The California Standards for the Teaching Profession were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. These standards guide teachers as they define and develop their practice. We expect CLU student teachers to organize their work in classrooms around the six domains within these standards and to reflect upon this work in their portfolios. Descriptive and evaluative comments from the master teacher and supervisor will help guide the student through this process. Please complete the following evaluation form keeping in mind that this student teacher is still in the beginning stages of teaching and may not meet all standards at the same time. Narrative comments and specific examples will be most helpful. In the evaluation process this form is a complement to the student teacher’s portfolio. The Special Education Standards have been cross-referenced with the California Standards for the Teaching Profession. Students are evaluated on Benchmarks each semester of Field Study/Student Teaching.

Descriptors:  
- Unsatisfactory = student has attempted and failed at this skill/task  
- Needs Improvement = student has attempted this skill/task and needs to continue practicing to be at a satisfactory level  
- Satisfactory = student meets this standard  
- Strong = student meets and displays exceptional competence in this standard  
- Outstanding = student exceeds this standard and is in the top 5% of all student teachers
<table>
<thead>
<tr>
<th>Standard 25 (M/M) corresponds with CSTP Standards 1, 2, 4</th>
<th>Standard 25 (M/S) corresponds with CSTP Standards 2 &amp; 4</th>
<th>Standard 26 (M/S) corresponds with CSTP Standards 1, 2, 4, 5</th>
<th>Standard 27 (M/S) corresponds with CSTP Standard 1, 2, 3</th>
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</thead>
<tbody>
<tr>
<td>Not Yet Observed</td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
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</table>

### Standard 25 – (M/M) Characteristics and Needs of Individuals with Mild to Moderate Disabilities

1. Defines and describes the learning, affective, and social characteristics associated with the categorical terms of learning handicapped, learning disability, mild mental retardation, severe emotional disturbance and behavior disorders.

2. Demonstrates knowledge of the behaviors of the students with mild and moderate disabilities and the possible resultant social/emotional/learning problems.

3. Articulates the historical trends in defining and providing educational services to students with mild and moderate disabilities.

4. Demonstrates knowledge of approaches and methods for determining eligibility for placement in a program for students with mild and moderate disabilities and/or severe emotional disturbances and behavior disorders.

5. Demonstrates ability to describe and evaluate emerging service delivery models for students with mild and moderate disabilities.

6. Identifies community resources and professional and advocacy organizations for students with mild and moderate disabilities.

### Standard 25 – (M/S) Communication and Social Networks

1. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

2. Demonstrates the ability to assess verbal and non-verbal communication abilities, communication and social interaction interests, physical, and sensory abilities and needs of student, in collaboration with a transdisciplinary team.

3. Demonstrates the ability to work as a member of a transdisciplinary team to develop augmentative communication systems which maximize use of current communication, physical and sensory skills to address identified communication and social interaction needs and interests.

4. Demonstrates the ability to assess a variety of environments for opportunities to facilitate students' social interactions.

5. Emphasizing teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.

6. Demonstrates the ability to teach interpersonal skills to promote acceptable social behavior.

7. Demonstrates the ability to implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments.

8. Demonstrates the ability to implement a variety of augmentative communication strategies

9. Demonstrates understanding of the importance of and the ability to facilitate expanded social networks and friendships for students with severe disabilities.
**Standard 25 (M/M) corresponds with CSTP Standards 1, 2, 4**
**Standard 25 (M/S) corresponds with CSTP Standards 2 & 4**
**Standard 26 (M/S) corresponds with CSTP Standards 1, 2, 4, 5**
**Standard 27 (M/S) corresponds with CSTP Standard 1, 2, 3**

<table>
<thead>
<tr>
<th></th>
<th>Not Yet Observed</th>
<th>Unsatisfactory</th>
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<th>Satisfactory</th>
<th>Strong</th>
<th>Outstanding</th>
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**Standard 26 – (M/S) Curriculum**

1. Demonstrates the ability to design curricula that promote skills that allow individual students to learn from their everyday experiences.

2. Demonstrates an understanding of and ability to teach general education curriculum scope and sequence and a wide variety of teaching strategies.

3. Demonstrates the ability to integrate all areas of the curriculum for individual students.

4. Demonstrates familiarity with a variety of curriculum materials and resources across academic, functional life skills, and basic skills including cognitive, social/emotional, motor language and behavioral.

5. Demonstrates ability to adapt curriculum and modify instructions within general education to accommodate the needs of students with moderate to severe disabilities across a variety of instructional settings and ensure meaningful participation.

6. Demonstrates the ability to teach meaningful skills to students with moderate to severe disabilities and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

7. Demonstrates the ability to provide access to the core curriculum by collaborating with the general education staff and adapting in across grades and subject areas to accommodate the individual students’ learning needs and meet the IEP objectives.

8. Demonstrates the ability to work with the IEP team to prioritize identified needs and develop an individualized education program for individual students.

9. Demonstrates the ability to select and/or modify curriculum in collaboration with a transdisciplinary team and in a manner sensitive to cultural, gender, ethnic, sensory functioning, and varied abilities.

**Standard 27 – (M/S) – Movement, Mobility, Sensory and Specialized Health Care**

1. Demonstrates the skills to facilitate individual students’ initiation of, and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities.

2. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.

3. Demonstrates knowledge of what constitutes a specialized health care service and regulations governing how service can be provided and who can provide the services.

4. Demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding a particular student's sensory, movement, mobility and specialized health care services.
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<tr>
<td>5. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment such as wheelchairs, assistive devices and suctioning machines.</td>
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<td>6. Demonstrates the ability to share information regarding sensory, movement, mobility and specialized health care needs and procedures with general educators, students, parents, and other significant individuals involved to increase the level of understanding and sensitivity.</td>
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<td>7. Demonstrates the ability to arrange classroom environments to accommodate the sensory, movement, mobility and specialized health care needs to promote students' independence and maintain the dignity of students with disabilities.</td>
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If **Mid-term Evaluation**: Identify three specific goals (use the Education Specialist Standards) for development by teacher candidate during the remainder of the term.

If **Final Evaluation**: Write a summary of this candidate’s qualities as they relate to the Education Specialist Standards and California Lutheran University’s four stages of teacher development.

(You may attach a letter of recommendation, instead)

For **Final Evaluation**: I recommend this student teacher receive Pass/No Pass (please circle one) for student teaching.

Master Teacher Signature

______________________________ Date ____________

University Supervisor Signature

______________________________ Date ____________

I have read and understand the content of this evaluation.

Student Teacher Signature

______________________________ Date ____________

Distribution: White Copy – Director of Field Study/Student Teaching

Canary Copy – Student Teacher

Pink Copy – Evaluator