



Comprehensive Evaluation of Special Education Student Teaching

(to be utilized with the “Summary Evaluation of Special Education Student Teaching” document)

Student Teacher: _____ Semester: _____ Year: _____

School District: _____ School Name: _____

Type of Class: _____ Subject: _____ Grade: _____

This document is aligned with the “Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC)” as defined in the most recent Council for Exceptional Children (2009) *What every special educator must know: Ethics, standards, and guidelines* (6th ed.). The IGC have not been updated to meet the newly released CEC Standards; therefore, every attempt has been made to align the previous standards with the updated. The document contains specific descriptors of each area to be evaluated during student teaching. The descriptors may be useful for the Student 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

Comments:

Signature of Person Completing this Form

Position

Date

Standard 4: Instructional Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC Initial Preparation Standard 5 Instructional Planning and Strategies)

A. Selection of Instructional Strategies

1. Selects, adapts, and uses instructional strategies and materials according to characteristics of individuals with exceptional learning needs. (CC4S3)
2. Uses research-supported methods for academic and non-academic instruction of individuals with exceptional learning needs. (GC4S1)
3. Uses strategies from multiple theoretical approaches for individuals with exceptional learning needs. (GC4S2)
4. Teaches learning strategies and study skills to acquire academic content. (GC4S3)
5. Uses reading methods appropriate to individuals with exceptional learning needs. (GC4S4)
6. Uses mathematics methods appropriate to individuals with exceptional learning needs. (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 exceptional learning needs. (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. (C4S11)

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)

Standard 5: Learning Environments and Social Interactions

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (CEC Initial Preparation Standard 2 Learning Environments)

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 intra-cultural and intercultural experiences. (CC5S13)
10. Structures, directs, and supports the activities of para-educators, 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 exceptional learning needs to give and receive meaningful feedback from peers and adults. (GC5S4)

Standard 7: Instructional Planning

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC Initial Preparation Standard 5 Instructional Planning and Strategies)

A. IEP Development

1. Identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs. (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 exceptional learning needs. (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)

Standard 8: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (CEC Initial Preparation Standard 4 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 exceptional learning needs 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 Measurement/Assessment

1. Gathers relevant background information. (CC8S1)
2. Develops or modifies individualized assessment strategies. (CC8S9)
3. Evaluates instruction and monitors progress of individuals with exceptional learning needs. (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 exceptional learning needs. (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.

Standard 9: Professional and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (CEC Initial Preparation Standard 6 Professional Learning 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 qualify-of-life potential of individuals with exceptional learning needs. (CC9S5)

Standard 10: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (CEC Initial Preparation Standard 7 Collaboration)

A. Working with Families and Community Members

1. Maintains confidential communication about individuals with exceptional learning needs. (CC10S1)
2. Fosters respectful and beneficial relationships between families and professionals. (CC10S3)
3. Assists individuals with exceptional learning needs and their families in becoming active participants in the educational team. (CC10S4)
4. Plans and conducts collaborative conferences with individuals with exceptional learning needs 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 exceptional learning needs 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 exceptional learning needs. (CC10S9)
5. Observes, evaluates, and provides feedback to para-educators. (CC10S10)
6. Selects, plans, and coordinates activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs. (GC10S2)
7. Collaborates with team members to plan transition to adulthood that encourages full community participation. (GC10S4)