE, and services. (UTPE 5.1)</p>	
<p><b>DATA-DRIVEN PLANNING:</b> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (UTPE 5.2, 5.8)</p>	
<p><b>STUDENT- STRENGTHS &amp; NEEDS:</b> Involve all students in self-assessment and reflection on their learning goals and progress, and provide students with opportunities to revise or reframe their work based on assessment feedback. (UTPE 5.3)</p> <p>Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress. (DHH TPE 5.2, 5.3)</p>	
<p><b>TECHNOLOGY:</b> Uses technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (UTPE 5.4)</p>	
<p><b>COMMUNICATION:</b> Evaluate instructional practices and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders. (DHH TPE 5.4)</p>	
<p><b>COLLABORATION:</b> Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (UTPE 5.6)</p>	
<p><b>ENGLISH LEARNERS:</b> Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (UTPE 5.7)</p>	
<p><b>ASSESSMENT DATA:</b> Utilizes assessment data to:</p> <ol style="list-style-type: none"> <li>1) Gather relevant data from IFSP, IEP, ITP &amp; 504 Plans</li> <li>2) Develop differentiated instruction</li> <li>3) Implement appropriate accommodations and modifications</li> <li>4) Design appropriate &amp; measurable language goals for individual students</li> <li>5) Evaluate instructional practices, record, &amp; monitor evidence of linguistic &amp; social emotional progress. (DHH TPE 5.2, 5.4, 5.5)</li> </ol>	
<p><b>SPECIAL EDUCATION LAW:</b> Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring. (DHH TPE 5.1)</p>	
<p><b>Notes/Evidence for TPE 5:</b></p>	
Empty space for notes/evidence	

TPE 6: Developing as a Professional Educator	Rating
<p><b>SELF-REFLECTION/PROFESSIONAL DEVELOPMENT:</b> Reflects on teaching practice, subject matter, and pedagogical knowledge to plan and implement instruction that improves student learning. Establishes and works toward professional learning goals by routinely engaging with colleagues. (UTPE 6.1, 6.3)</p>	
<p><b>VALUES &amp; DISPOSITIONS:</b> Recognizes biases, potential negative effects on teaching and learning, and works to mitigate negative impacts. Exhibits caring, support, acceptance, and fairness toward all students, families, and colleagues. (UTPE 6.2)</p> <p>Demonstrates the ability to present unbiased information to families on the differences and perspectives on deafness (DHH TPE 6.2)</p>	
<p><b>COMMUNICATION/COLLABORATION:</b> Effectively and appropriately engages with peers, colleagues, families, and school stakeholders to support teacher and student learning. (UTPE 6.4)</p>	
<p><b>PROFESSIONAL RESPONSIBILITY:</b> Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. (DHH TPE 6.5)</p>	
<p><b>SPECIALIZED KNOWLEDGE:</b> Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts. (DHH TPE 6.4)</p>	
<p><b>SECOND LANGUAGE DEVELOPMENT:</b> Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (DHH TPE 6.6)</p>	
<p><b>UNIQUE EXPERIENCES OF DEAFNESS:</b> Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. (DHH TPE 6.5)</p>	
<b>Notes/Evidence for TPE 6:</b>	

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Rating
Candidate approaches classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	
English Language Development in Relation to Subject-Specific Pedagogy	
Candidate implements an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	

General Comments

<b>Signature</b>	<b>Full Name</b>	<b>Date</b>
Please check the title that applies:	<input type="checkbox"/> <b>Cooperating Teacher</b>	<input type="checkbox"/> <b>University Supervisor</b>
	<input type="checkbox"/> <b>On-Site Supervisor</b>	

**I have discussed this report with the above-named person and understand its contents. My signature does not necessarily indicate concurrence with the content.**

<b>Candidate Signature</b>	<b>Full Name</b>	<b>Date</b>
----------------------------	------------------	-------------