EDU4353 - Special Education Student Teacher Evaluation Report - Form A-B

Introduction

Student

Date

2019-10-28

Teacher

School

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

0

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP

Percent

504 Plan	Percent

Title I	Percent

Gifted/Talented	Percent

Please indicate the number of students in your classroom who receive free/reduced lunch. If none, enter "0."

Free/Reduced Lunch	Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL	Percent

Attendance

Please indicate the days the MLC student was absent. *Click to add additional rows.*

Date absent	Reason

Ministry Traits

Discuss in relation to service in the school and community.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in school activities
- participates in community activities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Standard 1: Subject Matter

1. aligns educational standard to provide access to curriculum to meet the needs of individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. evaluates research-based theories which lead to effective practices

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. plans lessons that are developmentally appropriate

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. promotes active learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. plans activities/experiences to achieve maximum participation

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 3: Diverse Learners

1. respects each student as a unique child of God

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. is sensitive to students' backgrounds and feelings

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. provides for differences among students

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. evaluates progress toward achieving the goals and objectives of individuals with disabilities

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

5. supports and uses linguistically and culturally responsive practices

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

6. applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

7. designs and implements individualized education plans using knowledge of theories, evidence-based practice and relevant laws to provide services for individuals with disabilities

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. utilizes teaching strategies which stimulate all levels of thinking skills

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. uses knowledge of the professional literature to improve practices with individuals with exceptionalities and their families

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. continues to broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies and assistive technologies

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

5. uses a variety of materials suitable to objective and functional level of student

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

6. uses appropriate wait time after questions

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 5: Learning Environment

1. establishes consistent classroom-based positive behavioral support practices

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. designs positive behavioral supports based on functional behavior assessments and uses data to monitor effectiveness of the intervention

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. encourages and models Christian living among the students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. speaks in a manner that gains the students' respect

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. uses disciplinary techniques which reflect Christian principles

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. is flexible in dealing with unexpected situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. is consistent and persistent in letting students know what is expected

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

8. fosters an environment that is supportive of continuous instructional improvement and engages in the design and implementation of research and inquiry

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

9. ensures a physically and emotionally safe environment

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

10. maintains student involvement, interest, and functional level through appropriate pacing

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 6: Communication

1. has a pleasant and effective voice

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. demonstrates effective oral and written communication with students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. demonstrates effective oral and written communication with co-workers, parents, caregivers, and community

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 7: Planning Instruction

1. uses advanced planning in selection and implementation of objectives, activities, and materials

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans to integrate Christian truths into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. integrates Christian truths into lessons when appropriate

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

Standard 8: Assessment

1. uses valid and reliable assessment practices and the practices minimize bias

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

2. provides timely feedback to students on the quality of their performace

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

3. designs and impements assessments to evaluate the effectiveness of practices and programs and is able to communicate results effectively

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

4. uses technological tools to assess student learning

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

5. provides feedback from recorded data to students, and parents or caregivers

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

6. accepts feedback and uses it to modify lesson

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

2. is punctual and dependable in attendance

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

3. exhibits professional dress and demeanor

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

4. displays leadership qualities

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

5. is reliable in completing assigned tasks

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

6. is well organized and efficient

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

7. displays initiative

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

8. is able to accept and implement constructive criticism

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

9. makes appropriate self-evaluations of teaching

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

10. makes appropriate adjustments as a result of self-evaluation

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

11. actively participates in professional development and learning communities to increase professional knowledge and expertise

Comments

○ 1　○ 2　○ 3　○ 4　○ 5

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is friendly when meeting people

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. relates well to others in social situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. uses collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities, including collaboration on advanced intervention and enrichment programs

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. collaborates to promote understanding, resolve conflicts, and build consensus for improving services, and outcomes for individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. consults and collaborates with regular education teachers and other professionals/paraprofessionals effectively

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Is this student teacher recommended to teach at the secondary level?

☐ Yes

☐ No

Additional comments:

Final Ratings for Student Teaching

See "Rubric for Final Ratings for Student Teaching" for descriptions of rating choices.

Teaching:

☐ Superior

☐ Strong-Superior

☐ Strong

☐ Satisfactory-Strong

☐ Satisfactory

☐ Acceptable-Satisfactory

☐ Acceptable

Management:

☐ Superior

☐ Strong-Superior

☐ Strong

☐ Satisfactory-Strong

☐ Satisfactory

☐ Acceptable-Satisfactory

☐ Acceptable