

WEBER STATE UNIVERSITY
Department of Teacher Education

Summary Evaluation of Special Education Student Teaching
To be utilized with Special Education Comprehensive Evaluation Form

Student Teacher: _____ Semester: _____ Year: _____

School District: _____ School Name: _____

Grade Level: _____ Type of Class: _____ Area/Subject: _____

Coop Teacher Signature: _____ Date: _____

Univ. Supervisor Signature: _____ Date: _____

Evaluate student teacher performance observed in each category according to the following ratings:

- | | |
|-----|--|
| 5 | Consistently demonstrates skill in this area. |
| 4 | Often demonstrates skill in this area; sometimes requires support and/or reminders. |
| 3 | Sometimes demonstrates skill in this area; frequently requires support and/or reminders. |
| 2 | Is knowledgeable of the skill but rarely demonstrates utilization. |
| 1 | Is not knowledgeable of the skill and does not demonstrate utilization. |
| N/O | Not observed. |

- | | | |
|--|------------------------------|----------------------|
| 1. <u>Standard 4: Instructional Strategies</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. Selection of Instructional Strategies | _____ | N/O 1 2 3 4 5 |
| B. Implementation of Instructional Strategies | _____ | N/O 1 2 3 4 5 |
| C. Strategies for Literacy | _____ | N/O 1 2 3 4 5 |
| 2. <u>Standard 5: Learning Environment</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. Program and Classroom | _____ | N/O 1 2 3 4 5 |
| B. Behavior | _____ | N/O 1 2 3 4 5 |
| 3. <u>Standard 7: Instructional Planning</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. IEP Development | _____ | N/O 1 2 3 4 5 |
| B. Daily Instructional Planning | _____ | N/O 1 2 3 4 5 |
| 4. <u>Standard 8: Assessment</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. Standardized Assessment | _____ | N/O 1 2 3 4 5 |
| B. Curriculum-Bases Assessment | _____ | N/O 1 2 3 4 5 |
| C. Behavioral Observation/Environmental Assess | _____ | N/O 1 2 3 4 5 |
| 5. <u>Standard 9: Professional and Ethical Practice</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. Interpersonal Relations | _____ | N/O 1 2 3 4 5 |
| B. Professionalism | _____ | N/O 1 2 3 4 5 |
| 6. <u>Standard 10: Collaboration</u> | <u>Date Completed</u> | <u>Rating</u> |
| A. Working with Parents & Community Members | _____ | N/O 1 2 3 4 5 |
| B. Working with Education Professionals | _____ | N/O 1 2 3 4 5 |

Total Points: ____/70

____%

(80% is minimum acceptable with no individual scores below 3)

WEBER STATE UNIVERSITY
Department of Teacher Education

COMPREHENSIVE EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING

Student Teacher: _____ Semester: _____ Year: _____
School District: _____ School Name: _____
Grade Level: _____ Type of Class: _____ Area/Subject: _____
Coop Teacher Signature: _____ Date: _____
Univ. Supervisor Signature: _____ Date: _____

This COMPREHENSIVE EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING document accompanies the Weber State University Department of Teacher Education SUMMARY EVALUATION OF SPECIAL EDUCATION STUDENT TEACHING FORM.

This document is aligned with the Council for Exceptional Children *Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums*. The document contains specific descriptors of each area to be evaluated during student teaching. The descriptors may be useful for the Student Teacher, the Cooperating Teacher, and the University Supervisor in assessing the level of performance and pinpointing strengths and/or areas for improvement of the student teacher as observations are conducted. It may also be useful in reviewing specific components and requirements for the role of the special educator in planning the student teaching experience.

The following symbols are to be used to record observations:

- + Student teacher observed – performance SATISFACTORY
- Student teacher observed – performance UNSATISFACTORY
- N/O Student teacher not observed in this area

I. STANDARD 4 – INSTRUCTIONAL STRATEGIES

_____A. SELECTION OF INSTRUCTIONAL STRATEGIES

1. Selects, adapts, and uses instructional strategies and materials according to characteristics of individuals with disabilities. CC4S3
2. Uses research-supported methods for academic and non-academic instruction of individuals with disabilities. GC4S1
3. Uses strategies from multiple theoretical approaches for individuals with disabilities. GC4S2
4. Teaches learning strategies and study skills to acquire academic content. GC4S3
5. Uses reading methods appropriate to individuals with disabilities. GC4S4
6. Uses mathematics methods appropriate to individuals with disabilities. GC4S5

_____B. IMPLEMENTATION OF INSTRUCTIONAL STRATEGIES

1. Uses strategies to facilitate integration into various settings. CC4S1
2. Uses strategies to facilitate maintenance and generalization across learning environments. CC4S4

3. Modifies pace of instruction and provides organizational cues. GC4S6
4. Uses appropriate adaptations and technology for individuals with disabilities. GC4S7
5. Uses responses and errors to guide instructional decisions and provide feedback to learners. GC4S12
6. Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. GC4S11

C. STRATEGIES FOR LITERACY ACROSS THE CURRICULUM

1. Identifies and teaches basic structures and relationships within and across curricula. GC4S10
2. Identifies and teaches essential concepts, vocabulary, and content across the general curriculum. GC4S13
3. Implements systematic instruction in teaching reading comprehension and monitoring strategies. GC4S14
4. Teaches strategies for organizing and composing written products. GC4S15
5. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. GC4S16

II. STANDARD 5 – LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

A. PROGRAM AND CLASSROOM

1. Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued. CC5S1
2. Identifies realistic expectations for personal and social behavior in various settings. CC5S2
3. Identifies supports needed for integration into various program placements. CC5S3
4. Designs learning environments that encourage active participation in individual and group activities. CC5S4
5. Modifies the learning environment to manage behaviors. CC5S5
6. Uses performance data and information from all stakeholders to make or suggest modifications in learning environments. CC5S6
7. Creates an environment that encourages self-advocacy and increased independence. CC5S9
8. Organizes and manage daily routines. CC5S12
9. Organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences. CC5S13
10. Structures, directs, and supports the activities of paraeducators, volunteers, and tutors. CC5S15

B. BEHAVIOR MANAGEMENT

1. Uses effective and varied behavior management strategies. CC5S10
 - a. Utilizes classroom rules consistently and effectively.
 - b. Follows through on consequences consistently and appropriately when rules are violated.
 - c. Anticipates problem behavior and takes appropriate preventive measures to manage them.

2. Uses the least intensive behavior management strategy consistent with the needs of the individual. CC5S11
 - a. Provides written behavior change statement indicating desired change.
 - b. Intervention strategy selected is approved in advance by cooperating teacher and university supervisor.
 - c. Implements intervention correctly.
 - d. Records data on student behavior appropriately.
 - e. Changes and records changes in intervention program as data indicates.
3. Mediates controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. CC5S14
4. Teaches individuals with disabilities to give and receive meaningful feedback from peers and adults. GC5S4

III. STANDARD 7 – INSTRUCTIONAL PLANNING

A. IEP DEVELOPMENT

1. Identifies and prioritizes areas of the general curriculum and accommodations for individuals with disabilities. CC7S1
2. Develops and implements comprehensive, longitudinal individualized programs in collaboration with team members. CC7S2
 - a. Develops a minimum of one IEP utilizing information obtained from the complete assessment battery.
 - b. PLEP indicates need for special education and is aligned with core curriculum.
 - c. PLEPs and annual goals consistent with the student's identified disability and assessment data.
 - d. Attends an IEP meeting with parents, school administration, and staff.
3. Involves the individual and family in setting instructional goals and monitoring progress. CC7S3

B. DAILY INSTRUCTIONAL PLANNING

1. Plans and implements age and ability appropriate instruction for individuals with disabilities. GC7S3
2. Prepares lesson plans. CC7210
 - a. Uses an advance organizer/anticipatory set
 - b. Thoroughly reviews prior to beginning new instruction.
 - c. Overtly models expected cognitive processes and task outcomes.
 - d. Provides sufficient guided practice.
 - e. Monitors for student understanding and skill acquisition.
 - f. Assigns independent practice only after students demonstrate the new skill.
 - g. Evaluation is aligned with learning objectives and activities.
 - h. Provides lesson closure and transition to next activity.
3. Sequences, implements, and evaluates individualized learning objectives. CC7S6
 - a. Aligns learning objectives with core curriculum and IEP
 - b. Uses task analysis in sequencing learning objectives. CC7S5

4. Integrates affective, social, and life skills with academic curricula. CC7S7
5. Prepares and organizes materials to implement daily lesson plans. CC7S11
6. Uses instructional time effectively. CC7S12
7. Makes responsive adjustments to instruction based on continual observations. CC7S13
8. Selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual. GC7S2

IV. STANDARD 8 – ASSESSMENT

A. STANDARDIZED ASSESSMENT

1. Administers nonbiased formal and informal assessments. CC8S2
 - a. Selects appropriate for the age, level, area of concern and population represented by the student.
 - b. Selects instruments that have adequate reliability and validity for the identified purpose of their usage.
2. Uses technology to conduct assessments. CC8S3
3. Interprets information from formal and informal assessments. CC8S5
4. Uses assessment information in making eligibility, program, and placement decisions for individuals with disabilities including those from culturally and/or linguistically diverse backgrounds. CC8S6
5. Reports assessment results to all stakeholders using effective communication skills. CC8S7

B. CURRICULUM-BASED ASSESSMENT

1. Gathers relevant background information. CC8S1
2. Develops or modifies individualized assessment strategies. CC8S9
3. Evaluates instruction and monitors progress of individuals with disabilities. CC8S8
 - a. Conducts assessments on a schedule which provides timely monitoring of progress in the specific area.
 - b. Utilizes results to make instructional and programmatic decisions for students; i.e., instruction is modified and/or adapted, strategies changed, content sliced back or advanced.
4. Creates and maintains records. CC8S10

C. BEHAVIORAL OBSERVATION AND ENVIRONMENTAL ASSESSMENT

1. Implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. GC8S1
 - a. Observes records, analyzes, and summarizes the behavior of the student in the regular classroom setting and other settings as appropriate.
 - b. Observation is related to referral and/or other area of concern.
 - c. Observation data is based on two or more observations.
 - d. Summary includes data on both the designated student's behavior and that of other students in the setting.
 - e. Results used in formulating behavioral intervention strategies.
2. Monitors intragroup behavior changes across subjects and activities. GC8S5

- a. Observes, interviews, records, analyzes, and summarizes the demands/requirements of the setting(s)
- b. Utilizes results in formulating daily instructional and/or intervention strategies.

V. STANDARD 9 – PROFESSIONAL AND ETHICAL PRACTICE

A. INTERPERSONAL RELATIONS

1. Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. CC9S6
2. Practices within his/her skill limit and obtains assistance as needed. CC9S7
3. Uses verbal, nonverbal, and written language effectively. CC9S8
4. Conducts self-evaluation of instruction. CC9S9
5. Reflects on his/her practice to improve instruction and guide professional growth. CC9S10
 - a. Demonstrates appropriate behavior and personal grooming.
 - b. Demonstrates enthusiastic and positive attitude to students, parents, and school professionals.
 - c. Accepts feedback and follows through appropriately.
 - d. Displays flexibility and accepting, open manner when confronted with unexpected changes or events.

B. PROFESSIONALISM

1. Practices within the CEC Code of Ethics and other standards of the profession. CC9S1
2. Upholds high standards of competence and integrity and exercises sound judgment. CC9S2
3. Acts ethically in advocating for appropriate services. CC9S3
4. Conducts professional activities in compliance with applicable laws and policies. CC9S4
5. Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with disabilities. CC9S5

VI. STANDARD 10 – COLLABORATION

A. WORKING WITH FAMILIES AND COMMUNITY MEMBERS

1. Maintains confidential communication about individuals with disabilities. CC10S1
2. Fosters respectful and beneficial relationships between families and professionals. CC10S3
3. Assists individuals with disabilities and their families in becoming active participants in the educational team. CC10S4
4. Plans and conducts collaborative conferences with individuals with disabilities and their families. CC10S5
5. Uses local community and state resources to assist in programming with individuals with disabilities. GC10S1
6. Teaches parents to use appropriate behavior management and counseling techniques. GC10S3

B. WORKING WITH EDUCATION PROFESSIONALS

1. Collaborates with school personnel and community members in integrating individuals with disabilities into various settings. CC10S6
2. Uses group problem solving skills to develop, implement, and evaluate collaborative activities. CC10S7
3. Models techniques and coaches others in the use of instructional methods and accommodations. CC10S8
4. Communicates with school personnel about the characteristics and needs of individuals with disabilities. CC10S9
5. Observes, evaluates, and provides feedback to paraeducators. CC10S10
6. Selects, plans, and coordinates activities of related services personnel to maximize direct instruction for individuals with disabilities. GC10S2
7. Collaborates with team members to plan transition to adulthood that encourages full community participation. GC10S4

COMMENTS:

Signature of Person Completing this Form

Position

Date