

## EDU 1/378 A&B: Supervised Teaching: Pre-Service Special Education

### Mount Saint Mary's University

Fall or Spring semester at MSMU approved site

### Course Syllabus

**Fieldwork Coordinator: Kelli Agner**

**Email:** [kagner@msmu.edu](mailto:kagner@msmu.edu)

**Phone:** (213) 477-2988

**Office hours:** *Please call for an appointment. Office Hours are generally 4:00-5:00 Tuesdays and Wednesdays. However, other times can be arranged.*

**School Site:**

**School Phone:**

**Cooperating Teacher:**

**Email:**

**Phone:**

*This information will be unique for each candidate. Please refer to the Student Teaching email sent from the Fieldwork Coordinator at the start of the semester.*

### Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

### Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

### **Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

### **Course Description:**

Supervised teaching is designed as the culminating experience in the Education Specialist Preliminary M/M Program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of Education Specialist's role. Pre-service/Student teachers complete their supervised teaching experience under the supervision of an experienced teacher and a University supervisor in an approved RSP and/or SDC setting.

### **Course Objectives and Student Learning Outcomes:**

*The objectives of this course are:*

*Demonstrate the competencies of a novice teacher and the readiness to serve as an education specialist.*

*Student Learning Outcomes. In order to meet these objectives, students will:*

- *Engage and support all students in learning*
- *Create and maintain effective environments for student learning*
- *Apply subject-specific pedagogy and organize subject matter for student learning*
- *Plan instruction and design learning experiences for all students*
- *Assess student learning*
- *Develop as a professional educator*

## Required Texts:

- *There are no required textbooks for this course. However, texts from previous courses may serve as important resources.*

## Course Requirements:

1. Pre-service candidates are expected to gradually assume all teaching responsibilities. Timing will vary in accordance with school demands, the Cooperating Teacher's classroom schedule, and the appropriateness for the individual student teacher. The *Suggested Timeline of Responsibilities for Supervised Teaching* provides more detailed information on this topic.
2. All candidates are expected to maintain open communication with their Cooperating Teacher and University Supervisor. It is the candidates' responsibility, in collaboration with their Cooperating Teacher and University Supervisor, to arrange and confirm visits to the classroom by the University Supervisor. Six visits during the first half of the semester and six more during the second half of the semester. These visits will include an IEP meeting.
3. Student teacher must maintain the *Student Teaching Log*. If there are questions about this log, please direct your questions to the fieldwork coordinator.
4. Candidates must prepare written plans, using the MSMU Lesson Plan format, for each visit by the University Supervisor. Plans are due to the University Supervisor by email the night before the observation visit. These plans must be discussed and approved by the Cooperating Teacher in advance. Other lesson plans should be discussed in advance and written-up in the manner requested by the Cooperating Teacher.

## Required Field Experience:

Pre-service candidates -- This field experience requires student teachers to be at their assigned school site during the whole day. They must arrange to arrive at the school 30 minutes prior to the start of the school day. Student teachers must go to the school office each day to complete the sign-in procedure. Student teachers should plan to stay until planning and preparations are complete, which could be 4:30 in the afternoon. When deemed appropriate by the Cooperating Teacher and school administration, student teachers also participate in meetings, professional development, and school events. Placement information will be provided by the Fieldwork Coordinator: at the beginning of the semester.

## Course Format:

This course does not meet in person on the Doheny campus. All course documents will be available on Canvas. However, all required lesson plans will be submitted digitally to the university supervisor.

## Course Policies:

- **Submitting work:** Lesson plans submitted by email to university supervisor
- **Formatting: Use MSMU Lesson Plan template.** All lessons should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.

- **Written feedback:** You will receive lesson feedback from the university supervisor after each lesson observation.
- **Attendance:** Student teachers are expected to be at the school for each and every day of their placements. In the case of **an emergency absence**, in addition to the professional courtesy of contacting the school and the Cooperating Teacher, **you must contact** the Fieldwork Coordinator, Kelli Agner at [kagner@msmu.edu](mailto:kagner@msmu.edu) or (213) 477 2988 to report your absence. More than two emergency absences in a course will result in a “no credit” grade for the course. If you wish to contest the policy for any reason (i.e.-illness) you would need to file an academic petition, gain support from the Fieldwork Coordinator, and contact the Department Chair.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students’ and faculty’s freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU’s Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program. You are expected to be at your assigned school site on all days that the teachers are in attendance during the date range of your placement.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. You will be expected at your placement site.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students).
  - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential and valid TB test. This is a non-negotiable state requirement.
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of requirements
  - on the basis of the work completed, has a passing grade in the class (CR). This is not necessarily the same as the default grade.
  - is prevented from completing the final requirements by the end of the scheduled placement date.
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

#### MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.

## Suggested Timeline of Responsibilities for Supervised Teaching

Over the course of the student teaching assignment, the student teacher should gradually be given the opportunity to assume all teaching responsibilities. The following are general guidelines for the supervised teaching assignment. For some candidates these will vary in accordance with school demands, the Cooperating Teacher's classroom schedule, and the appropriateness for the individual student teacher. During the period of the student teaching placement, the student teacher must engage in a **minimum** of four weeks of solo or co-teaching.

Solo or co-teaching includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

As long as this full range of instruction is occurring, the program may allow a candidate's solo or co-teaching experience to be either contiguous or divided into one or two-week segments, as appropriate. To support candidates completing the CalTPA, at least one week should take place around the fourth or fifth week of the placement. The remaining weeks should be planned for and must be completed by the end of the placement. Any questions about this requirement should be promptly discussed with the Fieldwork Coordinator.

Student teachers are expected to arrive at school at least 30 minutes before the school day begins, or earlier if requested by the Cooperating Teacher. She/he is responsible to stay after school until the Cooperating Teacher thinks planning and preparation are adequate.

### Week 1

#### Management

- Begin handling routines of attendance, recording grades, grading assignments, dismissing class
- Learn students' names
- Observe the Cooperating Teacher's discipline techniques, behavioral and academic expectations

#### Curriculum and Instruction

- Plan, implement, and evaluate several small group lessons, demonstrating knowledge how to assess student learning and re-teach necessary concepts. (Written lesson plans are required.)

- Work one-on-one with selected students
- Assist the Cooperating Teacher with lesson development, preparation of materials

#### School Culture

- Become familiar with the school schedules, location of facilities, and the roles of personnel
- Meet school staff and administrators

### **Week 2**

#### Curriculum and Instruction

- Become familiar with how the school uses State Frameworks and Standards for relevant subject area(s)
- Plan, implement, and evaluate several full class lessons (written lesson plans are required)
- Evaluate student work and provide meaningful feedback to students and additional follow-up instruction
- Learn about cumulative folders of students and other student records
- Discuss Teaching Performance Assessment (TPA) task(s) to be completed during this rotation (once TPA is established for Education Specialists)

#### School Culture

- Attend all-school activities (e.g., PTA meeting, School Board meeting, School Site Council meeting, common planning time meeting, parent/teacher conferences, workshops)

### **Week 3**

#### Management

- Begin forming and implementing own discipline techniques

#### Curriculum and Instruction

- Plan, implement, and evaluate several full class lessons which are sequential
- Begin planning a unit of study to be taught within the next few weeks
- Calendar at least four weeks of solo or co-teaching

#### School Culture

- Talk with the teacher who heads the student government program; with a coach of a popular sport; with the music, art, or drama teacher; with the instructional support faculty; etc.
- Talk with parents, teachers, and community liaisons about how the school involves the community and students' community knowledge in the learning environment.
- Read the school newspaper; look at last year's yearbook, etc.

## Feedback and Evaluation

- First Preliminary feedback on MSMU form discussed and signed. Submit this document to the university supervisor

## Remainder of Weeks

- Continue to increase involvement in the classroom and school.
- Co-planning and co-teaching with Cooperating Teacher as well as solo planning and instruction that is pre-approved by the Cooperating Teacher
- Collecting video and written evidence of teaching and learning, as required by CalTPA Instructional Cycle 1. (once TPA has been established for Education Specialists)
- Second Preliminary feedback on MSMU form discussed and signed. Submit this document to the university supervisor.
- Collecting video and written evidence of teaching and learning, as required by CalTPA Instructional Cycle 2. (once TPA has been established for Education Specialists)
- Final Feedback and Evaluation on MSMU form (final week is okay) discussed and signed. Submit to university supervisor or arrange for delivery to the Fieldwork Coordinator by the published end of the MSMU semester.



**Candidate:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade Level(s):** \_\_\_\_\_ **District:** \_\_\_\_\_

**Dates Beginning:** \_\_\_\_\_ **Ending:** \_\_\_\_\_ **Preliminary or Final Evaluation (circle one)**

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 1: 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> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. (MMSN TPE1.1)	
<b>Notes/Evidence for TPE 1:</b>	

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Rating
<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><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><b>ADDRESS PHYSICAL LIMITATIONS:</b> Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations. (MMSN TPE 2.3)</p>	
<p><b>OPTIMIZE LEARNING EXPERIENCES:</b> Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs. (MMSN TPE 2.4)</p>	
<p><b>LEAST RESTRICTIVE ENVIRONMENT:</b> Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs. (MMSN TPE 2.8)</p>	
<p><b>SUPPORT PEERS &amp; FAMILY:</b> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. (MMSN TPE 2.11)</p>	
<p><b>Notes/Evidence for TPE 2:</b></p>	

TPE 3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy	Rating
<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)	
<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)	
<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)	
<b>ACADEMIC LANGUAGE:</b> Supports the acquisition and use of academic language for all students. (UTPE 3.5)	
<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)	
<b>ATYPICAL DEVELOPMENT:</b> Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. (MMSN TPE 3.3)	
<b>Notes/Evidence for TPE 3:</b>	

TPE 4: Planning instructional and Designing Learning Experiences for All Students.	Rating
<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. (UTPE 4.1)	
<b>INSTRUCTIONAL GOALS:</b> characteristics of typical and atypical child development, interconnectedness of academic content areas, related student skills development in all disciplines across the curriculum, effective use of instructional time to maximize learning opportunities, provide access to curriculum and remove barriers. (UTPE 4.2, 4.3)	
<b>INSTRUCTIONAL STRATEGIES/SCAFFOLDING:</b> instructional & assistive technology, UDL & MTSS, use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials & resources for/full range of EL, modifications for disabilities in the general education classroom, opportunities to support peer learning; use of community resources and services as applicable. (UTPE 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6)	
<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)	
<b>COMMUNICATION STRATEGIES:</b> Communication strategies and activity modes between teacher and student and among students. (UTPE 4.7)	
<b>TECHNOLOGY:</b> across learning environments: create new content, provide personalized and integrated technology-rich lessons, promote digital literacy, and students use multiple means to demonstrate their learning. (UTPE 4.8)	
<b>BEHAVIORALLY BASED TEACHING STRATEGIES:</b> Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. (MMSN TPE 4.3)	
<b>HEAD INJURY IMPAIRMENTS:</b> Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues(e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech). (MMSN TPE 4.5)	
<b>Notes/Evidence for TPE 4:</b>	

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, MMSN TPE 5.1)</p> <p>Apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (MMSN TPE 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- AWARENESS &amp; ACTION:</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><b>TECHNOLOGY:</b> Use 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> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (UTPE 5.5)</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>EXCEPTIONAL LEARNERS:</b> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. (UTPE 5.8)</p>	
<p><b>ASSESSMENT DATA:</b> Utilizes assessment data to:</p> <ol style="list-style-type: none"> <li>1) identify effective intervention and support techniques,</li> <li>2) develop needed augmentative and alternative systems,</li> <li>3) implement instruction of communication and social skills,</li> <li>4) create and facilitate opportunities for interaction;</li> <li>5) develop communication methods to demonstrate student academic knowledge; and</li> <li>6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. (MMSN TPE 5.2)</li> </ol>	
<p><b>SPECIAL EDUCATION LAW:</b> Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. (MMSN TPE 5.3)</p>	
<p><b>SECOND LANGUAGE DEVELOPMENT:</b> Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (MMSN TPE 5.5)</p>	

<b>Notes/Evidence for TPE 5:</b>

<b>TPE 6: Developing as a Professional Educator</b>	<b>Rating</b>
<b>SELF-REFLECTION/PROFESSIONAL DEVELOPMENT:</b> Reflects on teaching practice and 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)	
<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)	
<b>COMMUNICATION/COLLABORATION:</b> Effectively and appropriately engages with peers, colleagues, families, and school stakeholders to support teacher and student learning. (UTPE 6.4)	
<b>PROFESSIONAL RESPONSIBILITY:</b> Takes responsibility for the learning outcome of all students, classroom management, and the privacy, health and safety of students and families. Conducts themselves with integrity and models ethical conduct, including the responsible use of social media and digital platforms. Complies with all laws, including those of a mandated reporter. (UTPE 6.5-6.6)	
<b>CONFLICT RESOLUTION:</b> Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. (MMSN TPE 6.2)	
<b>SPECIALIZED HEALTH CARE:</b> Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. (MMSN TPE 6.4)	
<b>UNIQUE EXPERIENCES OF FAMILIES:</b> Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. (MMSN TPE 6.5)	
<b>EFFECTS OF TRAUMATIC BRAIN INJURY:</b> Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. (MMSN TPE 6.6)	

<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

\_\_\_\_\_  
**Signature** **Full Name** **Date**

Cooperating Teacher / University Supervisor / On-site Supervisor (Please circle the title that applies.)  
**I have discussed this report with the above named person and understand its contents. My signature does not necessarily indicate concurrence with the content.**

\_\_\_\_\_  
**Candidate Signature** **Date**