



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

## Phase III Evaluation: EDS 472

**Student teaching #:**
 EDS 472
**Evaluation:**
 Midterm Evaluation

 Final Evaluation
**Evaluator:**
 University Supervisor

 Cooperating Teacher

 Student Teacher

 Other (i.e., 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. Competencies identified with a \* must be used for students earning their moderate/severe specialist credential. These competencies may also be used for those students earning their mild/moderate specialist credential, wherever appropriate.

**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 or onsite supervisor.  
 NA     1     2     3     O     I     P
- ④ Participates in school meetings, parent conferences, in-service training, and other aspects of school life.  
 NA     1     2     3     O     I     P
- ⑤ Demonstrates positive regard for diversity in students, families, and colleagues.  
 NA     1     2     3     O     I     P
- ⑥ Interacts with students honestly and equitably by protecting their privacy, respecting their work, and being receptive to their ideas.  
 NA     1     2     3     O     I     P
- ⑦ Is able to assess his/her own performance.  
 NA     1     2     3     O     I     P
- ⑧ Seeks, accepts, and utilizes constructive feedback for professional growth.  
 NA     1     2     3     O     I     P
- ⑨ Guides, supports and facilitates the work of paraprofessional(s), peer tutors, and/or volunteers.  
 NA     1     2     3     O     I     P
- ⑩ Creates and maintains student records with data keeping methods that are unobtrusive, expedient, organized, and current.  
 NA     1     2     3     O     I     P
- ⑪ Participates in IEP meetings in a sensitive, professional, and legal manner.  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 1–11: \_\_\_\_\_

## Communication and Collaborative Partnerships

- ⑫ Consistently uses clear, concise, coherent oral, written and nonverbal language.  
 NA     1     2     3     O     I     P
- ⑬ Demonstrates appropriate professional and interpersonal communication with students, parents, school personnel, and other team members.  
 NA     1     2     3     O     I     P
- ⑭ Demonstrates passive and active listening skills.  
 NA     1     2     3     O     I     P
- ⑮ Participates as a member of a interdisciplinary team in the design of an individual assessment plan, which is culturally and linguistically appropriate.  
 NA     1     2     3     O     I     P

- ⑩ Plans and conducts collaborative conferences with parents or primary caregivers.  
 NA     1     2     3     O     I     P
- ⑪ Collaboratively designs and implements educational interventions with students, families, general educators, administrators, related service personnel, community agency personnel, and/or others.  
 NA     1     2     3     O     I     P
- ⑫ Cooperates and collaborates with general education staff and other team members, as appropriate.  
 NA     1     2     3     O     I     P
- ⑬ Provides special education support and/or consultation to teachers to accommodate the needs of students with disabilities in integrated classrooms, when requested.  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 12–19: \_\_\_\_\_

## Planning and Managing the Teaching and Learning Environment

- ⑭ Establishes and maintains a positive, supportive, and safe learning environment.  
 NA     1     2     3     O     I     P
- ⑮ Acquires and maintains individual and/or small group attention.  
 NA     1     2     3     O     I     P
- ⑯ Demonstrates appropriate and effective instructional pacing.  
 NA     1     2     3     O     I     P
- ⑰ Demonstrates efficient, smooth, and effective transitions.  
 NA     1     2     3     O     I     P
- ⑱ Changes the delivery (when appropriate) to reflect student involvement and skill response.  
 NA     1     2     3     O     I     P
- ⑲ Generates a variety of responses from students in order to check for understanding of presented material prior to moving on to new material.  
 NA     1     2     3     O     I     P
- ⑳ Utilizes supportive correction procedures for all incorrect student responses.  
 NA     1     2     3     O     I     P
- ㉑ Circulates around the room to monitor student work and behavior.  
 NA     1     2     3     O     I     P
- ㉒ Utilizes opportunities to maximize supported inclusive educational opportunities.  
 NA     1     2     3     O     I     P
- ㉓ Maximizes opportunities for students to interact with non-disabled peers.  
 NA     1     2     3     O     I     P
- ㉔ Provides direct instructional support to students in the inclusive classroom, when appropriate.  
 NA     1     2     3     O     I     P
- ㉕ Provides opportunities for and facilitates the development of social competency, life skills, communication skills, self-management skills, self-advocacy, and increased independence.  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 20-31: \_\_\_\_\_

## Managing Student Behavior and Social Interaction Skills

- ③2 Establishes a productive learning environment that includes clearly stated expectations for student behaviors.  
 NA     1     2     3     O     I     P
- ③3 Establishes positive rapport with students in variety of ways.  
 NA     1     2     3     O     I     P
- ③4 Communicates and interacts respectfully with all students and supports dignity.  
 NA     1     2     3     O     I     P
- ③5 Reinforces the system of management used in the classroom.  
 NA     1     2     3     O     I     P
- ③6 Reinforces respectful interaction among students.  
 NA     1     2     3     O     I     P
- ③7 Utilizes a variety of behavioral management strategies (i.e. nonverbal cues).  
 NA     1     2     3     O     I     P
- ③8 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
  - ▶ multiple small groups or whole class  
 NA     1     2     3     O     I     P
- ③9 Implements a behavior management program that includes preventative and supportive interventions.  
 NA     1     2     3     O     I     P
- ④0 Demonstrates the ability to identify and defuse situations that may lead to conflict.  
 NA     1     2     3     O     I     P
- ④1 Uses data to develop behavior interventions.  
 NA     1     2     3     O     I     P
- ④2 Teaches and encourages self-management strategies to the maximum extent possible (e.g. self-monitoring, self-reinforcement, self-recording).  
 NA     1     2     3     O     I     P
- ④3 Utilizes nonaversive/least intrusive strategies for behavior change.  
 NA     1     2     3     O     I     P
- ④4 Engages in effective self-assessment of management strategies.  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 32-44: \_\_\_\_\_

## Instructional Content and Practice

- 45 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
- 46 Effectively assists the classroom teacher with planning and delivery of small group instruction.  
 NA     1     2     3     O     I     P
- 47 Effectively assists the classroom teacher with planning and delivery of whole group instruction.  
 NA     1     2     3     O     I     P
- 48 Effectively plans and delivers whole group instruction.  
 NA     1     2     3     O     I     P
- 49 Demonstrates sound knowledge of core curriculum.  
 NA     1     2     3     O     I     P
- 50 Demonstrates instructional strategies, activities, and materials that:  
 a. build upon students' prior knowledge.  
 NA     1     2     3     O     I     P
- b. encourage student choice and participation.  
 NA     1     2     3     O     I     P
- c. appeal to and challenge the diverse interests and abilities of the students in the class.  
 NA     1     2     3     O     I     P
- 51 Adjusts the complexity of his/her language to accommodate for both native English and English language learners.  
 NA     1     2     3     O     I     P
- 52 Implements instruction that meets IEP goals and objectives.  
 NA     1     2     3     O     I     P
- 53 Modifies curriculum and instructional strategies to meet the diverse needs of learners.  
 NA     1     2     3     O     I     P
- 54 Develops and implements instruction which is age appropriate and reflects the student's developmental needs.  
 NA     1     2     3     O     I     P
- 55 Implements and modifies general education core curriculum to meet the needs of students with diverse learning needs.  
 NA     1     2     3     O     I     P
- 56 Integrates affective, social and career/vocational skills with academic curricula to facilitate transition passages.  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 45–56: \_\_\_\_\_

## Assessment, Diagnosis, and Evaluation

- 57 In collaboration with the cooperating teacher, establishes achievement criteria and communicates them clearly to students.  
 NA     1     2     3     O     I     P
- 58 Applies formal and informal methods to assess students' achievements.  
 NA     1     2     3     O     I     P

- ⑤9 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
- ⑥0 Utilizes performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments (when appropriate).  
 NA     1     2     3     O     I     P
- ⑥1 Effectively interprets and communicates assessment results to parents, student(s) and other professionals.  
 NA     1     2     3     O     I     P
- ⑥2 Develops IEP objectives that are based on individual strengths, needs, and present levels of student performance and are aligned with curriculum standards.  
 NA     1     2     3     O     I     P
- ⑥3 Constructs comprehensive IEP goals and objectives across all curricular environments, including core curriculum, psychomotor, social/emotional, cognitive, language/communication, self-help, and career/vocational (in collaboration with cooperating teacher).  
 NA     1     2     3     O     I     P

Comments to Clarify or Supplement Questions 57–63: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall Major Strengths: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Suggestions for Improvement: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Evaluator: Please check appropriate credential and recommendation.**

- Recommend, based on overall outstanding performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- Recommend, based on overall satisfactory performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- Recommend extending or repeating Mild/Moderate or Moderate/Severe student teaching experience.
- Do not recommend extending or repeating special education student teaching experience

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**UNIVERSITY SUPERVISOR VISITATIONS / OBSERVATIONS**

Please circle: Semester: F01 or S02 and Phase: II or III

Multiple Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

Sac State Supervisor: \_\_\_\_\_ Student: \_\_\_\_\_ Assignment: \_\_\_\_\_

School: \_\_\_\_\_ Public School Evaluator(s): \_\_\_\_\_

Additional Conference Time Not Connected Directly with a Formal Observation (Phone conferences included):

Dates (Mo/Day/Year)	Activity/Topic of Class (i.e., Reading, etc.)	Duration of Visit (i.e., Reading, etc.)	Duration of Conference (i.e., Reading, etc.)	Meet with Evaluator? (Yes or No)	Dates (M/D/Y)	Duration of Conference (i.e., Reading, etc.)	With whom? (Evaluator? Student? Administrator?)
1							
2							
3							
4							
5							
6							
7							
8							
9							

To be submitted at the end of the semester to ESSC (Eureka Hall #216). Please, attach the student teacher's evaluations (original only).

**Observation Record  
Special Education Credential Programs**

Program:	Course No:	Date		Visitation#	
Student		School			
District		Coop. Tchr.			
Supervisor		Subject		Grade	

Comments and Suggestions on Planning and Presentation:

Student's Signature

Date