

CALIFORNIA STATE UNIVERSITY, FRESNO
 COMMUNICATIVE SCIENCES AND DEAF STUDIES DEPARTMENT
 Deaf Education Graduate Program
 Deaf and Hard of Hearing Education Specialist Practicum (Mild/Moderate)
Midterm / Final Evaluation | CSDS 258 / 268

Spring _____ Fall _____ 20____ Midterm (date) _____ Final (date) _____

Teacher Candidate _____

School _____ Grade Level _____ ES _____ MS _____ HS _____

District _____ Class Designation _____

Evaluation completed by: _____ Master Teacher: _____

OR _____ University Supervisor: _____

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teacher Credentialing and the Council on Education of the Deaf.

*Please complete midterm evaluation in **blue ink** and final evaluation in **black ink**.

Please rate candidates on each of the items below using the following key:

NA = Not Applicable	1 = Insufficient Evidence / Not Met	2 = Beginning: Needs more time to develop skills	3 = Developing; Showing growth, evolving	4 = Achieved; Exceptional performance
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1. Engage and Supporting All Students in Learning	NA	1	2	3	4
1.1 Demonstrates the ability to collaboratively develop and implement IEP, including goals that ensure access to Common Core State Standards and CA Preschool Learning Foundations.					
1.2 Demonstrates understanding of students with complex communication needs in order to foster access and build comprehension and develop appropriate language development goals within the IEPs.					
1.3 Monitors student progress toward learning goals as identified in the academic content standards and the IEP/ITP					
1.4 Demonstrates the ability to facilitate transition from ISFPs to IEPs/ITPs with students and their families					
1.5 Facilitates and supports students in assuming increasing responsibility for learning and self-advocacy based on individual needs					
1.6 Uses strategies to support positive psychosocial development and self-determined behavior of students with disabilities.					
Average score (1)					
2. Creating and Maintaining an Effective Environment for Students	NA	1	2	3	4
2.1 Develops accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities.					
2.2 Demonstrates the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community.					
2.3 Collaborates with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of GE and specialized academic instructional settings.					
2.4 Demonstrates knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.					
2.5 Demonstrates the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.					
2.6 Understands and accesses in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health issues.					

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2.7 Applies and collaboratively implement supports needed to establish and maintains student success in the least restrictive environment, according to students' unique needs.					
2.8 Demonstrates the skills required to ensure that interventions and/or instructional environments are appropriate to the students' chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.					
2.9 Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.					
2.10 Demonstrates 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.					
Average score (2)					
3. Understanding and Organizing Subject Matter for Student Learning	NA	1	2	3	4
3.1 Adapts, modifies, accommodates and differentiates the instruction of students with identified disabilities in order to develop goals and accommodations and facilitate access to the LRE.					
3.2 Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.					
3.3 Demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament) and their implications for learning.					
Average score (3)					
4. Planning Instruction and Designing Learning Experiences for All Students	NA	1	2	3	4
4.1 Demonstrates the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.					
4.2 Demonstrates the ability					
4.3 Demonstrates the ability					
4.4 Demonstrates knowledge					
4.5 Coordinates, collaborates, co-teaches and communicates effectively with other service providers, including paraprofessionals, general ed teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.					