

II. Assessment Competencies
CCTC Common Standards 12, 17, 22,
M/M Standard 25
TPE 3, 8

TPE 2, 9**B. Ongoing Monitoring and Evaluation****Overall Rating**

1	2	3	4
Candidate relies on one or less sources of data to monitor student progress; does not have a progress monitoring system; and does not use collected data to modify curriculum and instruction.	Candidate obtains information from 1-2 sources of data to monitor student progress; has an ineffective progress monitoring system; and inconsistently uses the data collected to modify curriculum and instruction.	Candidate obtains data from 3 or more sources to monitor student progress; has a developing progress monitoring system; and consistently uses these data to modify curriculum and instruction.	Candidate obtains information from multiple sources on a weekly basis to monitor student progress; maintains a well organized and effective progress monitoring system; and consistently modifies curriculum and instruction based on these data.

Competencies**Rating & Source****The candidate will:**

8. Regularly monitor (e.g. daily, weekly, and/or monthly), assess, and record student progress toward the obtainment of IEP goals and objectives (e.g. data charts, observation notes, graphs).	1 2 3 4 N/O
9. Obtain information from multiple sources (e.g. student, teacher, parent, other team members) to evaluate student progress toward obtainment of IEP goals and objectives.	1 2 3 4 N/O
10. Maintain organized and updated assessment records and files.	1 2 3 4 N/O
11. Evaluate effectiveness of curriculum, teaching methods, instruction and materials for achieving intended student outcomes.	1 2 3 4 N/O
12. Use evaluation data to modify curriculum and materials.	1 2 3 4 N/O
13. Use evaluation data to modify instruction and teaching methods.	1 2 3 4 N/O

Key Artifacts

Coursework Artifact

- ◁ EDSP 577 Interventi

IV. Instructional Implementation Competencies

CCTC Common Standards 12, 17, 23

M/S Standards 25, 26

TPE 1, 4, 5, 6, 7, 9

Overall Rating

1	2	3	4
Candidate does not demonstrate the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate occasionally and with limited effectiveness demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate consistently and effectively demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate consistently uses highest quality special education instructional practices and demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.

Competencies

Rating & Source

V. Managing the Teaching and Learning Environment

CCTC Common Standards 10, 15, 24

M/M Standard 25

M/S Standard 25

TPE 6, 9, 10, 11

Overall Rating

1	2	3	4
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Lessons lack structure
and pacing, time is

13. Engage in professional growth activities and maintain currency in the field.

1 2 3 4 N/O

14. Seek, accept, and utilize suggestions and

