



**Department of Special Education, Rehabilitation,
School Psychology, and Deaf Studies**

Initial (Phase I) Evaluation: EDS 471 or EDTE 420A

- | | | |
|---|---|-----------------------------------|
| <input type="checkbox"/> Midterm Evaluation | <input type="checkbox"/> University Supervisor | <input type="checkbox"/> EDS 420A |
| <input type="checkbox"/> Final Evaluation | <input type="checkbox"/> Cooperating Teacher | <input type="checkbox"/> EDS 471 |
| | <input type="checkbox"/> Student Teacher | |
| | <input type="checkbox"/> Other (ie, Principal, V.P, etc.) | |

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching.

Performance Evaluation Criteria:

- 3: *Outstanding performance*
- 2: *Satisfactory performance*
- 1: *Performance needs improvement—skill observed infrequently or not demonstrated*
- NA: *Setting not conducive to skill demonstration*

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation I = Interview P = Portfolio

Professional and Interpersonal Skills

- ① Demonstrates professionalism in personal appearance and presentation.
 NA 1 2 3 O I P
- ② Works effectively as a team member at the school site.
 NA 1 2 3 O I P
- ③ Accepts responsibilities assigned by the cooperating teacher.
 NA 1 2 3 O I P
- ④ Demonstrates positive regard for diversity in students, families, and colleagues.
 NA 1 2 3 O I P
- ⑤ Effectively utilizes the services of the classroom instructional assistant-professional (if applicable).
 NA 1 2 3 O I P
- ⑥ Is able to assess his/her own performance.
 NA 1 2 3 O I P
- ⑦ Seeks, accepts, and utilizes constructive feedback for professional growth.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 1–7: _____

Communication and Collaborative Partnerships

- ⑧ Consistently uses clear, concise, coherent oral, written and nonverbal language.
 NA 1 2 3 O I P
- ⑨ Demonstrates appropriate professional and interpersonal communications with students, parents, and school personnel.
 NA 1 2 3 O I P
- ⑩ Demonstrates passive and active listening skills.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 8–10: _____

Planning and Managing the Teaching and Learning Environment

- ⑪ Acquires and maintains individual and/or small group attention.
 NA 1 2 3 O I P
- ⑫ Generates responses from students to check for understanding of presented material.
 NA 1 2 3 O I P
- ⑬ Utilizes supportive correction procedures for all incorrect student responses.
 NA 1 2 3 O I P

- ⑭ Circulates around the room to monitor student work and behavior.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 11–14: _____

Managing Student Behavior

- ⑮ Establishes a positive rapport with students in a variety of ways.
 NA 1 2 3 O I P
- ⑯ Demonstrates a positive attitude towards students.
 NA 1 2 3 O I P
- ⑰ Communicates and interacts respectfully with all students and supports dignity.
 NA 1 2 3 O I P
- ⑱ Reinforces the system of management used in the classroom.
 NA 1 2 3 O I P
- ⑲ Reinforces respectful interaction among students.
 NA 1 2 3 O I P
- ⑳ Encourages students to develop self-management skills.
 NA 1 2 3 O I P
- ㉑ Effectively manages student behavior in the following situations:
one-to-one
 NA 1 2 3 O I P
small group
 NA 1 2 3 O I P
- ㉒ Engages in effective self-assessment of management strategies.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 15–22: _____

Instructional Content and Practice

- ㉓ Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s)
 NA 1 2 3 O I P
- ㉔ Effectively assists the classroom teacher with small group instruction.
 NA 1 2 3 O I P
- ㉕ Demonstrates instructional strategies, activities, and materials that appeal to and challenge the diverse interests and abilities of the students in the class.
 NA 1 2 3 O I P

②⑥ Checks for mastery of presented material prior to moving on to new material.

NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 23–26: _____

Assessment, Diagnosis, and Evaluation

②⑦ Applies formal and informal methods to assess students' achievements.

NA 1 2 3 O I P

②⑧ In collaboration with the cooperating teacher, demonstrates ongoing student assessment and, if necessary, makes changes in teaching, methods, materials, and/or instructional setting in order to meet stated objectives.

NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 27–28: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator, please check the appropriate recommendation:

- Recommend, based on overall outstanding performance, for advancement to next phase of student teaching.**
- Recommend, based on overall satisfactory performance, for advancement to next phase of student teaching.**
- Recommend extending or repeating Phase I student teaching.**
- Do not recommend extending or repeating Phase I student teaching.**

Evaluator Signature _____ Date _____

Student Teacher's Signature _____ Date _____

Copies: White—University Supervisor, Yellow—Student, Pink—Teacher