

DEPARTMENT OF SPECIAL EDUCATION
Education Specialist Mild/Moderate Evaluation Form

Adapted from the Framework for Teaching, Charlotte Danielson
and aligned with elements of the California Standards for the Teaching Profession
and the Teacher Performance Expectations.

Name of Candidate		Student ID
Date	School Site	School District
Mentor/Cooperating Teacher		CSUN Supervisor

Course

579ACT 580MM 580ACT 506MMA 506MMB 506MMC 506MMD

Rating Scale

Ratings represent a cumulative evaluation of candidate competencies based on observations, professional conversations, and artifacts. Please note that during the initial field experience(s), (SPED 579ACT) candidates must obtain an overall average of 2.5. For the final field experience(s), candidates must obtain an overall average of 3 with no **1s** on any item.

IE
Insufficient
evidence

1
Does not meet
expectations

2
Approximates
expectations

3
Meets expectations

4
Exceeds expectations

1: Planning for Instruction: Knowledge of Content, Pedagogy and Students

1.1	Standards based instruction	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Plans lessons that are aligned with the Common Core and English Language Development State Standards.
1.2	Content/discipline knowledge	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Demonstrates knowledge of the concepts in the lesson and how concepts build upon and relate to ne another when planning instruction.
1.3	Subject specific pedagogy	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Demonstrates evidence-based, subject-specific pedagogical approaches in the discipline when planning instruction.
1.4	Students' skills, knowledge and language proficiency	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses information about individual students' skills, prior knowledge, and language proficiency when planning instruction.
1.5	Age appropriate instruction	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Plans instruction appropriate for the grade level curriculum and interests of the age group.
1.6	Students' culture and interests	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses knowledge of students' home language, family culture, life experiences, and interests to plan instruction that will engage students.

2: Establishing Instructional Objectives and Designing Instruction

2.1	Instructional objectives	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge.
2.2	Instructional activities	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge and anticipate student difficulties.
2.3	Sequenced instruction	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Plans logically sequenced instruction using task analysis and purposeful connections across lessons.
2.4	Individual student needs	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs instructional strategies that are evidence-based and address individual student needs, including Universal Design for Learning.
2.5	Direct instruction lesson structure	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs lessons with a direct instruction structure (opening, modeling, prompting/guided practice, independent practice, closure and assessment).
2.6	Instructional materials and resources	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Selects instructional materials and resources that are suitable for students, support the instructional objectives and provide access to content.
2.7	Instructional technology	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Selects instructional technology that is suitable for students, supports the instructional objectives and provides access to content.
2.8	Instructional groups	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs a variety of flexible instructional groupings to meet students' individual needs.

3: Assessing Student Learning

3.1	Design of formative assessments	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.
3.2	EL Assessment	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Adjusts assessments to enable English learners to demonstrate their knowledge and skills and mastery of instructional objectives.
3.3	Monitor student learning	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Gathers and analyzes formative assessment data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.
3.4	Assessment informs instruction	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses formative assessment data to plan future instruction.
3.5	Summative assessment	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses formal and informal summative assessments to document student learning.
3.6	IEP goals and objectives	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses assessment data to describe students' present levels of performance and develop long and short term IEP goals and objectives.

4: Managing Classroom Procedures and Student Behavior

4.1	Academic expectations	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Promotes a classroom that reflects high academic expectations.
4.2	Management of instructional time	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time.
4.3	Materials preparation	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.
4.4	Paraprofessionals	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Provides clear direction to paraprofessionals to productively engage them in supporting student learning.
4.5	Expectations for behavior	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Develops and maintains expectations for behavior.
4.6	Monitoring student behavior	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Is alert to and monitors student behavior.
4.7	Positive behavior support	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Implements positive behavior support techniques to prevent or address inappropriate behavior.
4.8	Social development	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Promotes social skill development and responsibility.

5: Delivering Instruction that Engages Students in Learning

5.1	Lesson purpose, directions and procedures	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Communicates purpose of lesson, directions and procedures to students.
5.2	Instructional activities	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge and anticipate student difficulties
5.3	Explanation and modeling	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Provides explanations and modeling that support student learning.
5.4	Questions and discussion	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses higher-order questions that encourage extended responses and promote student discussion.
5.5	ELD instructional strategies	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses ELD instructional strategies to support EL student learning..
5.6	Academic language	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Models and provides instruction on essential academic language, including vocabulary.
5.7	Lesson structure and pacing	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses lesson structure and pacing that supports student learning.
5.8	Checks for understanding	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Checks for understanding and corrects student misunderstandings.
5.9	Review and practice	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Provides opportunities for review and practice.
5.10	Instructional grouping	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Arranges a variety of flexible instructional groupings that meet individual student needs.
5.11	Individual student needs	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses evidence-based instructional strategies and adaptations including Universal Design for Learning to address individual student needs.
5.12	Instructional materials and resources	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses a variety of instructional resources and materials that are suitable for students, support the instructional objectives and provide access to content.
5.13	Instructional technology	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses instructional technology that is suitable for students, supports the instructional objectives and provides access to content.

6: Demonstrating Professionalism and Reflecting on Practice

6.1	Initiative and responsibility	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Shows initiative and responsibility for classroom tasks and assignments.
6.2	Timeliness	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Meets deadlines and completes tasks in a timely manner.
6.3	Professional appearance and demeanor	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Demonstrates professional appearance and demeanor
6.4	Professional ethics	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Upholds laws, regulations and policies; maintains confidentiality and shows sound judgment.
6.5	Reflective practice	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Reflects on teaching practices to improve teaching effectiveness.
6.6	Response to feedback	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Uses constructive criticism and suggestions to improve teaching practice.
6.7	Seeks assistance	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Identifies challenges and seeks assistance to resolve them.
6.8	School and community resources	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Identifies school and community resources to support student learning.
6.9	Collegial relationships	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Demonstrates respectful communication and cooperative relationships with colleagues.
6.10	Collaboration	<input type="radio"/> IE <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Collaborates with colleagues to integrate students across instructional settings.

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluated by:

Date:

I have reviewed this evaluation with my Evaluator.
Candidate's Signature:

Date:

Choose One:

- I accept this evaluation
 I wish to submit an addendum