EDUCATION SPECIALIST TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT

UNIVERSITY OF LA VERNE

DATE

SUPERVISED TEACHER ☐   UNIVERSITY SUPERVISOR ☐   SCHOOL-SITE SUPERVISOR ☐

SCHOOL ☐   SUBJECT ☐   GRADE ☐   TECHNOLOGY USED ☐

LESSON TYPE:

DIRECT INSTRUCTION ☐   IEP or SUPPORT MEETING ☐   INCLUSION ☐   LESSON SUBJECT ☐

OBSERVATION:

SPED 459 ☐   SPED 409 ☐   ☐   ☐   ☐   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐

Teaching Performance Expectations aligned with the California Standards for the Teaching Profession	Rubric Score				COMMENTS Please give at least one constructive comment for each observation.
	1	2	3	4	
TPE 1 **Engaging and Supporting All Students in Learning**	☐	☐	☐	☐	*Supervisors: Click "enable content" to begin using the form. Double click on the small grey boxes, then click on the small dot by the word "checked" to mark the TOE elements you are observe in this lesson. Provide narrative detail by clicking in this text box and then typing. Save the form under a different name, such as the candidate's name and observation number.*
Check all Mild/Mod (MM) elements appropriately observed: ☐ 1.1 Collaboratively develop and implement IEPs aligned to CA CCSS that lead to effective inclusion (HLP1.11) ☐ 1.2 Understand students with complex communication needs, develop appropriate language IEP goals ☐ 1.3 Demonstrate knowledge of language development across disabilities and life span ☐ 1.4 Monitor progress toward learning goals ☐ 1.5 Develop transition goals, IFSP-IEP-ITP, including post-secondary education goals ☐ 1.6/1.7 Support students in assuming increasing responsibility and developing self-advocacy and self-determined behavior					
TPE 2 **Creating and Maintaining Effective Environments for Student Learning**	☐	☐	☐	☐	
Check all MM elements appropriately observed: ☐ 2.1 Develop accommodations and modifications including assistive tech, alternative and augmentative communication to move toward effective inclusion ☐ 2.2 Demonstrate the ability to support movement, mobility, sensory and specialized health care needs ☐ 2.3 Demonstrate knowledge and skills to support students with orthopedic and/or health impairment ☐ 2.4 Collaborate with families relative to a wide variety of general education and specialized settings including home, hospital, treatment, public/nonpublic settings ☐ 2.5 Demonstrate knowledge of communication intent of behavior and develop positive communication skills and systems to replace negative behavior ☐ 2.6 Distinguish whether behavior is a manifestation of disability and develop positive BIP ☐ 2.7 Collaborate across agencies and professionals in support of behavior, social, emotional, trauma, and/or mental health (HLP1) ☐ 2.8 Collaborate supports for success in LRE (HLP1) ☐ 2.9 Ensure developmentally appropriate instruction and setting, including community-based instructional environments					

	☐ 2.10 Implement systems (FBA) to assess plan and provide social skills to support positive behavior in all students including those with complex social communication, behavioral and emotional needs (HLP9.10) ☐ 2.11 Demonstrate knowledge and skills to support peers, family and students with traumatic brain injury					
TPE 3	**Understanding and Organizing Subject Matter for Student Learning**	☐	☐	☐	☐	
	Check all MM elements appropriately observed: ☐ 3.1 Adapt, modify, accommodate and differentiate instruction to develop goals for students in LRE ☐ 3.2 Demonstrate knowledge of disabilities and related services including mental health ☐ 3.3 Knowledge of atypical development and resilience strategies and implication for learning ☐					
TPE 4	**Planning Instruction and Designing Learning Experiences for All Students**	☐	☐	☐	☐	**SUGGESTIONS** Please give at least one constructive suggestion for each observation.
	Check all MM elements appropriately observed: ☐ 4.1 Demonstrate the ability to use assistive tech, augmentative and assistive communication including low and high tech (HLP19) ☐ 4.2 Use evidence based high leverage practices and a variety of pedagogical approaches to instruction to ensure equitable access ☐ Provide positive and constructive feedback (HLP8.22) ☐ Provide intensive and explicit instruction for focused learning goals and provide scaffolded supports (HLP12.15.16.20) ☐ Adapt curriculum tasks and materials for specific learning goals (HLP13) ☐ 4.3 Use behaviorally based teaching strategies, teach cognitive and metacognitive self-regulation strategies to support learning and independence (HLP14) ☐ Use flexible grouping (HLP17) ☐ Promote active engagement through a variety of teacher led, peer assisted (cooperative learning), self-regulated (student monitored) and technology supported strategies of instruction (HLP18) ☐ Use Universal Design for Learning (UDL) framework (HLP19) ☐ Establish age appropriate and culturally responsive expectations, routines, and procedures (HLP7) ☐ Teach students to maintain and generalize new learning across time and settings (HLP21) ☐ 4.4 Create short- and long-term goals that meet grade level requirements to promote maximum learning in inclusive environments ☐ 4.5 Demonstrate knowledge of head injuries, physical/medical access & neuro behavioral issues ☐ 4.6 Coordinate, collaborate, co-teach and communicate with other service providers (gen ed teachers, paraprofessionals, parents, and community agencies) for effective transitions (HLP3) ☐ 4.7 Use person-centered, strengths-based assessments across contexts to support access to standards based, life skill and/or wellness curriculum					
TPE 5	**Assessing Student Learning**	☐	☐	☐	☐	
	Check all MM elements appropriately observed:					

	☐ 5.1 Demonstrate knowledge of purposes, characteristics and uses of different types of assessments for eligibility, and progress monitoring, and decision making, including alternative assessments (HLP 4) ☐ 5.2 Use assessment data to 1) identify interventions, 2) develop alternative systems, 3) support communication skills, 4) build interactions, 5) address sensory needs of students with physical/orthopedic disabilities and OHI ☐ 5.3 Demonstrate knowledge of special ed law including conducting assessments and IEP meetings ☐ 5.4 Demonstrate knowledge of appropriate assessments for students whose cultural, ethnic, gender or linguistic differences may be misunderstood or misidentified ☐ 5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences ☐ 5.6 Administer assessments according to established protocols, implement appropriate assessment accommodations including for students with complex communication needs ☐ Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP5) ☐ Use student assessment data, analyze instructional practices to adjust instruction (HLP6)	
TPE 6	**Developing as a Professional Educator** ☐ ☐ ☐ ☐	
	Check all MM elements appropriately observed: ☐ Reflect on teaching practices to plan and implement instruction (GE6.1) ☐ Recognize how personal values and biases may positively or negatively affect teaching (GE6.2) ☐ Establish and make progress towards professional learning goals (GE6.3) ☐ Demonstrate ethical and professional behavior for all aspects of the teaching profession (GE6.6) ☐ Comply with all laws and responsibilities, including mandated reporting and ethics (including social media) (GE6.7) ☐ 6.1 Coordinate and collaborate effectively with paraprofessionals ☐ 6.2 Identify conflict resolution and mediation techniques for disagreements in IEP meetings ☐ 6.3 Demonstrate knowledge of historical and contemporary legal, medical, pedagogical and social models of disability ☐ 6.4 Knowledge of federal state and local policies related to specialized healthcare settings ☐ 6.5 Knowledge of families of students who are chronically ill and/or hospitalized ☐ 6.6 Knowledge of traumatic brain injury diminishment or loss of previous learning	
	Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent	**Observation completed by:** ☐ **University Supervisor** ☐ **School- Site Supervisor**

Rubric Score Explanations

1	**Not Present:** Inappropriate, irrelevant, missing; lesson plan is not connected	**2**	**Emerging:** Minimal, limited, cursory, ambiguous; lesson plan is weakly connected
3	**Competent:** Appropriate, relevant, accurate; lesson plan is connected	**4**	**Excellent:** Appropriate, accurate, relevant, clear, concise, detailed; lesson plan is purposefully connected