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

Introduction

Student

Date

2018-06-26

Teacher

School

What percent of students are minority?

What percent of students have special needs?

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

<table>
<thead>
<tr>
<th>Date absent</th>
<th>Reason</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Not evident but developing</th>
<th>Inconsistent</th>
<th>Proficient</th>
<th>Highly evident</th>
<th>Mastered at an exemplary level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

3. encourages and models Christian living among the students

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

5. uses disciplinary techniques which reflect Christian principles

6. is flexible in dealing with unexpected situations

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

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

9. ensures a physically and emotionally safe environment

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

Standard 6: Communication

1. has a pleasant and effective voice

2. demonstrates effective oral and written communication with students

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

Standard 7: Planning Instruction

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

2. plans to integrate Christian truths into lessons when appropriate

3. integrates Christian truths into lessons when appropriate

Standard 8: Assessment

1. uses valid and reliable assessment practices and the practices minimize bias
2. provides timely feedback to students on the quality of their performance
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

3. designs and implements assessments to evaluate the effectiveness of practices and programs and is able to communicate results effectively
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

4. uses technological tools to assess student learning
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

5. provides feedback from recorded data to students, and parents or caregivers
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

6. accepts feedback and uses it to modify lesson
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

---

### Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

2. is punctual and dependable in attendance
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

3. exhibits professional dress and demeanor
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

4. displays leadership qualities
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

5. is reliable in completing assigned tasks
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

6. is well organized and efficient
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

7. displays initiative
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

8. is able to accept and implement constructive criticism
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

9. makes appropriate self-evaluations of teaching
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   [Comments]

10. makes appropriate adjustments as a result of self-evaluation
    - [ ] 1  
    - [ ] 2  
    - [ ] 3  
    - [ ] 4  
    - [ ] 5  
    [Comments]

11. actively participates in professional development and learning communities to increase professional knowledge and expertise
    - [ ] 1  
    - [ ] 2  
    - [ ] 3  
    - [ ] 4  
    - [ ] 5  
    [Comments]

---

### 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


Comments

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


Comments

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


Comments

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


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?


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