

**CALIFORNIA STATE UNIVERSITY, Fullerton**  
**College of Education**  
**Department of Special Education**  
**Education Specialist Early Childhood Evaluation Form**

Class \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

CSUF Supervisor: \_\_\_\_\_ Cooperating MT: \_\_\_\_\_

Course Number: \_\_\_\_\_ Date: \_\_\_\_\_ Midterm: \_\_\_\_\_ Final: \_\_\_\_\_

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the Teacher Performance Expectations (TPE) and the Division of Early Childhood (CEC) Recommended Practices

NE	1	2	3	4
<b>Unable to Judge</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Proficient</b>	<b>Accomplished</b>

Please rate candidates on each of the following items.

TPE 1: Engaging and Supporting Young Children in Learning		NE	1	2	3	4
<b>1.1</b>	Demonstrates knowledge of early development in planning, organization and sequencing of intervention/instructional activities.					
<b>1.2</b>	Demonstrates applied knowledge of young children’s CLD background, socioeconomic status, prior experiences and SEL and developmental learning needs in instructional planning.					
<b>1.4</b>	Demonstrates knowledge of children’s language development across disabilities, including typical and atypical language development, communication skills and vocabulary/semantic development as related to acquisition of academic knowledge and skills.					
<b>1.5</b>	Communicates effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes.					
<b>1.6</b>	Promote the child’s development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities.					
<b>1.8</b>	Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting					

<b>1.9</b>	Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches					
<b>1.10</b>	Monitors student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.					
<b>1.11</b>	Facilitates the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).					

<b>TPE 2: Creating and Maintaining Effective Environments for Young Children's Learning</b>		<b>NE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2.1</b>	Facilitates positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).					
<b>2.2</b>	Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive.					
<b>2.3</b>	Organizes space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environment, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences.					
<b>2.4</b>	Creates an environment that promotes positive child behavior and participation through the use of principles of positive behavior support					
<b>2.5</b>	Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.					

<b>TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning</b>		<b>NE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3.1</b>	Demonstrates comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning					
<b>3.2</b>	Demonstrates sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children.					

3.4	Identifies key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.					
3.5	Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.					
3.8	Plans for effective content instruction appropriate for young children in the special education setting and provides multiple ways for young learners to demonstrate their learning development.					

<b>TPE 4: Planning Instruction and Intervention and Designing Learning Experiences for All Young Children</b>	<b>NE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
4.2	Applies knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.					
4.3	Applies knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular					
4.4	Uses and adapts resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.					
4.5	Identifies each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and cross routines, activities, and environments.					
4.7	Uses systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts					
4.9	Collaborates, creates and implements instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.					
4.11	Implements services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.					
4.12	Provides instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.					

<p><b>4.13</b> Uses coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.</p>					
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<b>TPE 5: Assessing Young Children’s Learning and Development</b>	<b>NE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>5.1</b> Demonstrates knowledge of age and developmentally appropriate purposes, characteristics, and used of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).</p>					
<p><b>5.6</b> Uses ongoing assessment data from a variety of sources and settings (e.g., information from children’s’ families/caregivers, records from other service providers progress monitoring, and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.</p>					
<p><b>5.7</b> Interprets English learners’ assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p>					
<p><b>5.8</b> Communicates and use assessment results accurately and effectively so that they are understandable and useful to familie4s and other service providers.</p>					

<b>TPE 6: Developing as a Professional Educator</b>	<b>NE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>6.2</b> Demonstrates practices that promote shared decision making with other service providers and families.</p>					
<p><b>6.3</b> Holds and/or participates effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.</p>					
<p><b>6.6</b> Demonstrates knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.</p>					
<p><b>6.9</b> Demonstrates the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.</p>					
<p><b>6.11</b> Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.</p>					
<p><b>6.12</b> Demonstrates how to organize and supervise the work of other adults in the early childhood setting/program</p>					

**6.13** Demonstrates how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

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