SPED 738/739 Fieldwork Assessment
Special Education Credential Program, Humboldt State University

Student Teacher (ST)_____Date _____

Mentor Teacher (MT1) _____ School (P1) _____

Mentor Teacher (MT2) _____ School (P2) _____

University Supervisor (US) _____ Grade(s) _____

Directions: The student teacher (ST), mentor teacher (MT), and university supervisor (US) shall conduct a three-way communication to evaluate progress and complete the rating portion of this form. Individual ratings may differ; however, the *mentor teacher and university supervisor need to reach consensus* on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. ==*Ratings are for performance as student teachers, not as experienced teachers.*==

Performance Criteria	Rating **4** = Exceptional achievement **3** = Substantial achievement **2** = Acceptable achievement **1** = Inadequate achievement **Blank = Not observed**		
	P1	P2	US
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			
TPE 1: SPECIFIC PEDAGOGICAL SKILLS FOR SUBJECT MATTER INSTRUCTION (CLO 1,2,3,4)			
A. Demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.			
ASSESSING STUDENT LEARNING			
TPE 2: MONITORING STUDENT LEARNING DURING INSTRUCTION (CLO 2,3,4)			
A. Uses progress monitoring based on IEP at key points during instruction to determine if students are progressing adequately toward achieving academic content standards.			
TPE 3: INTERPRETATION AND USE OF ASSESSMENTS (CLO 2,3,4,5)			
A. Use and understand a variety of formal and informal tests including state-adopted stude assessment programs, diagnostic instruments and informal classroom assessments.			
ENGAGING AND SUPPORTING STUDENTS IN LEARNING			
TPE 4: MAKING CONTENT ACCESSIBLE (CLO 1,2,3,4)			
A. Develop and implement IEP goals aligned to CA content standards and general education curriculum.			
TPE 5: STUDENT ENGAGEMENT (CLO 1,2,3,4)			
A. Builds opportunities that allow students to develop independence, practice self-determination and engage in pragmatic interaction skills.			
TPE 6: DEVELOPMENTALLY APPROPRIATE TEACHING PRACTICES (CLO 1,2,4)			
A. Developmentally Appropriate Practices in K-12: Creates a structured day with opportunities for movement, designs academic activities that suit attention spans/learning styles, implements activities that connect with child's immediate world and includes hands-on experiences and manipulatives to help students learn. Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). Makes special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.			

TPE 7: TEACHING ENGLISH LEARNERS			
A. Implements an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade-level reading/language arts program for English speakers			
Planning Instruction and Designing Learning Experiences for All Students			
TPE 8: LEARNING ABOUT STUDENTS (CLO 1,2,3)			
A. Identifies students needing specialized instruction by understanding how multiple factors can influence student behavior and understand the connections between student health and ability to learn.			
TPE 9: INSTRUCTIONAL PLANNING (CLO 2,3,5)			
A. Plans comprehensive subject matter instruction in accordance with state-adopted academic content standards establishing long and short term goals for learning based on state and local standards for student achievement as well as on students' current levels of achievement.			
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING			
TPE 10: INSTRUCTIONAL PLANNING (CLO 2)			
Demonstrate the ability to coordinate and communicate effectively with other special education service providers, general education teachers, para-professionals/instructional assistants and volunteers for useful instructional activities.			
TPE 11: SOCIAL ENVIRONMENT (CLO 2)			
Develops and maintains clear expectations for academic and social behavior and know how to write and implement a student behavior plan.			
Developing as a Professional Educator			
TPE12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS (CLO 1,2,3,4,5)			
Maintains confidentiality, understands and honors legal and professional responsibilities relating to the health and safety of students, families and school professionals as well as professional conduct and moral fitness.			
TPE: 13: PROFESSIONAL GROWTH (CLO 3,4,5)			
Reflect and evaluate on knowledge and skills to continually improve their teaching practice and formulate and prioritize goals through engaging in cycles of planning, teaching, reflection, discerning problems and applying new strategies.			
Additional Competencies – Using Educational and Assistive technology (Computer/software, iPad/app, iPhone, talker, etc.)			
39. Use computer-based technology for information collection, analysis, management (e.g. SEIS), student use, communication, skill development, etc.			

Recommendation (check appropriate responses): Grade earned is_____ "credit"_____ "no credit"

The candidate is_____ qualified to continue in the SPED Program;_____ allowed to continue in the SPED Program only under a contract addressing areas of concern;_____ not qualified to continue in the program (see attached explanation).

_____

Student Teacher (ST)   Mentor Teacher (MT1)   Mentor Teacher (MT2)

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HSU Supervisor (US)

Revised on 7/11/19

Comments and Suggestions: