



VERIFICATION OF EXPERIENCE

For General Education Teaching Credentials (Multiple and Single Subject)

This form is to be used by all employers verifying actual Multiple Subject and Single Subject teaching experience in lieu of student teaching.

This is to verify that _____ has been employed at
Name of Candidate

_____ from _____ to _____
Name of School *Beginning Date of Service* *Ending Date of Service*

as a teacher of _____ teaching _____.
Grade Level *Subject Taught*

The candidate has been supervised and evaluated at least _____ a year by
Number of Times

_____ _____
Name *Title*

Instructions to the Employer

This teacher candidate requests to use experience in lieu of the student teaching component in a teacher preparation program where candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner. The following Standards and Teacher Performance Expectations (TPE) are used to determine the competency and performance of the candidate in relation to the student teaching component in a teacher preparation program. When responding to the standards and performance expectations please provide additional information as necessary and an explanation of areas the areas where improvement is needed if the answer “No” is checked.

For each year of experience to be used in lieu of the student teaching an annual evaluation and any observations of classroom experience must be attached.

Standard 6: Pedagogy and Reflective Practice

To maximize student learning, this candidate creates and maintains a well-managed classroom that foster students’ physical, cognitive, emotional, and social well-being.

Yes Additional Information _____

No _____

Standard 7: Preparation to Teach Reading-Language Arts

This candidate is prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).

Yes Additional Information _____

No _____

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

This candidate implements the principles of educational equity and diversity in his/her curriculum content and school practices for all students.

Yes Additional Information _____

No _____

This candidate maximizes academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Yes Additional Information _____

No _____

This candidate is prepared to effectively teach diverse students and has the knowledge and understanding of the background experiences, languages, skills and abilities of student populations to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Yes Additional Information _____

No _____

This candidate includes cultural traditions and community values and resources in the instructional program of a classroom.

Yes Additional Information _____

No _____

This candidate has the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

Yes Additional Information _____

No _____

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

This candidate has knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Yes Additional Information _____

No _____

This candidate has knowledge of major laws and principles that address student rights and parent rights pertaining to student placements.

Yes Additional Information _____

No _____

This candidate knows about the effects of student health, safety and accident prevention on student learning.

Yes Additional Information _____

No _____

This candidate is aware of the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

Yes Additional Information _____

No _____

This candidate practices effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

Yes Additional Information _____

No _____

This candidate understands the effects of family involvement on teaching, learning and academic achievement, and applies skills for communicating and working constructively with students, their families and community members.

Yes Additional Information _____

No _____

This candidate understands when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

Yes Additional Information _____

No _____

This candidate knows how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. He/she is aware of common chronic and communicable diseases of children and adolescents, and knows how to make referrals when these diseases are recognizable at school.

Yes Additional Information _____

No _____

This candidate has effective strategies for encouraging the healthy nutrition of children and youth.

Yes Additional Information _____

No _____

This candidate has knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco can identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Yes Additional Information _____

No _____

Standard 11: Using Technology in the Classroom

This candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Yes Additional Information _____

No _____

This candidate uses appropriate technology to facilitate the teaching and learning process. He/she can evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.

Yes Additional Information _____

No _____

This candidate demonstrates knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. He/she has the knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Yes Additional Information _____

No _____

This candidate integrates technology-related tools into the educational experience and provide equitable access to available resources to all students. He/she encourages the use of technology with students in their research, learning activities, and presentations.

Yes Additional Information _____

No _____

This candidate uses computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

Yes Additional Information _____

No _____

Standard 12: Preparation to Teach English Learners

Candidate knows the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners. He/she understands the local and school organizational structures and resources designed to meet English learner students' needs.

Yes Additional Information _____

No _____

This candidate is aware of the state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.

Yes Additional Information _____

No _____

This candidate makes grade-appropriate or advanced curriculum content comprehensible to English learners.

Yes Additional Information _____

No _____

This candidate knows how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

Yes Additional Information _____

No _____

This candidate demonstrates the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.

Yes Additional Information _____

No _____

This candidate has the skills for managing and organizing a classroom with first- and second-language learners.

Yes Additional Information _____

No _____

This candidate understands the importance of students' family and cultural backgrounds and experiences in planning instruction and supporting student learning. He/she communicates effectively with parents and families.

Yes Additional Information _____

No _____

This candidate demonstrates the ability to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.

Yes Additional Information _____

No _____

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

This candidate demonstrates a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs.

Yes Additional Information _____

No _____

This candidate provides appropriate differentiated instruction that ensures all students access to the core curriculum.

Yes Additional Information _____

No _____

This candidate selects and uses appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom.

Yes Additional Information _____

No _____

This candidate knows how to identify and when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Yes Additional Information _____

No _____

This candidate develop has the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

Yes Additional Information _____

No _____

This candidate is aware of the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.

Yes Additional Information _____

No _____

This candidate demonstrates the necessary skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom. He/she partakes in collaborative planning and instruction with education specialists and other school professionals.

Yes Additional Information _____

No _____

ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

This candidate uses progress monitoring during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards. He/she paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. This candidate anticipates, checks for, and addresses common student misconceptions and misunderstandings.

Yes Additional Information _____

No _____

TPE 3: Interpretation and Use of Assessments

This candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. He/she can appropriately implement the state-adopted student assessment program.

Yes Additional Information _____
No _____

This candidate understand the purposes and utilizes different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. He/she uses multiple measures, including information from families, to assess student knowledge, skills, and behaviors and specialized assessments based on students' needs.

Yes Additional Information _____
No _____

This candidate teaches students how to use self-assessment strategies. He/she provides guidance and time for students to practice these strategies.

Yes Additional Information _____
No _____

This candidate understands how to familiarize students with the format of standardized tests and can appropriately administer standardized tests, including making accommodations for students with special needs.

Yes Additional Information _____
No _____

This candidate can accurately interpret assessment results of individuals and groups in order to develop and modify instruction.

Yes Additional Information _____
No _____

This candidate gives students specific, timely feedback on their learning, and maintains accurate records summarizing student achievement. He/she is able to explain to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidate can clearly explain to families how to help students achieve the curriculum.

Yes Additional Information _____
No _____

TPE 4: Making Content Accessible

This candidate explains content clearly and reinforces content in multiple ways, such as the use of written and oral presentation, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.

Yes Additional Information _____
No _____

This candidate provides opportunities and adequate time for students to practice and apply what they have learned.

Yes Additional Information _____

No _____

This candidate encourages student creativity and imagination. He/she motivates students and encourages student effort. This candidate takes additional steps to foster access and comprehension for all learners with balanced instruction and adjusting lesson plans relative to students' current level of achievement.

Yes Additional Information _____

No _____

TPE 5: Student Engagement

This candidate clearly communicates instructional objectives to students.

Yes Additional Information _____

No _____

This candidate ensures the active and equitable participation of all students.

Yes Additional Information _____

No _____

This candidate ensures that all students understand what they are to do during instruction and monitor student progress toward academic goals.

Yes Additional Information _____

No _____

This candidate can re-engage students who are struggling and off-task.

Yes Additional Information _____

No _____

This candidate encourages students to share and examine points of view during lessons. He/she uses community resources, student experiences, and applied learning activities to make instruction relevant. He/she extends asks stimulating questions and challenges student ideas.

Yes Additional Information _____

No _____

TPE 9: Instructional Planning

This candidate plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.

Yes Additional Information _____

No _____

This candidate sets clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement.

Yes Additional Information _____

No _____

This candidate uses a variety of instructional strategies, including examining student work,

Yes Additional Information _____

No _____

This candidate sequences instruction so the content taught connects to preceding and subsequent content.

Yes Additional Information _____

No _____

This candidate uses lesson plans that select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.

Yes Additional Information _____

No _____

This candidate connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs he/she plans differentiated instruction.

Yes Additional Information _____

No _____

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

This candidate allows adequate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. He/she has established procedures for routine tasks and manages transitions to maximize instructional time.

Yes Additional Information _____

No _____

TPE 11: Social Environment

This candidate has developed and maintains clear expectations for academic and social behavior. He/she promotes student effort and engagement and creates a positive climate for learning.

Yes Additional Information _____

No _____

This candidate can write and implement a student discipline plan.

Yes Additional Information _____

No _____

This candidate has an established rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.

Yes Additional Information _____

No _____

This candidate responds appropriately to sensitive issues and classroom discussions. He/she helps students learn to work responsibly with others and independently.

Yes Additional Information _____

No _____

This candidate understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Yes Additional Information _____

No _____

This candidate acts in accordance with ethical considerations and models ethical behaviors for students.

Yes Additional Information _____

No _____

This candidate understands and honors all laws relating to professional misconduct and moral fitness.

Yes Additional Information _____

No _____

A Temporary County Certificate (TCC) should not be issued on Commission Appeal cases. A TCC is only issued by the employer when it is determined the applicant has met all qualifications for a credential. Commission Appeals may be denied.