

EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name _____ Date: _____
 Grade / Name of School _____

RATING SCALE: **4 = All of the time** **1 = None of the time**
 3 = Most of the time **N/O= Not Observed**
 2 = On occasion

DIRECTIONS:

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was:

						<u>Comments</u>
1.	punctual and dependable	4	3	2	1	N/O
2.	professional in appearance and manner	4	3	2	1	N/O
3.	enthusiastic about teaching and the students	4	3	2	1	N/O
4.	establishing rapport with all students	4	3	2	1	N/O
5.	willing to take initiative	4	3	2	1	N/O
6.	showing resourcefulness	4	3	2	1	N/O
7.	communicating clearly and effectively	4	3	2	1	N/O
8.	self-confident	4	3	2	1	N/O
9.	using sound judgment	4	3	2	1	N/O
10.	accepting feedback and suggestions	4	3	2	1	N/O
11.	working cooperatively with others	4	3	2	1	N/O
12.	demonstrating a willingness to take advantage of self-improvement opportunities	4	3	2	1	N/O

Please add additional comments on the back of this form

This evaluation was completed by: _____
 (Cooperating Teacher's Signature)

This evaluation was discussed with the candidate _____
 (Candidate's Signature)

California State University Channel Islands
Evaluation of Special Education Mild/Moderate Student Teachers and Interns

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.*

Appraisal Scale:

AC	Achieved
IP	In Progress
NI	Needs Improvement
NO	Not Observed

Professional Dispositions	AC	IP	NI	NO
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				

Foundations/Collaboration	AC	IP	NI	NO
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				

Planning	AC	IP	NI	NO
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.				

Instruction	AC	IP	NI	NO
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.				

Assessment	AC	IP	NI	NO
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				

Management of Learning Environment	AC	IP	NI	NO
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 _____