1. Description of the assessment and use in the program

Evaluation of student teaching provides evidence of how pre-service teachers' assume the multi-dimensional role of the special educator. The assessment is a conglomerate of tasks and activities required with particular focus on observations of pre-service teachers conducting lessons and evaluating student performance; engaging with cooperating professionals to co-plan, share feedback, and co-teach; and when possible facilitating meetings. Direct observations of student teachers is supplemented by their completion of paper work and assigned tasks as defined in the student teaching handbook. Requirements for student teaching are designed to reflect key tasks for which special educators are responsible and give student teachers opportunities to complete those tasks a second time, independent of faculty support and in more collaboration with cooperating professionals, other school personnel, and with parents/ caregivers, when possible. The requirements consist of creating and implementing **lesson plans** to support student progress, document the special education process/ develop and write an **IEP** (for at least one student), conduct a **functional behavior assessment** and design a **behavior intervention plan,** create a **plan to support student access to general education,** take time for **reflections,** and organize **program/ professional portfolio.** Given that the assigned tasks have been taught and evaluated earlier in the program in increments, student teachers are evaluated on how they draw on their previous experiences and understanding of them along with balancing the various tasks in the context of student teaching, the nature of which is ongoing day-to-day; providing them with the opportunity to closely approximate the challenges confronting special educators in the context of schools.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

This description of the alignment of Student Teaching with CEC Standards focuses primarily on data generated as a result of observations of the pre-service teacher directly working with students, completing the range of assigned tasks, and participating in the setting.   Student teacher performance is reported by the cooperating professional and/ or site supervisor. Each of the individual assignments is mentioned here as they are a part of cooperating teachers' assessments of student teachers, but they are addressed in more detail as separate measures in this report.

Standard 1: *Foundations*

While direct evidence of *Foundations*-related competence is not evaluated, attention to how pre-service teachers incorporate recommendations from IEPs and BIPs are indicators of how they understand responsibilities in relation to special education laws. Their use of groupings, modifications, strategies, and work with paraprofessionals (when possible) to insure access to general education and provide alternatives to address IEPs represents their understanding of the different forms special education services take.

Standard 2: *Development and Characteristics of Learners*

Observations of pre-service teachers are examined in terms of understanding the impact that development and diverse needs have on learning, behaving, and engaging in the educational context. The extent to which pre-service teachers are responsive to students, respectful of their strengths and needs, and creative in incorporating

student information into activity is viewed as evidence of meeting this standard. Understanding student needs is considered in light of how it informs practice. Observations of pre-service teachers reflect their planning and implementation of lessons and assess how their approaches to instruction, interactions with students, design of the learning environment, and assessment of student gains apply theory to practice.

Standard 3: *Individual Learning Differences*

Observations of pre-service teachers' planning and implementation of lessons are assessed on how their approaches to instruction, interactions with students, design of the learning environment, and assessment of student gains provide evidence of attending to the individual learning differences among those taught; taking into account students' primary language, culture, and family background. These factor into the ways student teachers complete the remaining assignments and sort through student performance, participation, and progress relative to the demands of instruction, curriculum, learning and social situations, and environmental arrangements.

Standard 4: *Instructional Strategies*

Observations of pre-service teachers' subsequent implementation of lessons are evidence of their planning. The observations of lessons are assessed on how their approaches to instruction and assessment of student gains/ progress provide evidence of a) understanding what comprises the skills and strategies of readers, writers, mathematicians, participants in the learning environment and/ or members of the classroom community; b) skills in short- and long-term planning and task analysis; c) knowing the resources of methods, materials, teaching strategies, and media; d) selecting approaches, adapting materials, modifying tasks to match student needs and promote results; and e) designing assessment strategies to track student progress throughout the lesson and examining student outcomes to monitor effectiveness of lesson.   The structure of the lessons implemented are evidence of understanding direct or explicit instruction of skills/ concepts in terms of following a logical teaching sequence, using modeling, demonstrating uses and applications of skills/ concepts, providing guided and independent practice, and using correction procedures to support gaining from and involvement in the lesson.

Standard 5 *Learning Environments and Social Interactions*

Observations provide evidence of how pre-service teachers internalize the values, procedures, and strategies related to creating supportive learning environments and monitoring social interactions. The ways in which pre-service teachers establish clear behavior expectations and create caring learning environments that convey support, accept and value the range of diversity present, promote safety and emotional well-being are reflected in their attention to establishing expectations, interactions with students throughout the lessons, and attending to transitions within lessons. The pre-service teachers' interactions are evaluated in terms of how they are pro-active and responsive to students and encourage independence, self-direction, personal empowerment, and self-determination. Again, the additional assignments, particularly FBA's, BIPs, assessments and IEPs contribute to evaluating student teachers' attention to learning environments and social interactions.

Standard 6 *Language*

The ways in which pre-service teachers deliver lesson plans by setting expectations for participation, explaining concepts, defining terms, posing questions to activate prior knowledge and involve students throughout the lesson provide evidence of how pre-service teachers' adjust language to the *audience* of learners. How pre-service teachers word communication is evidence of being responsive to the needs of students as a result of development, level of understanding and/ or cultural or English language learning. In addition, the ways student

teachers filter the academic, behavioral, and social challenges students experience in terms of language is seen in their analyses of assessment data and development of intervention plans and IEPs.

Standard 7 *Instructional Planning*

Observations of pre-service teachers' implementation of lessons are evidence of their planning. The observations of lessons are assessed on how their approaches to instruction and assessment of student gains/ progress provide evidence of a) understanding what comprises the skills and strategies of readers, writers, mathematicians, participants in the learning environment and/ or members of the classroom community; b) skills in short- and long-term planning and task analysis; c) knowing the resources of methods, materials, teaching strategies, and media; d) selecting approaches, adapting materials, modifying tasks to match student needs and promote results; and e) designing assessment strategies to track student progress throughout the lesson and examining student outcomes to monitor effectiveness of lesson.   The structure of the lessons implemented are evidence of understanding direct or explicit instruction of skills/ concepts in terms of following a logical teaching sequence, using modeling, demonstrating uses and applications of skills/ concepts, providing guided and independent practice, and using correction procedures to support gaining from and involvement in the lesson. Evidence of instructional planning is also documented through the plans student teachers create throughout their experiences.

Standard 8 *Assessment*

Observations provide evidence of how pre-service teachers use a range of assessment tools and practices to track student understanding, performance, and applications of skills/ concepts taught during the lesson. The ways in which pre-service teachers monitor student progress and design practice/ independent tasks throughout and as closure to the lesson are evidence of their competence using a variety of assessment approaches to evaluate student day-to-day progress. Using these data to make instructional decisions for subsequent lessons is evident when pre-service teachers collaborate with co-operating professionals about future lessons. Competence with regard to assessment is also evaluated according to reports, BIP, and IEP written.

Standard 9 *Professional and Ethical Practice*

Co-operating professionals and site supervisors evaluate pre-service teachers' engagement in supervision conferences, indicating how realistic, open, and objectively they reflect on their own competence, accept constructive criticism, and establish short - and long – term plans for growth. The ways in which pre-service teachers take initiative and assume responsibilities during student teaching are evaluated.

Standard 10 *Collaboration*

Collaboration takes place in both informal and formal settings during student teaching. Co-operating professionals and site supervisors observe pre-service teachers' effectiveness as they communicate with school personnel and families to co-plan instruction or about the strengths and needs of students. Their involvement in supervision with co-operating professionals and site supervisors to evaluate lessons conducted and co-plan instruction across settings are the consistent opportunities. Work with paraprofessionals, participation in meetings, though likely, are often at the discretion of the placements, particularly when there are sensitive situations.

3. A brief analysis of data findings
4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. ATTACHMENT (A)
Assessment 4 (required) - Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice
Assessment Tool or Description of the Assignment
Student Teaching

The overall assessment of Student Teachers is based on observation of their work in settings with students, their engagement with professionals and paraprofessionals, and their completion of tasks assigned to fulfill requirements comparable to those of special educators. Based on student teachers' performance on-site and across the tasks, cooperating professionals and site supervisors complete the <u>summative tool</u>, which is designed to look at their performance as special educators as a whole and is used as the mid and final evaluation. Overall performance is reported on the **SPED Student Teaching Competency Rating Form.** This assessment is based on cooperating teachers and site supervisors summarizing their observations of student teachers' performance in teaching situations and candidates' completion of tasks relevant to the role of the special educator. The tools used for observing student teachers and brief descriptions of additional tasks assigned appear in this section to depict how the process evolves and culminates in the mid and final rating of the student teacher.

<u>**Summative Tool**</u>

SPED Student Teaching Competency Rating Form
This rating scale is designed to give student teachers direct feedback regarding field performance, tasks, roles, and responsibilities during student teaching. It is used to draw on related evidence and convey a picture of the student teacher across key roles and tasks of special educators. It is used at mid and final points during their placement.

The summative tool is the source of data for evaluating the student teaching experience.

<u>**Observation Tools**</u> (intermediate or formative tools)

Student Teaching Observation Rating Scale or Student Teaching Observation Rubric
Cooperating professionals are provided with two comparable tools to use as they work with student teachers, observe them with students, and provide ongoing feedback regarding their performance. These tools are provided for both student teachers and evaluators in the student teaching handbook and appear here to illustrate the types of data that inform the overall rating. These tools are designed to facilitate conversations among supervisors and student teachers.

The two tools are available to cooperating professionals and site supervisors for the purpose of documenting observations of pre-service teachers' performance and competence. The choices are provided to acknowledge that professionals may prefer different approaches to supervision. Each of these formats is considered a vehicle for documenting competence or areas of challenge while supporting pre-service teachers' growth.

Observation Tools and Evaluation Scale

CHOICES: Conducting observations involves documenting what and how the student teacher demonstrated, providing evidence of planning, instructing, assessing, and being professional. There are two ways to document and share feedback with the student teacher that are included in the appendix. The first format is a rating scale, providing a set of stems/ competencies to which to respond. The numerical rating is defined below. The second format is a rubric. If the rating scale or rubric is used, it is helpful to attach a few comments as well.

The mid and final evaluation tool is also a rating scale, asking the cooperating teacher and site supervisor to examine the extent to which the student teacher demonstrates competence as an evaluator, planner, instructor, collaborator, program coordinator, and professional.

5 = Outstanding	Demonstrates excellent understanding and application of professional skills and concepts; lessons are extremely well developed and engaging, assessments of students are thorough and relevant, interactions with students and professionals are high quality
4 = High Competence	Demonstrates strong understanding and application of professional skills and concepts; lessons are well developed and engaging (needs to give further attention to one or two elements), assessments of students are quite thorough and relevant (needs to examine one or two additional areas), interactions with professionals and students are quality
3 = Satisfactory	Demonstrates acceptable understanding and application of professional skills and concepts; lessons are developed and engaging, assessments of students are relevant, interactions with professionals and students are quality
2 = Minimal Competence	Demonstrates competence in some areas of understanding and application of professional skills and concepts, but has received feedback as to a number of areas in need of improvement; lessons are inconsistent or minimally developed and engaging, assessments are sparse, interactions with professionals and students are sporadically effective
1 = Not Meet Standards	Demonstrates inadequate competence in areas of understanding and application of professional skills and concepts; lessons are ineffective and disengaging, assessments are uninformative, struggles to make connections with professionals and students
N = Not Observed/ Insufficient Evidence	no documentation of the identified competence

Student Teaching Observation Rating Scale

Name:_____ Placement:_____

Cooperating Professional:_____ Date:_____

Completed by: _____

	Rating
A. PLANNER:	
1. Prepares lessons which blend review, direct instruction, modeling, and guided practice	
2. Identifies lesson objectives (student outcomes for instruction)	
3. Organizes materials & ideas into sequence of building on prior knowledge, skills, and successes	
4. Selects materials appropriate for focus of lesson and student needs	
5. Designs assessments to correspond with objectives and to document student progress throughout lesson	
B. INSTRUCTOR:	
1. Communicates enthusiasm through animation, voice inflections, and actions	
2. Secures student attention	
3. Activates prior knowledge and reviews relevant skills/ concepts	
4. Conveys purpose of lesson and demonstrates relevance of focus for the students	
5. Sets rules and expectations for behavior during lesson/ activity and follows through	
6. Engages students in lesson/ activity by asking questions, giving students opportunity for choral and individual responses, and providing ways to be active relative to material/ task/ group (maintains student attention)	
7. Presents lessons in a step by step manner; progressing from introduction to demonstration, explanation, modeling to guided practice to independent tasks	
8. Checks for student understanding throughout lesson	
9. Defines assignments and performance expectations clearly	
10. Structures ways for students to get help, deal with "wait time," make transitions, and use materials	
11. Manages time allocated for lesson to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	
12. Offers help and feedback to students in ways that encourages problem solving and participation	
13. Brings closure to lessons by reviewing concepts taught and preparing for next activity	
14. Arranges physical space to support planned activities	
15. Uses language commensurate with the level of the students (comprehensible, clear)	
16. Maintains records of student performance	
C. PROFESSIONAL BEHAVIOR:	
1. Presents self with assurance & poise	
2. Takes initiative in participating in the learning environment	
3. Listens to and follows through on constructive criticism	
4. Relates to teachers and students with respect, humor, and clarity	
5. Reflects on the effectiveness of the lesson, analyzing teacher behaviors and student outcomes	

Comments (please feel free to use the back or a separate sheet of paper)**:**

Student Teaching Observation Rubric

Name:_____   Placement:_____

Cooperating Professional:_____   Date:_____

Completed by: _____

PLANNER	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Written lesson plan	Not available prior to lesson	Written plan has main components but missing some detail	Written plan is comprehensive, and clear	
Content appropriate to students	Content appears to be far above or below the level of the student, does not correspond to IEP goals, or does not reflect accurate content knowledge	Two of the three criteria are met: Content at the appropriate level; matches IEP goals; accurate content knowledge	Content is appropriate for the level of the student(s), matches IEP goals, and reflects accurate content knowledge	
Clear objectives	No objective or written as an activity goal	Clearly written but not measurable	Clearly written, measurable objective	
Methods relate to objective(s)	Methods are not stated, poorly sequenced, do not relate to the objective, or are not appropriate for the student(s)	Methods are written too briefly, have an unclear connection to the objective but seem appropriate for the student(s)	Methods are clearly written, correspond to the objective, and are appropriate for the student(s)	
Appropriate materials	Materials are not prepared and organized, do not complement the activity, or are too difficult/too simple	Material needs better organization but complement the activity well	Materials are all prepared, complement the activity well, and are at the student(s) level	

INSTRUCTOR	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Opening/Introduction				
Secures students' attention	Student teacher does not use effective strategies to secure student's attention – they are focused on other materials, people, or activities	Student teacher tries several strategies until s/he eventually secures the students' attention	Student teacher uses effective strategies to gain students' attention --Students are focused on the student teacher as s/he begins the lesson	
Reviews rules and expectations	Rules and expectations are not reviewed at the beginning of the lesson	Student teacher seems to remember to review rules and expectations after students show inappropriate behavior	Student teacher clearly reviews rules and expectations, reminds students of consequences for behavior	
Reviews relevant prerequisite skills and prior knowledge	Student teacher does not refer to previous lessons or prior knowledge	Student teacher reviews pre-skills after noticing that students are not making connections to prior knowledge or skills	Student teacher makes connections to previous lessons and skills and connects to prior knowledge	
Presents purpose of the activity	Student teacher starts activity without describing the purpose, goal, or outcome of the activity.	Student teacher starts the activity and then explains the activity but needs to be more clear about purpose or outcomes of the activity	Student teacher describes the purpose of the activity and helps the students understand the relevance of the activity	
Body Of Lesson				
Keeps students' attention	Low energy, low enthusiasm, little engagement of students, poor use of redirecting	Uses appropriate level of enthusiasm, most students engaged, some students need to be redirected and focused	Good level of enthusiasm, all students engaged and focused during lesson	
Appropriate prompting of responses	Student teacher gives answer, does not cue or prompt, does not use "wait time"	Prompting used but inconsistent -- need to work on cueing, prompting, or "wait time"	Student teacher responsive to needs of student by cueing, prompting, and using appropriate "wait time"	

INSTRUCTOR	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Individualizes to students' needs	Instruction does not respond to diverse needs of student in group/class	Instruction (directions, materials, outcomes) are effective for most students in group/class	Instruction (directions, materials, outcomes) shows accommodations/modifications for individual students	
Models/demonstrates and uses guided practice if appropriate	Student teacher seems to expect students in class to know what to do without modeling, demonstration, or guided practice	Student teacher uses modeling, demonstrations, or guided practice after students show confusion	Student teacher anticipates students' need and used modeling, demonstrations, and guided practice	
Checks for student understanding	Student teacher does not take the time to frequently check for student understanding	Student teacher responds after students show confusion or do not understand	Student teacher anticipates need for checking for understanding and uses frequent checks	
Maximizes success	Instructional level appears too difficult and students do not grasp concepts or perform at an acceptable level	Instructional level meets success for most students in group/class but some students perform below acceptable level	Instructional level maximizes success for all students in group/class	
Gives appropriate feedback	Student teacher gives no or negatively framed feedback to students	Student teacher gives either verbal or written feedback but needs to work on being more specific	Student teacher gives appropriate and constructive verbal and written feedback to students	
Effective individual and small group management skills	Individuals or small groups are left unattended for long periods of time leading to little student time-on-task	Individuals or small groups are given appropriate attention but the student teacher responds in a reactive rather than planful manner	Individuals or small groups are given appropriate attention with the student teacher moving smoothly from place to place	
Closing				
Introduces independent work	Student teacher does not give directions or give clear directions	Directions are given but need more clarity for student success	Independent work is clearly introduced to students	
Reviews/Previews	Student teacher does not review lesson or give a clear preview of next activity/lesson	Student teacher adds the review or previews but does not do both smoothly	Student teacher concludes lesson with review of lesson and gives a clear description of next activity/lesson	

INSTRUCTOR	Does Not Meet Acceptable Standards	Meets Beginning Standards	Exemplary Standards	NA/NO
Appropriate transition procedures	Student teacher does not state clear expectations for how students should move or start the next activity or the student teacher does not have students' attention when directions are given	Student teacher gives directions but some students are not focused or directions need to be restated; most students responds appropriately	Student teacher clearly gives directions for students to move or start next activity while students are still focused on the student teacher	

COMMENT:

Two descriptions of assignments appear in the Student Teaching Handbook. For the purposes of this description, the shorter ones are included as the longer assignment explanations are similar to those that appear as different assessment tools in this report.

1) Create and Implement **Lesson Plans** to Support Student Progress

    Teaching opportunities may reflect formal planning or they may be more impromptu and depend on instructional situations. During student teaching, it is important to engage in formal planning and implement those lessons. Written lesson plans provide a clear set of objectives, instructional approaches and materials, procedures for engaging students, and tools for evaluating progress.   They target specific skill development, provide direct instruction and modeling (*I do* it), allow for guided practice (*We do* it), include a progression of activities, and offer opportunities to use the skills in context (*You do* it).   Implementation of lessons brings the ideas to life and involves students in an introduction to the lesson, in which attention is secured, rules are reviewed, prior knowledge is activated, and the focus for lesson is explained and made relevant. The body of the lesson then consists of presenting definitions, explanations, and opportunities to systematically try out the use of skills in isolation and context. The student teacher is responsible for keeping student(s') attention, posing engaging questions, presenting clear directions for tasks/ activities, providing prompts, picking up on cues of confusion, offering corrections, and guiding them toward successful understanding. Throughout the lesson, the student teacher is responsible for actively eliciting responses, providing feedback, and transitioning between tasks. During the closing of the lesson, it is time to review what is taught and transition to next assignments or activities. Tracking student progress throughout the lesson and designing a system to document what gains students make over time are important aspects of lesson planning.

2) Document the Special Education Process – Develop & Write an **IEP** (for at least one student).

    To the extent possible, the student teacher is asked to participate in the special education process by working with parents/ caregivers and professionals both informally and formally through the team. They are to develop an assessment plan that responds to referral or re-evaluation questions of the team. Based on that plan, they are to collect, chart, and analyze assessment data to enhance understanding the student. Student teachers are encouraged to participate in and/ or co-facilitate the corresponding IEP meeting (under the direct supervision of a cooperating professional and within the district policy requirements) to report results of assessments and gather input from the other team members and develop ideas for the content of the plan. In any case (if meeting is not feasible), the student teacher is to serve as primary writer of at least one IEP. The contents of the IEP, regardless of the form are expected to include an integration of data, profiling the student as a reader, writer, mathematician, and/ or participant/ member of the classroom community and defining present levels of performance. The program sections of the IEP are to set priorities, identify effective approaches to instruction, and describe modifications necessary for access to general education. The student teacher thus writes the goals and objectives, teaching approaches, modifications, and ways to monitor progress that correspond with the description of the student as a learner. When the student for whom the IEP is written is of age, it is necessary to include assessment information that relates to the student's present levels of performance with transition related skills (e.g., self-advocacy, study skills, job skills, daily living skills, etc.) and the corresponding plan (**required of secondary**).

3) Conduct a **Functional Behavior Assessment** and Design a **Behavior Intervention Plan**

    Choose a student with challenging behaviors and use this assignment to support working with him or her. Collect three to four anecdotal records, making sure to use objective language, identify the sequence of events, and the type of requirements made of the student.   Chart and analyze the data, using an ABC format or *Behavior Pathway* to help examine what the student is doing and what contributes to or escalates the

behavior. Generate hypotheses to account for challenging behaviors with respect to the function the behavior serves, the context(s) in which it occurs, the ways others respond, and what the student gets as a result. Observational data may be supplemented by conferring with the student, cooperating teacher, and classroom teacher working with her/him. Using the data, design a behavior intervention plan that addresses the function the behavior(s) serve, situations in which it occurs, triggers that precipitate it, and responses the student receives. The approach should be a mix of pro-active and instructional techniques, different ways to respond to behavior(s), and ideas for interventions. Consider including ways to modify teacher behavior, adjust context for learning, teach replacement behaviors and specific social skills, and involve the student in being responsible for own behavior. The behavior plan should involve the student in selecting alternative/ replacement behaviors and helping to monitor own behavior. Identify strategies for documenting the effectiveness of the plan. Implement, document, and evaluate the effectiveness of the plan if it is possible.

4) Create a **Plan to Support Student Access to General Education**

There are a number of reasons to collaborate with a classroom teacher. The student teacher may be working with a student in and/ or out of the classroom. The student may have an IEP or may be someone being considered for referral for special education evaluation (pre-referral).   Even though the IEP does include recommendations for modifications, it is important to work with the classroom teacher to translate those ideas into daily practice. Similarly, the classroom teacher may welcome some ideas for interventions prior to referral. Work with the classroom teacher to identify strategies to adjust instructional materials, assignments, or responsibilities in order to enhance the quality of the student involvement in the learning situation. This may include establishing a role for a peer to work with the student or the student teacher or paraprofessional to co-teach with the classroom teacher. The plan includes an understanding of the demands of the lessons and activities to which the student is exposed and her/ his needs for instruction, support, and accommodation. This is an opportunity to collaborate with a classroom teacher and hone skills in modifying expectations and adjusting lesson and environmental demands. *See Appendix for Plan to Support Student Access to General Education.*

5) Take Time for **Reflections**

Holding up a mirror to examine what feels comfortable, what is effective, and what are persistent challenges or questions is key to professional growth as a special educator. While you will be given feedback from your cooperating teacher and/or site supervisor, your own honest and thoughtful introspection about what worked for you and your students, what the outcomes of lessons were, and what you might do differently will be critical to your continuous improvement. Conducting periodic self-evaluations may take the form of: (1) written commentaries at the conclusions of your lesson plan; (2) journal entries, (3) written responses to observations and suggestions made by the cooperating teacher or site supervisor, or (4) complete of self-evaluation forms (see appendix for example form). Making formal reflections will also support developing narratives for the professional portfolio.

6) Organize **Program/ Professional Portfolio**

Document professional growth as a result of the student teaching experiences, adding to the portfolio developed during practicum/ methods in special education. As you examine your preparation for special education certification, it is important to track your own development, evaluate your current professional strengths and perspectives, and identify how you will showcase them for prospective employers. The portfolio is an opportunity for you to pull together evidence of who you are as a professional and reflect on your growth across your experiences in the special education program. It is helpful to re-examine the portfolio you began during practicum and gather and organize evidence of your professional growth to this point. You may choose

to extend the work you have already done or re-organize in a way that makes sense at the end of your student teaching. It is also helpful to continue to use the role of the special educator and CEC Standards (see Appendix) as points of reference to help you organize your portfolio and create a table of contents that gives a cohesive introduction to your materials.

There are a number of documents that emerge from the student teaching requirements. Place that documentation into a portfolio. Other ideas for portfolio artifacts include, but are not be limited to: excerpts from your journal, a set of photographs, audio or video tapes of your teaching, observational data or records you have collected, assessment plans and data collected, letters from students or cooperating professionals that depict experiences, lesson plans and notes, projects conducted with students, samples of students' work, evidence of monitoring systems developed and used to track student progress, completed IEP documents, functional behavior assessment and behavior intervention plan, instructional materials designed, text readings which are pertinent. *Please be aware of confidentiality and black out names or use pseudonyms.*

The summative, comprehensive tool used to evaluate student teaching, synthesizes data gathered from observations and those connected with the assignments. The summative tool is used as the source for gathering data to inform KSC program development and revisions. In addition, cooperating professionals are asked to complete a quick check relative to CEC Standards at the end of the semester.

SPED Student Teaching Competency Rating Form

Student: _____   Semester, Year: ___
Cooperating Teacher: _____   Placement: _____
College Supervisor: _____   Form completed by: ___

	Date	Cooperating Teacher or Site Supervisor Signature	Student Teacher Signature
Mid-evaluation			
Final Evaluation			

The rubric for rating student teacher performance on the scale is designed to help set criteria for assigning numerical scores. Please use the guidelines, which appear below, as a reference.

5 = Outstanding	demonstrates excellent understanding and application of professional skills and concepts; lessons are extremely well developed and engaging, assessments of students are thorough and relevant, interactions with professionals and students are high quality
4 = High Competence	demonstrates strong understanding and application of professional skills and concepts; lessons are well developed and engaging (needs to give further attention to one or two elements), assessments of students are quite thorough and relevant (needs to examine one or two additional areas), interactions with professionals and students are quality
3 = Satisfactory	demonstrates acceptable understanding and application of professional skills and concepts; lessons are developed and engaging, assessments of students are relevant, interactions with professionals and students are quality
2 = Minimal Competence	demonstrates competence in some areas of understanding and application of professional skills and concepts, but has received feedback as to a number of areas in need of improvement; lessons are inconsistent or minimally developed and engaging, assessments are sparse, interactions with professionals and students are sporadically effective
1 = Not Meet Standards	demonstrates inadequate competence in areas of understanding and application of professional skills and concepts; lessons are ineffective and disengaging, assessments are uninformative, struggles to make connections with professionals and students
N = Not Observed/ Insufficient Evidence	no documentation of the identified competence

SPED Student Teaching Competency Rating Form

Name:_____ Placement:_____

Cooperating Professional:_____ Date:_____

Completed by: _____

EVALUATOR	Mid-evaluation	Final Evaluation
1. gathers information from a student's file (prior testing, descriptions, IEP, etc.) and organizes it meaningfully		
2. raises questions about how descriptions of the student connect with who s/he is as a learner (ex. reader, writer, participant, etc.)		
3.selects and justifies use of assessment strategies and tools		
4. administers and analyzes informal assessments		
5. uses assessment findings to describe the student as a learner, using words that are understood by all constituents		
6. incorporates assessment findings into appropriate sections of the IEP (ex. profile/ learning style, present levels of performance)		
7. conducts and analyzes functional behavior assessments to describe behavior(s), determine triggers, identify impact of environment and consequences, and hypothesize the goal behavior achieves		
8. designs tools to document student performance, participation, and progress, figuring out the effectiveness of lessons and student responsiveness to interventions		
PLANNER	**Mid-evaluation**	**Final Evaluation**
1. writes goals, objectives, and descriptions of instruction and access to general education for the IEP based on assessment data		
2. prepares lessons which blend review, direct instruction, teacher modeling and demonstration, active learning, and evaluation		
3. creates lessons which draw on prior knowledge, experiences, and successes		
4. articulates procedures for lessons, that represent a sequence of building on prior knowledge, skills, and successes		
5. selects and develops teaching strategies, materials, and approaches appropriate for the focus of the lesson and student learning needs		
6. plans use of different tasks to allow student to gain familiarity, practice, and work toward mastery with skills/ concepts		
7. designs questions, group and individual assignments to correspond with lesson objectives		
8. anticipates use of time, logistics of lessons, and possible challenges that may arise		
9. evaluates the effectiveness of planned lessons and instructional materials as a basis for adapting curriculum and adjusting instruction as dictated by student needs		
10. generates a behavior intervention plan that reflects FBA data and suggests strategies to modify teacher behavior, alter potential triggers, teach replacement behaviors and social skills, and alternate the consequences following behaviors		
11. work with classroom teacher to identify adjustments of lesson objectives, modifications of assignments and materials, alternatives to approaches, supplementary instruction to support student access to the general education curriculum and classroom		

INSTRUCTOR	Mid-evaluation	Final Evaluation
1. teaches with enthusiasm as evidenced by eye contact and animation of voice and actions		
2. involves student(s) in lessons by reviewing prior learning, explaining the purpose, and making relevant		
3. begins lessons by gaining student attention, stating rules and expectations, reviewing prior learning, and stating the purpose and relevance		
4. presents lessons in a step by step manner, progressing from introduction to demonstration, explanation, modeling to guided practice to independent assignments		
5. involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts poses questions		
6. communicates clearly and comprehensibly with students, using language consistent with their level and explaining concepts, assignments, and performance expectations understandably		
7. states rules, expectations, and consequences for performance and behavior and follows through on them		
8. checks for student understanding throughout lesson		
9. structures ways for students to get help, deal with "wait time," make transitions from one task to the next, and use materials		
10. monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks		
11. arranges the physical learning environment to enhance student participation and completion of tasks		
12. brings closure to lessons by reviewing concepts taught and preparing for the next activity/ transition		
13. establishes rapport with students and communicates respect for individuality		
14. manages time and pace of lessons, shifting directions and activities when the situation calls for it		
15. offers help and guides students through learning, keeping responsibility for work on the student		
16. documents student performance and revises instruction accordingly; offering additional review, providing alternative approaches, or moving on to other skills		

PROGRAM COORDINATOR (Solo Week)	Mid-evaluation	Final Evaluation
1. oversees the planning, implementation and evaluation of multiple IEPs concurrently during solo week.		
2. schedules flexible grouping to arrange for student participating in both special education and inclusive settings during solo week.		
3. uses a master schedule that includes direct and indirect service, evaluation, planning, and collaboration during solo week		
4. manages the multiple tasks and responsibilities of a special education teacher.		

PROFESSIONAL / REFLECTIVE PRACTITIONER	Mid-evaluation	Final Evaluation
1. demonstrates responsibility by arriving when scheduled, being prompt and prepared for working in setting		
2. presents self with assurance and poise		
3. accepts and follows through on assigned responsibilities of practicum experience (on and off site)		
4. takes initiative in participating in environment, creating teaching opportunities and finding materials and resources		
5. works cooperatively with cooperating professional and other professionals in the setting(s)		
6. discusses issues pertaining to students discretely and with respect for confidentiality		
7. indicates awareness of own professional strengths and areas in need of improvement		
8. seeks out, listens to, and acts on constructive feedback from cooperating professional and college supervisor		

COMMENTS:

<p style="text-align:center">KSC Student Teaching Final Evaluation Narrative</p>

In addition to the Competency Rating Form, cooperating teachers and site supervisor must prepare an evaluation narrative using the following guidelines. The statement should be printed on school stationary and signed and dated at the bottom. Prior to the completion of the assignment, the student teacher should have the opportunity to read and discuss the evaluation with you. All completed evaluation forms must be forwarded to the college at the conclusion of the student teaching experience.

Guidelines for the Evaluation Narrative

Paragraph 1: Describe the nature of the student teacher's experience and responsibilities, including:
- Grade/age level and/or subjects taught
- Type of classroom setting – resource room, self-contained, inclusion classroom, etc.
- Range of disabilities served
- Type of geographical area, i.e., rural, suburban, urban
- Building and class enrollments(s),
- Amount of responsibility the student teacher had, such as the number of classes taught, meetings attended or ran, IEP written, observations in classrooms, consultations with other teachers, involvement with families, non-teaching or extracurricular activities performed

Paragraph 2: Identify and describe outstanding personal and/or teaching qualities such as rapport with students, rapport with staff, general knowledge, knowledge of learning differences, planning and organizational skills, responsive teaching methods, creative instructional materials, classroom management and child guidance, reliability, sensitivity, flexibility

Paragraph 3: Identify and describe outstanding teaching performance areas where improvement and growth have been demonstrated.

Paragraph 4: Identify specific teaching areas in need of continued development and/or improvement.

Paragraph 5: Conclude with your overall recommendations.

<p style="text-align:center">Final Grade Recommendations</p>

Name of Student Teacher _____

In my professional judgment, I recommend: Pass _____   Fail _____

Name (Print) _____   Signature _____

[ ] Cooperating Teacher   [ ] College/ Site Supervisor   Date _____

Based on the evidence you have collected over the semester please rate your student teacher, using the description of the CEC Standards in the Student Teaching Handbook.

Name of Student Teacher _____

Name (Print) _____ Signature _____

[ ] Cooperating Teacher   [ ] College/ Site Supervisor   Date _____

CEC STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

Data will be collected during the 2006-2007 academic year and reported in June 2007

<u>Proposed Data Tables for 2006-2007</u>: The percentage and number of candidates will be reported for each category which will allow the program to analyze each *Student Teaching* component.

STUDENT TEACHING COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
N=	(#) % of Total N	(#) % of Total N	(#) % of Total N
EVALUATOR			
PLANNER			
INSTRUCTOR			
PROGRAM COORDINATOR (SOLO WEEK)			
PROFESSIONAL/ REFLECTIVE PRACTITIONER (COLLABORATOR)			
TOTAL			

SUMMATIVE SCORING FORM
FOR COLLECTING PROGRAM DATA

These scores will be translated to document the percentage and number of candidates reported for each category which will allow the program to analyze each CEC content area as discerned from performance on the tasks for *Student Teaching*.

CEC STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
N =	(#) % of Total N	(#) % of Total N	(#) % of Total N
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			