

**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.

Date \_\_\_\_\_ School District \_\_\_\_\_ School \_\_\_\_\_

Name of Candidate \_\_\_\_\_ Student ID \_\_\_\_\_

CSUN Supervisor \_\_\_\_\_ Mentor/Cooperating Teacher \_\_\_\_\_

Course 403/579ACT \_\_\_\_\_ 580MM \_\_\_\_\_ 580ACT \_\_\_\_\_ 506 Seminar 1 2 3 4

**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), 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	1	2	3	4
Insufficient evidence	Does not meet expectations	Approximates expectations	Meets expectations	Exceeds expectations

**Standard 1a: Planning and Preparation  
Demonstrating Knowledge of Content and Pedagogy  
Demonstrating Knowledge of Students**

Items	Description	Rating				
		IE	1	2	3	4
1a.1. Standards-based instruction	Demonstrates in planning knowledge of Common Core State Standards (CCSS)					
1a.2. Content knowledge	Demonstrates in planning knowledge of the concepts in the lesson, building upon and relating these concepts to one another					
1a.3. Subject-specific pedagogy	Demonstrates in planning knowledge of subject-specific pedagogy skills for teaching					
1a.4. Students' skills and abilities	Demonstrates in planning knowledge of students' skills, prior knowledge, and language proficiency					
1a.5. Age appropriate	Demonstrates in planning an understanding of the typical developmental characteristics of the age group					
1a.6. Special needs	Demonstrates in planning, knowledge of students' special needs and adaptations					
1a.7. Culture and interests	Demonstrates in planning, knowledge of students' life experiences and interests and family structures and culture					

**Standard 1b: Planning and Preparation**  
**Establishing Instructional Outcomes**  
**Designing Coherent Instruction**

Items	Description	Rating				
		IE	1	2	3	4
1b.1. Instructional objectives	Designs measurable instructional objectives that are aligned with the standards (CC, ELD, ELA) and at an appropriate level of challenge					
1b.2. Learning activities	Designs learning activities that support the instructional objectives, are evidence-based, and that anticipate student difficulties or confusion					
1b.3. Individual student needs	Designs instructional activities that are culturally responsive, and incorporate Universal Design for Learning (UDL) and individual student adaptations					
1b.4. Direct instruction lesson structure	Designs direct instruction lessons that include the following components: opening, modeling, guided practice, independent practice and closure					
1b.5. Instructional materials and resources	Plans for instructional materials and resources that are suitable for students, and support instructional objectives and access to content					
1b.6. Technology	Plans for instructional technology that is suitable for students, and supports instructional objectives and access to content					
1b.7. Grouping	Plans for a variety of flexible instructional groupings to meet students' individual needs					

**Standard 1c: Planning and Preparation**  
**Designing Student Assessment**

Items	Description	Rating				
		IE	1	2	3	4
1c.1. EL Assessment	Adjusts assessment procedures to enable English learners to demonstrate their knowledge and skills					
1c.2. Design of formative assessments	Designs assessment with adaptations that enable students to demonstrate competence					
1c.3. Assessment informs instruction	Uses formal and informal assessment results in planning instruction for reading, math and other content areas					

**Standard 2a: The Classroom Environment**  
**Creating an Environment of Respect and Rapport**  
**Establishing a Culture for Learning**

Items	Description	Rating				
		IE	1	2	3	4
2a.1. Academic Expectations	Maintains high expectations for student achievement					
2a.2. Interactions with peers	Encourages constructive interactions among peers					

**Standard 2b: The Classroom Environment  
Managing Classroom Procedures and Student Behavior**

Items	Description	Rating				
		IE	1	2	3	4
2b.1. Materials preparation	Prepares and gathers materials in advance of instruction					
2b.2. Paraprofessionals	Collaborates with paraprofessionals and/or volunteers to support instruction					
2b.3. Expectations for behavior	Develops and maintains expectations for social behavior					
2b.4. Monitoring student behavior	Monitors and responds to student behavior					
2b.5. Positive behavior support	Implements positive behavior support techniques					
2b.6. Social development	Promotes social skill development and responsibility					

**Standard 3: Delivery of Instruction  
Communicating with Students  
Using Questioning and Discussion Techniques  
Structure to Engage Students in Learning**

Items	Description	Rating				
		IE	1	2	3	4
3.1. Grouping	Arranges a variety of flexible instructional groupings that engage students in the learning process					
3.2. Individual student needs	Implements instructional activities that are culturally responsive, and incorporate UDL and individual student adaptations					
3.3. Instructional materials and resources	Uses a variety of instructional resources and materials to support instructional objectives and access to content					
3.4. Technology	Uses technology to support instructional objectives and access to content					
3.5. Directions and procedures	Communicates directions and procedures to students					
3.6. Activities	Provides meaningful and challenging evidence-based instructional activities that engage students					
3.7. Explanation of content	Explains and models content to support student learning					
3.8. Knowledge of content	Demonstrates knowledge of content in delivery of instruction					
3.9. Questions and Discussion	Uses questions that encourage extended responses and promote student discussion					
3.10. ELD strategies	Implements ELD instructional strategies					
3.11. Academic language	Provides instruction on essential academic language, including vocabulary					
3.12. Lesson pacing	Lesson pacing supports student learning					
3.13. Checks for understanding	Checks for understanding and corrects student misunderstandings					
3.14. Review and practice	Provides opportunities for review and practice					
3.15. Monitors student learning	Assesses student learning to determine if students are meeting instructional objectives					
3.16. Analysis of student learning	Analyzes assessment data to determine the extent to which students achieved the instructional objectives					

**Standards 4: Additional Professional Responsibilities**  
**Demonstrating Professionalism**  
**Reflecting on Practice**

Items	Description	Rating				
		IE	1	2	3	4
4.1. Initiative and responsibility	Assumes initiative and responsibility for classroom tasks and assignments					
4.2. Reflective practice	Reflects on teaching practices to improve teaching effectiveness					
4.3. Response to feedback	Uses feedback to improve teaching effectiveness					
4.4. Seeks assistance	Identifies problems and seeks appropriate consultation to resolve them					
4.5. School and community resources	Identifies school and community resources to support student needs					
4.6. Family involvement	Demonstrates effective communication with families					
4.7. SST/IEP Process	Collaborates with school personnel in SST/IEP process					
4.8. Collegial relationships	Demonstrates relationships with colleagues that are characterized by respect and cooperation					
4.9. Collaboration	Demonstrates collaborative skills as evidenced by planning, assessing and teaching with colleagues					

**Please summarize the candidate's strengths.**

**Please indicate areas to be developed.**

**Evaluation completed by:**

University Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Or

Mentor/Cooperating Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

I have reviewed this evaluation with my University supervisor or mentor/cooperating teacher  
\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum

Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_