

## **California State University Channel Islands**

### **Evaluation of Special Education Student Teacher**

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

Grade Level of Students \_\_\_\_\_

Type of Setting (service delivery model) \_\_\_\_\_

English Learners: \_\_\_\_\_ Bilingual Instruction: \_\_\_\_\_

#### **Student Teachers**

|      |     |       |         |       |           |       |
|------|-----|-------|---------|-------|-----------|-------|
| SPED | 570 | _____ | Midterm | _____ | Summative | _____ |
| SPED | 580 | _____ | Midterm | _____ | Summative | _____ |

#### **Interns**

|          |        |       |         |       |           |       |
|----------|--------|-------|---------|-------|-----------|-------|
| SPED 585 | Year 1 | _____ | Midterm | _____ | Summative | _____ |
| SPED 585 | Year 2 | _____ | Midterm | _____ | Summative | _____ |

Evaluator: Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

#### **SPED 570**

At the completion of student teaching placement in Sped 570 candidates are expected to demonstrate emerging competencies across all categories. A minimum of 50% of competencies must be achieved. Complete Only the professional disposition section for the midterm evaluation in SPED 570. Review the evaluation categories at your midterm meeting. Complete all sections for the summative evaluation.

*\*Competencies highlighted in grey are not expected to be observed until the second semester of student teaching in SPED 580.*

#### **SPED 580**

At the completion of student teaching placement in Sped 580 candidates are expected to demonstrate competence across all categories. A minimum of 80% of competencies must be achieved.

#### **SPED 585 Intern**

Year 1- Complete the professional dispositions portion of the evaluation at the 8 week point during the students first semester as an intern. Complete the remainder of the evaluation for the midterm and final. A minimum of 60% of competencies must be achieved at the end of year 1 to pass 585.

Year 2- Complete the entire evaluation for both the midterm and the final evaluation. A minimum of 80% of competencies must be achieved to pass SPED 585 year 2.

*\* It is expected that student competencies will move from needs improvement to achieved as they move through classes and gain experiences teaching. It is important to remember that interns will not have*

*completed all of their course work at the end of year 1 and are expected to have areas that are in progress or in need of improvement.*

|                         |           |                          |
|-------------------------|-----------|--------------------------|
| <b>Appraisal Scale:</b> | <b>AC</b> | <b>Achieved</b>          |
|                         | <b>IP</b> | <b>In Progress</b>       |
|                         | <b>NI</b> | <b>Needs Improvement</b> |
|                         | <b>NO</b> | <b>Not Observed</b>      |

| <b>Professional Dispositions</b>                                  | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|---|-----------|-----------|-----------|-----------|
| Demonstrates respect for and positive relationships with children |           |           |           |           |
| Recognizes and acknowledges children by name                      |           |           |           |           |
| Establishes rapport with colleagues                               |           |           |           |           |
| Accepts constructive supervision for professional growth          |           |           |           |           |
| Demonstrates positive response to professional growth             |           |           |           |           |
| Attendance and punctuality indicate professional attitude         |           |           |           |           |
| Appearance indicates professional attitude                        |           |           |           |           |
| Takes initiative in performing expected duties                    |           |           |           |           |
| Demonstrates flexibility and adaptability                         |           |           |           |           |
| Demonstrates poise and confidence in teaching environments        |           |           |           |           |
| Shows enthusiasm reflecting a positive attitude                   |           |           |           |           |
| Shows sensitivity to the needs and feelings of others             |           |           |           |           |
| Engages in self-reflection to improve teaching and learning       |           |           |           |           |
| Communicates effectively with adults and children                 |           |           |           |           |

| <b>Foundations/Collaboration</b>   | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|--|-----------|-----------|-----------|-----------|
| Engages in planning and implementation of IEPs   |           |           |           |           |
| Demonstrates knowledge of the characteristics of students with disabilities and student development  |           |           |           |           |
| Demonstrates knowledge of laws and ethics about confidentiality of student information, disability status, IEP                                   |           |           |           |           |
| Demonstrates sensitivity to differences in language and culture  |           |           |           |           |
| Collaborates with other professionals in planning and implementing instruction. (DIS, general educators, paraprofessionals, administrators, etc) |           |           |           |           |
| Communicates effectively with other professionals (DIS, general educators, etc)  |           |           |           |           |
| Communicates with families and/or caregivers about student learning and other related experiences  |           |           |           |           |
| Provides direction to paraprofessionals in a respectful manner   |           |           |           |           |
| Demonstrates use of technology in instruction  |           |           |           |           |

| <b>Planning</b>   | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|---|-----------|-----------|-----------|-----------|
| Establishes and articulates goals and instructional objectives for student learning |           |           |           |           |
| Develops and sequences instructional activities and material for student learning   |           |           |           |           |
| Designs short term and long term plans to foster student learning.                  |           |           |           |           |
| Connects student learning to IEP goals  |           |           |           |           |

|   |  |  |  |  |
|---|--|--|--|--|
| Demonstrates knowledge of subject matter content.   |  |  |  |  |
| Chooses curriculum to support student understanding of subject matter.  |  |  |  |  |
| Planning for the role of paraprofessional is given.   |  |  |  |  |
| Plans and implements classroom procedures, schedules and routines that support student learning.  |  |  |  |  |
| Creates a physical environment that engages all students.   |  |  |  |  |
| Designs developmentally appropriate and culturally relevant learning environments.  |  |  |  |  |
| Materials are ready in advance.   |  |  |  |  |
| Plans, implements, assesses, and evaluates long-term projects, units, performance packages, that are developmentally appropriate and culturally relevant. |  |  |  |  |

| <b>Instruction</b>  | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|---|-----------|-----------|-----------|-----------|
| Connects student's prior knowledge, life experience, and interests with learning goals.   |           |           |           |           |
| Facilitates learning experiences that promote student autonomy, interaction, and choice.  |           |           |           |           |
| Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.   |           |           |           |           |
| Develops student understanding through instructional strategies that are appropriate to the subject.  |           |           |           |           |
| Uses material, resources, and technologies to make subject matter content accessible.   |           |           |           |           |
| Adapts and modifies instructional plans, subject matter content and instructional strategies to meet individual student needs.                                      |           |           |           |           |
| Instruction is age- and developmentally- appropriate.   |           |           |           |           |
| Transitions are well planned and executed.  |           |           |           |           |
| Sufficient student response time is allowed.  |           |           |           |           |
| Teacher articulates the purpose of the learning activity.   |           |           |           |           |
| Delivers instruction to large group, small group and individual students.   |           |           |           |           |
| Uses developmentally appropriate and culturally relevant materials and technological resources with students.   |           |           |           |           |
| Applies intervention curricula, methods, adaptations, and environmental and technological modifications to meet the individual needs of students with disabilities. |           |           |           |           |
| Uses instructional time effectively.  |           |           |           |           |

| <b>Assessment</b>   | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|---|-----------|-----------|-----------|-----------|
| Observes and records the learning of students in a variety of ways  |           |           |           |           |
| Summarizes and synthesizes assessment information effectively   |           |           |           |           |
| Uses a variety of assessment tools to identify individual strengths and areas for improvement to plan appropriate instruction |           |           |           |           |
| Uses assessment outcomes to develop and/or modify IEP goals and objectives  |           |           |           |           |
| Uses assessment tools appropriate to stated learning objective.   |           |           |           |           |
| Maintains ongoing record of student learning  |           |           |           |           |
| Assesses students in a culturally and linguistically appropriate manner   |           |           |           |           |
| Communicates assessment results clearly to families and professionals   |           |           |           |           |

| <b>Management of Learning Environment</b>  | <b>AC</b> | <b>IP</b> | <b>NI</b> | <b>NO</b> |
|--|-----------|-----------|-----------|-----------|
| Utilizes positive behavior support techniques  |           |           |           |           |
| Establishes a climate that promotes fairness and respect   |           |           |           |           |
| Establishes clear and consistent expectations for student behavior   |           |           |           |           |
| Effectively manages learning environments of diverse learners that are safe and effective                  |           |           |           |           |
| Student's attention is redirected from an inappropriate activity or interaction to a more appropriate one. |           |           |           |           |
| Choices are given so students have some control over actions and activities.                               |           |           |           |           |
| Appropriate pro-social skills are taught, guided and supervised.   |           |           |           |           |
| Uses effective behavior management strategies, varying communication styles that impact learning           |           |           |           |           |
| Demonstrates knowledge of laws and regulations for promoting behavior that is positive and self-regulatory |           |           |           |           |

**Summary of candidates Strengths:**

**Areas to be developed:**

Candidate has met the requirements for SPED 570 \_\_\_\_\_ SPED 580 \_\_\_\_\_

The candidate has not met the requirements for SPED 570 \_\_\_\_\_ SPED 580 \_\_\_\_\_

To meet the requirements the candidate must complete the activities listed below.

**Evaluation completed by:**

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this evaluation with my University Supervisor

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Credential Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_