

Intern: \_\_\_\_\_

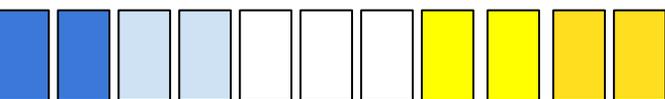
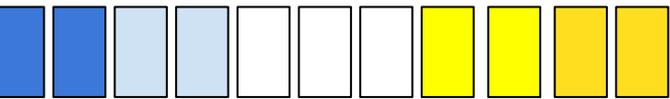
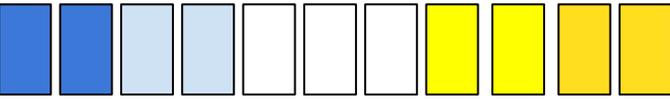
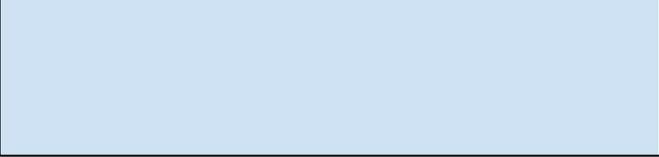
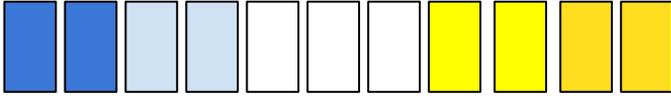
Bridge

Year 1

Year 2

Observer: \_\_\_\_\_

Date: \_\_\_\_\_



### TPE 1. Engaging and Supporting Students with Mild/Mod Needs

- Collaboratively develops and implements Individualized Education Programs
- Demonstrate understanding of students with complex communication needs
- Demonstrate knowledge of students' language development across disabilities/age
- Monitors students progress toward learning goals in IEP/ITP
- Facilitates support for and supports students while also empowering the student

### TPE 2. Creating & Maintaining Effective Environments for Student with Mild/Mod Needs

- Develops and implements accommodations and modifications
- Supports the movement, mobility, & sensory needs
- Collaborates with families and appropriate related services personnel
- Sees behavior as communication and develops positive behavior support plans/interventions.
- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs

### TPE 3. Understanding & Organizing Subject Matter for Students with Mild/Mod Needs

- Adapts, modifies and accommodates curriculum to provide access for students
- Demonstrate knowledge of disabilities and their effects on learning, skill development, social-emotional development, mental health, and behavior
- Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions

### TPE 4. Planning Instruction and Designing Learning Experiences for Student with Mild/Mod Needs

- Demonstrate the ability to use assistive technology, augmentative and alternative communication
- Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum
- Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
- Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts

### TPE 5. Assessing Student Learning

- Know the purposes, characteristics, and appropriate uses of different types of assessments
- Use assessment data to design and implement supports, services, and accommodations
- Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

### TPE 6. Developing as Professional Educator

- Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
- Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
- Understand special education law and its impact on families and professionals