INTEGRATED BACHELOR/MASTER’S STUDENT TEACHING EVALUATION RESULTS:

SPECIAL EDUCATION PROGRAM FOR SPRING 2012

JUNE 2012

Near the end of the spring 2012 semester, clinic supervisors of the seniors from the Integrated Bachelor’s/Master’s Teacher Education program were asked to evaluate the students whom they had supervised. Questions included grade level placement, classification (e.g. autism, hearing, impaired, specific learning disability, etc.) of students encountered, student progress in performing tasks based off the standards created by the National Council for Accreditation of Teacher Education (NCATE), as well as the supervisor’s opinion of the student teacher’s strengths and areas for improvement. This report presents the responses of 26 supervisors of student teachers in the Special Education Program during the spring semester of the 2011-2012 academic year.

Regarding NCATE standards, supervisors were asked to rate students on a three-point Likert-scale (Exceeds Expectations, Meets Expectations, Below Expectations) in 19 different areas. The areas assessed included Physically Prepares Space and Materials for Instruction, Designs Lesson Plans, Modifies Lesson Plans, and Assesses Outcomes Related to IEP, to list a few. Students were rated most highly in the following areas (i.e. areas where the largest number of students exceeded expectations):

✔ Physically Prepares Space and Materials Needed to Deliver Instruction
✔ Designs Lesson Plans to Provide All Learners Access to the General Curriculum
✔ Modifies Lesson Plans to Address Needs of Students with Disabilities
✔ Maintains a Structured Learning Environment
✔ Upholds High Standards of Competence and Integrity and Exercise Sounds Judgment in the Practice of the Profession

The following are areas in which fewer supervisors rated student-teachers as “Exceeds Expectations” although, 100% of student-teachers were still rated as either “Exceeds Expectations” or “Meets Expectations”:
Supervisors were also asked a series of open-ended questions to report additional comments about each area of performance assessed. Additionally, supervisors were asked to give their perspective on their supervisee’s strengths as well as the areas for which they could improve. Supervisor responses are listed below. All open-ended responses have been de-identified to protect student identities.
## Typical Grade Range of Students

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>K</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>42.3</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>38.5</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>19.2</td>
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<tr>
<td>6</td>
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<td>7.7</td>
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<tr>
<td>7</td>
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<td>15.4</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>Total:</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

## Typical Size of Group

- 1-3: 10 (30.77%)
- 4-6: 8 (24.24%)
- 7-9: 5 (15.15%)
- 22-24: 1 (3.03%)
- Other: 2 (6.06%)
- Total: 32 (96.83%)
Typical Number of Paraprofessionals Worked with

- 7 (26.92%)
- 8 (30.77%)
- 1 (11.54%)
- 2 (7.69%)
- 2 (7.69%)
- 3 (11.54%)
- 2 (7.69%)
- 6 or more (3.85%)
- Other (0)

Number of Formal Observations by University Supervisors

- 25 (96.15%)
- 1 (3.85%)
- 2
- 4
## Classifications of Students Encountered

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit Disorder (ADD)</td>
<td>23</td>
<td>88.5</td>
</tr>
<tr>
<td>Autism Spectrum Disorder (ASD)</td>
<td>17</td>
<td>65.4</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>Developmental Delays</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorders (EBD)</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>Hearing Impairments</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>Mental Retardation/Intellectual Disability (MR)</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>Orthopedic Impairments</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Other Health Impairments (OHI)</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>21</td>
<td>80.8</td>
</tr>
<tr>
<td>Speech and Language Disorders</td>
<td>21</td>
<td>80.8</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>3</td>
<td>11.5</td>
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<tr>
<td>Visual Impairments</td>
<td>1</td>
<td>3.8</td>
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<tr>
<td>General Education</td>
<td>14</td>
<td>53.8</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>168</strong></td>
<td><strong>100.0</strong></td>
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</table>

## Descriptions of Areas of Instruction Observed

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Curriculum: English/Language Arts</td>
<td>24</td>
<td>92.3</td>
</tr>
<tr>
<td>General Education Curriculum: Mathematics</td>
<td>21</td>
<td>80.8</td>
</tr>
<tr>
<td>General Education Curriculum: Science</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>Cognitive Strategies: Acquisition (Reading)</td>
<td>18</td>
<td>69.2</td>
</tr>
<tr>
<td>Cognitive Strategies: Storage (Remembering)</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>Cognitive Strategies: Expression (Writing)</td>
<td>15</td>
<td>57.7</td>
</tr>
<tr>
<td>Cognitive Strategies: Communication skills</td>
<td>10</td>
<td>38.5</td>
</tr>
</tbody>
</table>
### Behavioral Curriculum

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Curriculum: Self-determination</td>
<td>12</td>
<td>46.2%</td>
</tr>
<tr>
<td>Functional Curriculum: Life skills</td>
<td>5</td>
<td>19.2%</td>
</tr>
<tr>
<td>Functional Curriculum: Cooking</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>Functional Curriculum: Self-care</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>26.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>132</td>
<td>100.0%</td>
</tr>
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</table>

### Physically Prepares Space and Materials Needed to Deliver Instruction

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation</td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Technology Facilitation</td>
<td>21 (80.77%)</td>
<td>5 (19.23%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "Physically Prepares Space and Materials Needed to Deliver Instruction"

Lessons reflect time and effort. She is always able to add a creative touch which truly captures the interest of her learners. This keeps them actively engaged in the lesson.

Lesson was always prepared in advance and all materials were ready and available. Instructional plans were in place for assigned classroom or co-taught classroom. No technology modifications noted in IEP’s but technology was used whenever appropriate during lessons.

The effective use of instructional technology is considered a strength area.

Well prepared and well organized. Works in shared classrooms - alternative settings. Materials are always prepared and available. Technology - has done above and beyond what typically is done in the classroom...for planning, research and students.
Well prepared. Did own planning for 1st grade and 2nd grade reading groups. Flexible - varied locations during CMT testing. Plans and materials were altered in terms of location but went on as planned. Technology that was available was handled well. Time/availability factor.

Student designs lessons with activities that are developmentally appropriate and meet the specific needs of her students.

Making sure her lessons were well prepared was strength of Student’s. She had lessons completed in advance so we could review them and work out any kinks in the presentation. Student took suggestions easily and willingly adjusted her lessons. By being so well prepared Student was able to provide directions to the students in a clear, concise and logical manner. When appropriate she used technology available to enhance her lessons.

Well prepared and well organized. Lesson plans/activities are appropriate for varied settings-depends on students and schedules. Student uses technology for both planning and with students (PowerPoint, iPad, Dynobox). Willing to learn new programs if available. Flexible! Flexible! Flexible!

Student carefully plans her lessons so that they flow smoothly and promote student engagement. She is always organized and prepared with materials. Student is always thoroughly prepared. Lesson plans are very well designed and based on identified student needs.

Student’s use of technology has changed the program topography to include technology across lessons, assignments, activities, and thoughts around functional living skills. Her cooperating teacher stated that she will continue to integrate skills she learned from Student in the classroom post-student teaching.

Throughout the semester, Student prepared and taught lessons of high quality using pertinent student information gathered from a variety of sources. Student uses IEP Direct online.

Student's use of technology was limited by the lack of availability within the setting

Student has been well prepared for her lesson with comprehensive plans using a variety of activities and materials for her students.

Student continues to have lessons prepared in a timely manner. Technology is used where available and appropriate

Student was always prepared with his lessons and materials. His teaching space was set up and ready for the students. He used technology as appropriate.

Student has taken advantage of technology availability in her setting - She taught her students to use Power Point presentations, and has provided resources for staff to use Smart Board. She has also learned the school's Performance Plus data base.
Uses a variety of resources; Smart Board, laptop, Language Master, instructional websites;

Even though there was limited access to technology, Student creatively incorporated it, using the overhead and classroom computer station to enhance instruction and student engagement.

Always prepared! Incorporated computers more; not much technology available at school.

Among Student's IT related accomplishments was making a movie of a play she created in which several of her students acted/read parts. It was a wonderfully engaging instructional tool...and a proud event for her students.

Student always had her lessons and materials prepared and ready for each lesson. Her instructional plan was comprehensive and she used technology as appropriate for her students.

In this setting, Student has been required to follow the pacing of the general ed teachers schedule and district guidelines which has made it difficult to modify lessons,

Throughout the semester, Student prepared and taught lessons of high quality using pertinent student information gathered from a variety of sources.

**Designs Lesson Plans to Provide All Learners Access to the General Curriculum**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes Objectives</td>
<td>22 (84.62%)</td>
<td>4 (15.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Selects Critical Content</td>
<td>22 (84.62%)</td>
<td>4 (15.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Identifies Relationships in Content</td>
<td>22 (84.62%)</td>
<td>4 (15.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Analyzes Critical Content</td>
<td>21 (80.77%)</td>
<td>5 (19.23%)</td>
<td>0 (0.00%)</td>
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</tbody>
</table>
Lessons reflect the individual needs of the students, academically, socially and behaviorally.

Critical content was selected with regard to school standards and IEP’s, and was focused on throughout the lessons. All students were enrolled in general ed. curriculum, with modifications for small groups within the general ed. classroom. Lesson plans are becoming more detailed and more strongly linked to assessment and to student IEP’s. Lessons were always connected, but lesson plans did not previously reflect this. Nice work here.

Modifies lessons to incorporate identifiable/attainable goals within mandated curriculum.

Lessons developed are related to class work and are shared with regular ed. teacher. Accommodations are made in collaboration with the regular ed. teacher. Critical content prioritization is also done with consultation with regular ed. teacher in conjunction with consideration of IEP goals.

During our post-observation conferences, Student has expressed the reasons for designing lessons and activities in a particular way for certain students. Her reflections show the use of relevant background information about students being incorporated most appropriately.

Student has put together several review lessons for the students. She has demonstrated knowledge of the subject matter being assessed and compiled outstanding questions and thought provoking review lessons. Student knows and understands the material being taught in English, math, science and social studies. She supported students in the classroom and in a supportive resource room.

With assistance, Student has learned how to write clear and observable objectives that were linked to assessments and IEP goals. Excellent on 'thinking on her feet' and modifying her lessons as needed. Student searches out information needed to plan effectively, whether it is on the internet or from another staff member. Prioritizes critical content through consultation with classroom teacher and other involved stakeholders.

In my observations, it has been evident that lessons have been linked to key content from the general curriculum. Connections are made that clearly help students understand relationships of academic and social skills. At the start of each lesson Student provides clear, measurable objectives that are shared with her students. Her objectives relate to the CT Common Core Standards and are aligned with the individual learner’s IEP objectives. Student's role became more diversified the second half of the semester, and she supported students in the general education classroom/consulted with the general education teacher to see what topics were being covered in the basic subjects. This allowed her to select specific topics in reading that related to the critical content being discussed in the classroom, i.e. immigration and assuming
responsibility. Aligning her lesson to reinforce skills benefited all of her students.

Student has grown to include multi-faceted approaches to goal writing that include ALL students.

It is evident that Student is always researching and creating activities that are relevant and provide students with opportunities to learn critical concepts.

Student and her cooperating teacher struggled with difficulty obtaining materials from some of the general ed teachers ahead of time. Pacing was determined by the general ed curriculum with little flexibility, but Student found ways to modify work according to her students' needs.

Student's lessons have become more specific in their relationship the students' IEP and continue to be coordinated with the general ed curriculum and CCSS.

Student became skilled at writing in depth lesson plans that included specific objectives. He was able to choose content and design his lesson to meet the skill needs of his students.

Student bases student objectives on assessment driven data collection and uses developmentally appropriate activities based on her knowledge of individual student interests and abilities.

Good analysis of data; reevaluates lessons to make appropriate accommodations based on student performance.

Plans always detailed and carefully crafted to make the most of instructional time and to meet the individual needs of students.

Enhanced elaboration of lessons; very creative and engaging; member of data team which helped to develop intensive strategies.

Student was able to select critical content from the general curriculum and prepared lessons that specifically addressed the specific needs of her students.

Student enhances many lessons with hands on activities to address her students' needs for multi sensory input.

It is evident that Student is always researching and creating activities that are relevant and provide students with opportunities to learn critical concepts.

<p>| Modifies Lesson Plans to Address Needs of Students with Disabilities |</p>
<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Critical Content</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Aligns Lesson Plan to IEP/504 Plan</td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Integrates Affective, Social, and Life Skills</td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uses Developmentally Appropriate Activities</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Adapts Lessons to Individuals</td>
<td>26 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "Modify Lesson Plans to Address Needs of Students with Disabilities"

Student continues to prepare lessons of high quality which target the identified needs of her students. Lesson material is relevant, interesting and always designed in a creative way for individuals and small groups.

Lesson plans generated by classroom teacher in co-taught classes. Student then modified these to connect the lesson objective more specifically with student IEP's. Student has worked hard on this all semester. :)

Selects and teaches relevant content. Lessons are IEP-related. Lessons are differentiated for the varied ability levels of students within the class.

Lessons are modified according to individual student's ability level. Activities are appropriate developmentally and academically. Curriculum content is focused on IEP's and CMT's. Specifying this a bit more on lesson plans would help understanding of lesson content. Lessons are adapted according to student performance on tasks through formative assessments.

All lessons and objectives are measurable and linked to IEP's and other key assessments. She has become adept at monitoring and adjusting when necessary in order to deliver the best instruction for students. Summary of Domain 1: Lesson preparation is a particularly strong area for Student. She has all of her materials prepared in advance. They are both appealing and developmentally appropriate to her various groups. She is very thoughtful when adapting her lessons and approach to instruction for individuals and particular groups of students. She is a part of many interventions for students without IEP's. Those students with IEP's have objectives available in individual notebooks where lesson plans are kept. Student always keeps goals and objectives the focus of her daily instruction.

Student has been working with students that have a variety of special needs. Some of the students are ADD or ADHD, have learning
disabilities and/or demonstrate autistic behaviors. Student has developed a professional relationship with all of the students in the resource room and in the general education classes. She relates to the students on both an emotional and academic level. Student understands the importance of knowing the whole child. She takes the time to listen to the students and is able to support the students in completing necessary work. Her lessons were well thought out to address the needs of all of the students in her class.

Accommodations are student specific and focused on the lesson objective. As previously stated, Student prioritizes critical content through consultation with classroom teachers and other involved stakeholders. Lesson plans/activities are adapted with students' specific disability in mind - and considering IEP’s / 504 plans.

Many activities provided by Student relate to real world situations. By using a variety of activities and classroom arrangements, Student's lessons reflect careful thought and attention to identified student needs. Student immediately sets the lesson tone by carefully outlining the sequence of events and behavioral expectations. Encouragement is given both verbally and non-verbally. Student selects high interest readers for her students and designs lessons that allow children to read at different paces. She has back up activities in case a particular task is not working for an individual.

Objectives are designed to provide optimum instruction to the students. They are clearly aligned with students' IEPs and 504 plans.

Student naturally integrates IEP/504 requirements with critical academic/skill content and works to create lessons that expertly weave all areas together.

Student has great insight as to what each of the students in her charge need, she then seamlessly modifies and accommodates and deemed appropriate. Student constantly goes back to the students' IEPs to make sure her lesson align with the students' goals. In conversations prior to/and after lesson presentation it is obvious that Student has an excellent handle on how all aspects of the material integrate necessary skills. Her lesson reflections support this as well. Student has a natural ability to monitor and adjust for each student. She does this both behaviorally and academically.

Student is constantly aware of the students' IEP goals and plans accordingly. She uses creative activities which are age appropriate to keep students fully engaged.

Student has grown in her ability to use space and time effectively to increase student engagement and optimize instructional time. Lessons target individual objectives that link to what students are learning in their regular education classes. She is prepared with alternate activities responding to the needs of her students within each lesson.

Lessons continue to be developmentally appropriate and are designed to further students' progress on IEP goals and objectives. He has become adept at modifying general ed curriculum for individual students to meet their learning styles.

Student consistently planned and implemented appropriate lesson plans in a variety of academic areas. He studied, observed, and then
learned to competently plan and implement a variety of specialized reading programs, along with both alternate math and general education math lessons. He was competent in prioritizing content that was directly linked to students’ specific needs from general education curriculum. He assessed student learning and then adjusted and modified instruction appropriately. He demonstrated these instructional practices while working and planning for a variety of students with Primary Disabilities that included Intellectual Disabilities, Significant Learning Disabilities, ADHD/ADD, and Speech and Language Impairments.

| Student relates lessons back to student IEPs for individual students to provide differentiation in the co taught classes |
| Looks beyond IEP, reevaluates individual needs, DRA assessments ongoing; develops different types of activities that are appropriate for individuals; |
| Excellent lesson design; greater use of IEP goals to guide instruction; modifications as needed to help students succeed. |
| Incorporated 504/IEP more this half of semester; more detailed in plan; adapted lessons and had flexible groups for reading and for behavior; very thoughtful in processing individuals and matching curricular needs. |
| Cooperating teacher: Student has made a very thoughtful effort towards identifying student needs and relating learning to the classroom. The needs of English language learners and students with behavior problems were efficiently addressed |
| Student has grown in her ability to use space and time effectively to increase student engagement and optimize instructional time. Lessons target individual objectives that link to what students are learning in their regular education classes. She is prepared with alternate activities responding to the needs of her students within each lesson. |
| For example, Student has created visuals for a geometry unit to reinforce key terms |
| Student constantly goes back to the students' IEPs to make sure her lessons align with the students' goals. In conversations prior to/and after lesson presentation, it is obvious that Student has an excellent handle on how all aspects of the material integrate necessary skills. Her lesson reflections support this as well. Student has great insight as to what each of the students in her charge need. She then seamlessly modifies and accommodates as deemed appropriate. Student has a natural ability for working with students with varying needs and levels of understanding. I find that I am learning from her on many occasions. |

Maintains a Structured Learning Environment

<table>
<thead>
<tr>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
</table>
Manages Classroom Routines | 24 | (96.00%) | 1 | (4.00%) | 0 | (0.00%)
Creates a Positive Atmosphere | 25 | (100.00%) | 0 | (0.00%) | 0 | (0.00%)
Plans Transitions | 24 | (96.00%) | 1 | (4.00%) | 0 | (0.00%)

Additional Comments on "Maintain a Structured Learning Environment"

In my observations, Student moves easily from one activity to another without loss of time on task. Transitions are made smoothly with careful planning in advance.

Classroom rituals and routines have been established and managed well in all involved locations. Transition procedures are in place. Periods are rather long so there are sometimes small bits of unstructured time between activities. Student is learning to handle these easier each day. :)

Classroom routines are smoothly managed. Active participation is sought and encouraged in all lessons.

Structured and encouraging learning environment. Student designed a behavior management program for a student who continually spoke out. Written (on board) expectations help make transitions smoother.

Student adjusted nicely to the routines in each classroom and helped to reinforce the rules. When teaching her lessons Student used great positive reinforcement to gain the students’ attention and maintain an orderly classroom. All students were engaged in her lessons, which is a sign of a good teacher.

Positive and supportive environment. Active participation is encouraged (individual or small group). Student has a very positive manner in bringing students back to task.

Strong use of time on task and skillful reengaging/refocusing provide students with optimum learning. Student's enthusiastic demeanor and genuine interest in her students encourages them to perform their best. She provides specific verbal praise that encourages desired learner outcomes.

Student created a learning environment in her student teaching placement that fostered exemplary behavior from both students and staff.

Student successfully and easily transitions from one activity to another promoting time on task.
Student has designed and managed classroom routines which she manages with a quiet, positive manner. She walks students from the classroom to the resource room to increase time on task by making sure they transition smoothly.

Student sets a positive energetic tone in her class. She is able to encourage students to be successful and manage any behaviors by focusing on the positive actions of the students.

Student not only structures the classroom routines, but takes the time to structure transitions from one classroom to the next for his young students so that they are becoming more orderly in walking through the halls. In the co taught classroom, transitions are modified by bringing center materials to the small groups rather than having them move. He also gives his students a verbal warning of an approaching transition to the next activity thus effectively giving them time to adjust more easily.

One of Student's strengths is his ability to set a positive learning atmosphere which enables his students to learn in a safe and valued environment. He coordinates the student transitions smoothly and with confidence.

Student has everything ready for each class, but has become a master at giving out just one paper at a time to minimize distraction and keep students on task.

Good improvement in transitions and group dynamics.

Very supportive and positive in all interactions; challenging class.

Biggest area of growth was in planning transitions; very positive, cheerful demeanor. Great "energy".

Cooperating teacher: Student has a warm and genuine rapport with the students.

Students focus on the positive behaviors and activities of her students created a safe and comfortable atmosphere in her classroom. Transitions were smooth and the students actively participated in the activities she planned for them.

One way that Student maintains a structured learning environment is by structuring the transition from the general ed classroom to the resource room. She has clearly defined her expectations for her groups.

Student successfully and easily transitions from one activity to another promoting time on task.
### Uses Positively Stated Expectations

<table>
<thead>
<tr>
<th>Behavior Expectations</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 (96.00%)</td>
<td>1 (4.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "Uses a Small Number of Positively Stated Expectations"

Student offers encouragement and support to her students as they complete tasks. As a result of the positive tones she sets, students are willing to attempt new tasks.

Behavior expectations are defined and redefined as needed. Good job with monitoring behavior.

All behavior expectations are clearly communicated to students.

Behavior expectations are clearly explained, well defined and well monitored. Writtenoutlined on board for students.

It was clear when observing Student that the students understood the behavioral expectations. Her students were enthusiastic and respectful.

Behavior plans were already in place and are being followed.

Student became familiar with the background/home life/nutrition of one child to better understand his learning needs. This allowed her to become flexible with instruction, when needed.

Student sets the tone of the class by clearly relating behavioral and academic expectations. Student is constantly observing how others handle inappropriate behavior and is a natural at transferring her newly learned techniques when working with the students on her caseload.

Her excellent rapport with students helps to assure that there are no major behavior problems.

Student continues to use a small number of positively stated expectations so students know exactly what is expected of them.

Student was always positive and clear with his expectations.
Student has developed "rules" for the small group activities and uses a system of post it notes for students to earn rewards based on these rules. 

always begins lessons with a review of expectations and holds students to that standard

A strength area for Student.

Her excellent rapport with students results in no behavior problems! Her expectations are clearly defined and modeled consistently.

### Reinforces Appropriate Behavior

<table>
<thead>
<tr>
<th>Reinforces Appropriate Behavior</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "Reinforces Appropriate Behavior"

Student provided praise as appropriate, whether it is to an individual student or to the entire group. Discrete when necessary. She continues to learn ways to provide this positive reinforcement.

- Praise is specific and individual - and to all students as appropriate.
- In her calm, positive manner, Student is able to help each student feel at ease and attempt new tasks.
- Student uses humor and praise to reinforce appropriate behaviors in her students. She is quick to remind students about what she expects from them and does so with a positive attitude.
- Praise and encouragement provided constantly as appropriate.
- Student carefully manages classroom routines for a variety of learners who are instructed at the same time. She encourages students to work
independently while checking their work in progress to provide continual feedback.

Student sets the class tone immediately by outlining social and academic expectations as well as posting the lesson objective. This makes it real and clear for students. They are aware of what needs to be accomplished by the end of the period.

With ease, Student gives praise and encouragement to her students.

Student begins each lesson with a posted agenda which helps students anticipate what they will be doing, this is followed by specific praise for individual students throughout the lesson

Student was very adept at praising her students appropriately and consistently.

Student has increased his use of specific reinforcement of positive behavior

He continually reinforced his student's accomplishments using positive comments and humor.

Student consistently gives positive reinforcement during the lesson and includes reminders of how to earn rewards

Worked diligently to be more specific in praise during lessons

Student was very skilled at reinforcing the students’ positive behavior. This approach kept inappropriate behaviors to a minimum.

Student is very adept at giving specific praise to individual students throughout the lesson and on written work

Student consistently gives genuine positive reinforcement when working with her students. Due to this, I have seen the confidence build over time in the students with whom she works.

**Responds to Inappropriate Behavior**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Disruptive Behavior</td>
<td>22</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(84.62%)</td>
<td>(15.38%)</td>
<td>(0.00%)</td>
</tr>
<tr>
<td>Demonstrates Fairness and Consistency</td>
<td>23</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(88.46%)</td>
<td>(11.54%)</td>
<td>(0.00%)</td>
</tr>
</tbody>
</table>
**Additional Comments on "Responds to Inappropriate Behavior"**

- Student manages disruptive behaviors by using choice options and a matter-of-fact tone that promotes students' positive behaviors and dignity.

| No real instances of truly disruptive behavior. |
| Acknowledges behavior/what's happening. Attempts to redirect - follows through on what said. Consistent and fair. |
| Consistent. Fair. Focuses on issues/behavior - not the particular student. Good job with refocusing/redirecting. |
| Again, Student uses positive comments and reinforcements to manage classroom behaviors. |
| Student is not afraid to follow through and enforce existing behavior plans. A real strength! :) |
| While I haven't observed any very disruptive behavior, Student is always fair and consistent in the way she handles each individual respectful to each one. |
| Student is proactive in her instructional design and in her use of multiple ways to communicate behavior specific corrections to both students and staff. |
| In her firm but gentle manner, Student is able to refocus/re-engage students without loss of time on task. |
| Student is always consistent and fair to all students when dealing with any student problems as they arise |
| Student has an excellent rapport with some of his students who typically exhibit difficult behaviors. His students know his expectations for appropriate behavior, and he reinforces expectations by having them state why their behavior is inappropriate with excellent results |
| Student was aware of student's behavior and maintained a positive approach when dealing with them. He would remind students of what was expected and did so in a low key, constructive manner. |
| Student is increasing in her use of redirection as a means of responding to inappropriate behavior in a fair and consistent manner |
| Very focused on the behavior rather than the child; supportive and encouraging in a matter-of-fact way |
This is a challenging class and Student has really made great gains in terms of having multiple strategies to deal with disruptive behavior. Her techniques, especially voice moderation are very effective;

Developed a strong sense of how to manage disruptive behaviors, when to address and when to ignore. Positive interactions at all times. Strong, clear, concise directions and questioning.

Another area that has become a strength of Student’s

Again, Student always maintained a fair and consistent treatment of her students. She was able to manage any behaviors with humor and gentle redirection.

Student has grown in her ability to redirect inappropriate behavior in a positive manner when necessary. She is able to discipline with dignity and fairness

In her firm, yet gentle manner, Student is able to refocus/re-engage students without loss of time on task. Student is constantly observing how others handle inappropriate behavior and is a natural at transferring her newly learned techniques when working with the students on her caseload.

### Implies Individual Behavior Strategies for Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implies Behavior Intervention Plan and Positive Behavior Supports</td>
<td>20 (76.92%)</td>
<td>6 (23.08%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uses Least Intensive Management Strategy</td>
<td>20 (76.92%)</td>
<td>6 (23.08%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "Implement Individualized Behavior Strategies for Students with Disabilities"

Due to current caseload, Student has had limited exposure to utilizing intensive behavior management techniques. She has supported our school-wide Positive Behavior Plan with fidelity.

No BIP’s in place for any students with whom Student worked, but Student discussed, monitored and enforced basic classroom behavioral
expectations that were in place.

No BIP’s in place. Teacher manages behavior following stated classroom standards/behavior expectations.

BIP’s were already in place. Are being followed as prescribed. Modified as necessary and appropriate for individual students. Designed a BIP for one particular student in conjunction with the psychologist, the spec. ed. teacher and the speech & language teacher. Student is always looking for the positive with her students. :)

Summary of Domain 2: Throughout the semester, Student has utilized every situation as an opportunity to learn new teaching strategies and skills. She selects and organizes materials in a fashion that provides meaning and structure to her lessons. Student self reflects and talks through every lesson she gives. She always seeks to improve what she has already done. She does this with instruction and behavior management, developing highly motivating activities that are then used as reinforcers for appropriate behavior. When thinking about behavior, she thinks about how her instruction can be more motivating, how clear her instructions are, and how to better connect with the student's personality. In short, she thinks about what she can do to orchestrate better behavior and then plans accordingly.

Student was able to carefully, successfully and discreetly implement a behavior management plan for one of her students. She was comfortable with the plan and emphasized the positive behaviors rather than the negative with good results.

Student worked with the team to design and implement a new student behavior plan! Contributed throughout the discussion. :)

Student collaborated with the grade level stakeholders to make suggestions for modifying a student's behavior plan. She also took the initiative to switch the location of instruction for this child from the resource room to the general education classroom. Follows plans explicitly and collaborates regularly with teams.

Student's fantastic universal classroom management made many of the contingencies set forth in behavior intervention plans unnecessary.

Student lists any behavioral concerns and student BIPs in her lesson plans, she is well aware of individual needs in this area. Here cooperating teacher suggests that she needs to learn to use other staff members assistance and suggestions as appropriate

Student has developed individualized, as well as small group, behavior management strategies. Once implemented, she adjusts the plans according to what worked and what didn’t. She is always positive in her approach with students.

This is one of Student' strengths - he has developed a checklist for individual students with a reward system that students have responded to very positively

Another extremely competent skill that Student consistently demonstrated was his ability to provide effective individual and classroom behavior management. His built a mutually respectful and trusting relationship with every student he worked with. He engaged students in
both planning and establishing behavior management plans. He responded to students with a sense of fairness and consistency. These skills allowed him to maximize student learning since he minimized disruptive behavior.

Student has developed and revised a student BIP with successful results

Has set plans in place to reinforce appropriate behaviors;

Has learned how to tailor her responses to individual issues and knows what tends to work; always positive, firm, consistent in expectations and holding students to those standards.

Ongoing development of plans that address individual behavior; flexible, changing as needs change

Student has become particularly skilled re effective use of "least intensive behavioral strategies".

Student has developed individualized, as well as small group, behavior management strategies. Once implemented, she adjusts the plans according to what worked and what didn’t. She is always positive in her approach with students.

Student includes an individual behavior management plans or BIPs in her lesson plans

### Introduces Lesson Content

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>States Learning Objectives and Outcomes</td>
<td>21 (80.77%)</td>
<td>5 (19.23%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Describes Directions Clearly</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Reviews Necessary Skills</td>
<td>22 (84.62%)</td>
<td>4 (15.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Speaks Clearly and Positively</td>
<td>26 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "Introduces Lesson Content"

As Student continues to design lessons for her students she includes very relevant and current information about their needs and progress. Lessons address very specific needs. Student makes a conscious effort to use salient vocabulary in each lesson.
Detailed advance organizer in place for lessons - oral and written on board. Provided in writing for individual students at the beginning of lengthy assignments. Always speaks clearly and positively. Worked on being just a bit louder as she has a very quiet manner about her.

Advance organizer in place - copied by students into journals at start of class. Directions are clearly stated orally as well. Positive? Always!!!!

Advance organizer in place for all lessons - clear and precise objectives and directions for students. Written and oral. Positive and encouraging tone - always!

Student emits positive energy as she interacts with her students and presents material. Even the manner in which she poses questions is non-threatening. Support is always given making students willing to attempt tasks.

Student's lessons were thorough and comprehensive. Her directions and learning outcomes were clearly stated and she did an excellent job of introducing the lesson and its overall objective. She provided the students with a variety of opportunities to practice the skill being taught and she presented herself in a very clear and positive manner.

When appropriate, advance organizer is in place. Directions provided are clear, specific and repeated - oral, written, on board, and worksheet - depending on student ability and lesson plans/objectives. Student reviews previous day's lesson/skills. Working on making this more in-depth and connected to real-world situations. Why? Where? When?

By articulating expectations at the onset of class, Student is able to keep the lesson moving at a steady pass with successful results. Student effectively uses an advanced organizer to help students understand why a particular lesson is being taught. She clearly states verbal directions and also provides directions in a written format, if needed. She reflects on student performance and the pacing of a lesson to help her plan for the next lesson.

As Student interacts with students she helps them make real world connections-not just learn material in an isolated form. She helps them see the importance of education and the impact on their own lives.

Students are very clear as to expected academic and social behaviors.

Learning objectives are posted and reviewed for students at the beginning of each lesson. Directions are clear and procedures are modeled for students.

Student made the learning objectives and activities very clear to all her students. They were always presented in a positive tone.

Student has become more specific in his learning objectives and his use of data to make decisions related to pacing and content of instruction.
Learning objectives, directions and procedures were clearly stated at the beginning of his lessons. Student developed lessons that provided the students with the skills to understand the lesson. He always spoke clearly and positively.

In addition to using an advanced organizer, she takes the time to gather background knowledge before moving into new material and uses a post organizer to assess progress daily.

Overall, a good job in this area; always clear and positive with students;

Lessons are very explicit; delivery very professional, positive, and are reinforced throughout instruction.

Uses visuals and charts to convey concepts and expectations;

Student was able to present clear directions and expectations for her lesson. She prepared the students with a review of skills needed to complete the lesson and was clear and positive.

Student uses an advanced organizer with posted objectives to orient students to each lesson.

Students are very clear as to expected academic and social behaviors.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizes Time On-Task</strong></td>
<td>24  (92.31%)</td>
<td>2  (7.69%)</td>
<td>0  (0.00%)</td>
</tr>
<tr>
<td><strong>Provides Differentiated Opportunities</strong></td>
<td>23  (88.46%)</td>
<td>2  (7.69%)</td>
<td>0  (0.00%)</td>
</tr>
<tr>
<td><strong>Data-Based Modifications</strong></td>
<td>21  (80.77%)</td>
<td>5  (19.23%)</td>
<td>0  (0.00%)</td>
</tr>
</tbody>
</table>
Parent-Teacher Conferences afforded Student the opportunity to use data to guide instructional decisions and report to parents on those decisions.

During co-taught lessons, content is generated by the classroom teacher and modified as appropriate by Student.

Another definite strength area for Student.

Transitions between activities is handled well - to maximize time on task. Many opportunities for students to practice skills during class. 'Exit slips' are given to students at end of lesson to review skills and to consider time on task. Teacher has also provided extra assignments (type 1) for some students/classes. Student has been working on developing a consistent 'plan b' - additional activities in case there is extra time, or an alternative activity is needed. Data team determines content to be taught. Required material is modified as able and necessary.

Focus and time on task is maximized thru use of materials, space and lesson procedures. Schedule (tight time frame) also helps with time on task. Students are provided with differentiated opportunities for practice of new skills with choices for activities after lesson.

During every observation, the students in Student's classes were involved and engaged. She moved her lessons along in a pace appropriate for the learners and made adjustments when needed. She provided ample time for skill practice and maintained the students’ interest and enthusiasm.

Student is always searching for additional activities to enhance taught skills - internet and other staff in particular. Working on refining and strengthening use of data to guide modification of lessons.

I have been impressed with the way Student keeps the lesson moving along-maximizing time on task. Student keeps notes and records as lessons progress to help her with future lesson planning.

Student uses data to drive instruction!

Lessons are structured to give students guided practice followed by independent practice with immediate feedback. Material is based on the general ed curriculum with activities that are both age and developmentally appropriate for her students.

Student was organized with her materials and activities to keep the students engaged in the lesson. She provided the students with many opportunities to practice the new skills. She was able to adjust her lessons as appropriate.
Student not individualizes lessons for two separate LLI groups who respond differently to the same lesson, but also differentiates activities and activities within the small math group. He is able to bring students back before they become off task.

Student lessons were engaging and well structured to maximize the students time on task. He provided a variety of activities to reinforce the skill and became more adept at adjusting his lesson based on the student's performance.

Student uses her knowledge of students' prior knowledge to help differentiate lessons effectively and uses multiple strategies and repetition to keep students engaged.

Excellent job with pacing, using time in the best manner; very intuitive in this area; is able to assess and readjust during instruction.

Excellent job scaffolding and in the pacing of lesson; always a variety, skill based; uses literature and hands on activities to help students personalize material.

Employing student interests in word problems and activities; uses voice and demeanor to re-engage; differentiates in planning and is able to change during lesson to accommodate student issues.

Cooperating teacher: Student uses materials, transitions, and related activities in ways that truly make students' time worthwhile. Thoughtful reflection is given to student performance.

Student's lessons were carefully planned to provide the student with many opportunities to practice the skill being taught. She monitored the student's progress and made adjustments to her lesson based on that information.

She uses a multisensory approach to introduce new material and includes frequent reviews. Students are kept engaged by providing a variety of opportunities to participate structured around the "I do, we do, you do" model.

Student uses data to drive instruction.

---

**Provides Performance-Based Feedback**

<table>
<thead>
<tr>
<th>Performance-Based Feedback</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>
## Additional Comments on "Provide Performance-based Feedback"

Student provides both verbal and non-verbal forms of encouragement.

<table>
<thead>
<tr>
<th>Provides individual feedback to all students - not just designated spec. ed. students.</th>
</tr>
</thead>
</table>

Ms Bicknell has demonstrated significant growth in her ability to provide explicit performance based feedback within the flow of her lessons. It is expected that she will gain further skill/sophistication in this area with additional experience.

|--------------------------------|

Detailed. Individualized.

<table>
<thead>
<tr>
<th>Student did a great job of monitoring individual student's performance and would give feedback to the students at their desks in a quiet and personalized way.</th>
</tr>
</thead>
</table>

Feedback is specific and individual. Positive in her approach.

<table>
<thead>
<tr>
<th>Much positive reinforcement is given most naturally and easily.</th>
</tr>
</thead>
</table>

Specific feedback to students is given orally during the lesson and on papers which are returned to students.

<table>
<thead>
<tr>
<th>Throughout her lessons, Student gave positive, and performance based feedback to the students.</th>
</tr>
</thead>
</table>

Student consistently gives specific feedback to students about their performance.

<table>
<thead>
<tr>
<th>Student was skillful at providing the right feedback to students to keep them engaged and interested in the lesson.</th>
</tr>
</thead>
</table>

Student gives students specific, performance based feedback throughout each lesson.

<table>
<thead>
<tr>
<th>Made excellent progress in this area;</th>
</tr>
</thead>
</table>

Student worked very hard to achieve the high level of skill now being exhibited in this area.

<table>
<thead>
<tr>
<th>Strong area!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student worked very hard to achieve the high level of skill now being exhibited in this area.</th>
</tr>
</thead>
</table>
Specific feedback to students is given orally during the lesson and on papers which are returned to students in a timely manner

Reviews Lesson Content

<table>
<thead>
<tr>
<th>Review Lesson Content</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 (76.92%)</td>
<td>6 (23.08%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on "Reviews Lesson Content"

I've observed connections being made as lessons develop and conclude.

Post organizer is in place - usually after each separate activity rather than after the lesson as a whole.

Student has realized the effectiveness of a post organizer and has been working on more consistent usage.

Student has worked hard to be consistent in the use of a post organizer. Working on sharing and discussing what was taught in the lesson rather than a rushed or administrative closure.

Student did a good job of summarizing the big ideas in her lessons.

When appropriate, depending on student involved, post organizer is used.

Lessons are consistently ended with a post organizer and exit slip which help students make connections to life outside of school.

The lesson objectives are now clearly stated at the start of each session. She maximizes time effectively providing smooth transitions, engaging materials. She provides closing activities that reflect back to the objective of the lesson.

Student consistently uses a post organizer and/or exit slip to review lesson content both in the resource room and the co taught classes.

This improved greatly over the semester as Student learned to manage his time a bit better. He gave himself the time to review the big ideas.
with his students at the end of his lessons.

Student consistently uses a post organizer to reinforce the big idea reinforces big ideas of lesson and objectives, but is still working on enhancing a more in-depth closure

Very much improved! Pacing of lesson as well as strengthening management skills has given Student more time for adequate closure;

Still working on developing a more in-depth closure that makes connections

Student became move skilled at using a post organizer to reinforce the big idea. She allowed time at the end of her lesson to review the important learning and gave the students time to make the connections.

Lessons are ended with a post organizer and an exit slip

### Teaches Lesson Content Relevant to Student Population

<table>
<thead>
<tr>
<th>Content Relevant to Population</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(92.31%)</td>
<td>(7.69%)</td>
<td>(0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "Teaches Lesson Content Relevant to Student Population"

When planning lessons, Student always aligns skills to be addressed with students' IEP's and 504 Plans.

Standards are considered as well as individual student IEP's.

Student IEP’s are considered in all instruction.

Curriculum connected to IEP goals/objectives for each individual student.

Summary of Domain 3: Student engagement is the focus of Student's use of teaching techniques. She uses many proven effective strategies
such as "thumbs up" when a student knows a word, cold calls, and having students repeat what their peers have said. Student has really worked on giving specific performance based feedback to students such as "I heard you use your key word to help you figure out that sound".

Student had a comprehensive knowledge of the students IEPs and her lessons were focused on those goals.

Taught curriculum considers and correlates with student IEP goals.

Information based on IEPs, daily work and formal/informal assessments is used to create lessons of high interest that meet student needs.

Student uses IEP information as well as data collection from prior lessons to plan for her students.

Student has a good knowledge of each student's IEP, and uses this knowledge to drive decisions on lesson presentation.

All of Student's lessons were planned based on IEP goals and objectives.

Activities and expectations are individualized within the small group lessons to match student IEP goals and objectives.

Student has good knowledge of each student's IEP goals and objectives. She works with one individual for whom she is especially sensitive to matching developmentally appropriate material with this student's level and designs activities specifically for her.

Creative lessons, with differentiation designed to meet the needs but also to access general curriculum.

Reteaches as needed.

Cooperating teacher: Excellent attention to IEP objectives; breadth of curriculum goals were well-developed.

The lesson objectives are now clearly stated at the start of each session. She maximizes time effectively providing smooth transitions, engaging materials. She provides closing activities that reflect back to the objective of the lesson.

Lessons are based on CCSS with attention to individual students' IEP objectives.

Student uses IEP info as well as data collection from prior lessons to plan for her students.
Assesses Ability and/or Knowledge Prior to Instruction

<table>
<thead>
<tr>
<th>Assess Prior Knowledge</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Assess Prior Knowledge

|                        | (76.92%)             | (23.08%)           | (0.00%)            |

Additional Comments on "Assesses Student Ability and/or Knowledge Prior to Instruction"

IEP's, regular ed. testing, SAT data, topic discussion - all involved in assessment of prior knowledge.

Pretests, English and math designated pretests/assessments, teacher-created assessments (due to varied student levels).

Gathers info on prior knowledge from running records, IEP's, Saxon math assessments.

Student is working on strengthening her collecting and use of prior knowledge/background information. Researching appropriate/all available sources.

This is an area of strength for Student. She does this with ease and without prompting. She has a natural intuition for determining the needs of her students. She also acts upon differentiating for those needs during instruction without cueing.

Student has grown in her ability to assess prior knowledge at the start of each lesson and learning informally within lessons

Student created a first grade pretest for reading which has helped to focus instruction with very positive results

Student's skill in this area has improved. He became more comfortable with the process of gathering background knowledge to enhance the lesson.

Student uses some pretests as well as her knowledge of student interests to gather information for her small group within the general ed classes to drive instruction

Continues to develop a personal system to assess prior knowledge and other background information

Pre and post testing for annual review and for curriculum
Questions to acquire information in addition to the traditional ways; testing, parent contact, data team, Behavioral team,

Student did a good job reviewing and assessing information about the student's prior knowledge.

Student has used "Performance Plus" to track student progress

This is an area of great strength for Student. She does this with ease and without prompting. She has a natural intuition for determining the needs of her students. She also acts upon differentiating for those needs during instruction without cueing.

### Assesses Student Outcomes Related to IEP During Instruction

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Appropriate Assessments</td>
<td>14 (56.00%)</td>
<td>11 (44.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Embeds Informal Assessments</td>
<td>23 (92.00%)</td>
<td>2 (8.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Establishes Criteria for Mastery</td>
<td>17 (68.00%)</td>
<td>8 (32.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "Assesses Student Outcomes Related to IEP During Instruction"**

In observation post-conferences, Student has been able to articulate the next steps that need to be addressed. She is able to attain closure on skills students mastered.

Student monitors assignments for identified students as she sees students through from beginning to end of assignments. She assists regular ed. students as well whenever possible.

Department creates a plan for instruction following pre-existing protocol. Material is modified as appropriate - extending time but not work/material.

Programs with built-in assessments are being used as intended. Informal assessments are being used routinely. Observational assessments are congruent with instructional objectives and are also being routinely used. Criteria for mastery are understood within the framework of the lesson but are always specifically stated in the lesson and during the lesson so students are aware. Criteria are generated from the student
### IEP's.

Student has done a good job of assessing her students throughout the lesson instruction. She closely monitors the students progress both formally and informally looking at student performance during and after the lesson presented.

Student has become more aware of methods of ascertaining student prior knowledge. Once attained, she considers congruence to student IEP goals. Student has done an impressive job with informal assessments throughout her lessons and is becoming more and more comfortable with consequent lesson adaptation.

I've observed Student taking copious notes throughout her lesson to provide her with yet another means of analysis.

Student has done a great job with finding ways to monitor student progress in the decoding group. For example, she has developed a pre-test form and she uses checklists to monitor the students' reading and spelling of the words during informal practice activities.

Student collects data in a variety of ways- formal and informal assessments, daily work, observations, etc...

Student constantly monitors student performance and reteaches and spontaneously adapts her lessons. Summative assessments are driven by the school curriculum.

She has selected, as well as developed, a variety of data collection systems such a writing rubric with clear criteria for mastery.

Student continues to be very aware of each students' IEP goals and objectives as well as their individual learning styles.

Student has grown in his ability to assess prior knowledge at the start of each lesson and become more comfortable learning informally within lessons. He has selected a variety of data collection systems with clear criteria for mastery.

Student shares criteria for mastery with students and has developed a method of extensive data keeping which has been helpful in creating IEP goals and objectives.

Student's strength lies in her ability to reevaluate as she is teaching; she is able to monitor and adjust to better meet the child's needs during a lesson.

Student is always aware of students' IEPs and works toward helping students meet their objectives both in the general ed classes and in pull out groups. She consistently monitors student progress and reteaches as needed.

Student collects data in a variety of ways--formal and informal assessments, daily work, observations, etc.
Assesses Student Response to Instruction

<table>
<thead>
<tr>
<th>Assess Response to Instruction</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18  (69.23%)</td>
<td>8  (30.77%)</td>
<td>0  (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on "Assesses Student Response to Instruction"

Student assessment is an integral part of how Student teaches.

Student has come to understand the importance of individualized instruction. Consequently, she has done a great job with modifying/rethinking lessons or procedures. Formative and summative assessments were frequently already in place, and Student made use of these.

Constant monitoring and adjusting - before, during and after the lesson. :)

Summary of Domain 4: Student uses informal assessments in reading and spelling weekly in order to assess student learning on specific objectives of her lessons. She is also part of an intervention team that looks at student data, such as the DIBELS, to determine necessary changes and deletions to the interventions that students receive with her. She assesses individual lesson objectives accordingly.

Student had designed assessment to determine student growth and evaluate the effectiveness of her lesson/intervention.

Student takes time to thoughtfully reflect on how she organized her lesson and how the students responded during the lesson. This reflection helps her make changes and plan for future lessons.

Student is always aware of the students' IEP concerns and works toward helping student objectives within the confines of the general ed curriculum

Student has become more skilled in her ability to measure student growth and plan her instruction based on that information.

Student uses daily formative assessments to move students within the curriculum

This is an area in which Student has shown growth. He was better able to determine what strategies and interventions to use based on the
students performance as he progressed through the semester.

Student is able to read assessments and understands how groups are formed. She bases student goals on these assessments

Continued growth in this area

Continued to increase amount of data collected to guide instruction decisions

data team collaboration; setting new goals

Student has grown in her ability to assess prior knowledge at the start of each lesson and learning informally within lessons. She has selected, as well as developed, a variety of data collection systems such a writing rubric with clear criteria for mastery.

Student spontaneously adapts the general ed lesson for her students - she often has no advanced information on what the lesson will be before entering the class

Upholds High Standards of Competence and Integrity and Exercise Sounds Judgment in the Practice of the Profession

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices within Skill Limit</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uses Language Correctly</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
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</tr>
<tr>
<td>Confidentiality</td>
<td>26 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Ethical Responsibility</td>
<td>21 (80.77%)</td>
<td>4 (15.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Active Classroom Leadership</td>
<td>25 (96.15%)</td>
<td>1 (3.85%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on “Upholds High Standards of Competence and Integrity and Exercises Sound Judgment in the Practice of the Profession”

Student has developed into a visible leader in the classroom. She has worked hard to gain the students' respect.
Student is always seeking to better herself and her teaching. She takes constructive criticism well. She challenges herself but asks for assistance when needed. A visible and active classroom leader.

To almost repeat mid-term comments: Student is professional and confidential in all matters concerning students. She is a visible and effective classroom leader.

Student always demonstrates ethical behavior in dealing with students, faculty, parents, etc.

Student always presented herself in a professional manner. She developed a positive working relationship with the students and with her colleagues in the school. She was well prepared at all times and gave 100% to her lessons and the students.

Student is only able to involve herself so far into advocating for additional/alternative services for students. She did express concern over student grouping in class and identified the problem to her CT, which was indeed the appropriate way to go.

Student accesses IEPs and confidential information in a professional manner and makes sure that this information is locked up at the end of the school day. She attended parent conferences, informal meetings and annual reviews on students. Student collaborated on grades with general education teachers and wrote comments for a student whom she worked closely with. She has been helpful with generating a list of concerns to help transition a student with ID in the upcoming school year. She volunteered her time in the evening to participate in a Dr. Seuss Reading Night.

Student regularly collaborates with general education teachers to appropriately modify assignments and tests for individual students.

I am very impressed with Student and her professional performance over the last three months. I am in awe of her natural ability, her knowledge, and her ability to understand the needs of her students so effortlessly. Student also has the drive and determination that will make her a powerful educator for our most needy students.

Student is always professional in all her interactions with all stakeholders

Student is always professional in all her interactions with all stakeholders. One of her strengths is her advocacy for her students - she has initiated a peer mentoring program which will be continued when her student teaching is completed.
Has had the opportunity to co-teach and has learned a great deal; she finds the collaborative approach a win win situation for herself, her colleagues and the students.

Very professional; exhibits strong leadership qualities.

Always professional; flexible, punctual, responsible; Principal complimented Student on her teaching and management.

Student conducted herself in a professional and ethical manner. She used good judgment and maintained a positive involvement in the school. She seemed to have established a good working relationship with her colleagues and the paraprofessionals she worked with.

Student is always thoughtful and aware of the need to maintain a high level of confidentiality.

I am very impressed with Student and her professional performance over the last three months. I am in awe of her natural ability, her knowledge and her ability to understand the needs of her students so effortlessly. Student also has the drive and determination that will make her a powerful educator for our most needy students.

### Engages in Professional Activities Related to Continuous Learning and Advocacy

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of School Procedures</td>
<td>25  ( (96.15% ) )</td>
<td>1  ( (3.85% ) )</td>
<td>0  ( (0.00% ) )</td>
</tr>
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</table>

**Additional Comments on "Engages in Professional Activities Related to Continuous Learning and Advocacy"**

Student handles whatever duties/responsibilities her CT handles.

Engages in all school-related procedures/activities appropriate to her position.

Student is involved in all pertinent professional activities.

As the semester has progressed, Student has had more opportunities to interact and contribute to student based discussions.
It was clear the Student had a fluent understanding of the school related procedures. Her students moved to and from her classroom without incidents. They were comfortable with her leadership and direction.

Student understands the safety issues related to her students. She is involved with bus duty and recess duty - procedures relative to her position as a special educator in her particular situation.

Student has developed an excellent working knowledge of school related procedures and has become fluent in the use of the grading system.

Student has attended all meetings with her cooperating teacher and has participated in conducting PPT meetings.

Student has a thorough knowledge of school policies and procedures including the school grading system.

Student has been fortunate to have had opportunities to attend many workshops and conferences. She has used each of these experiences to full advantage, applying new strategies to her teaching. She is a true advocate for children.

**Collaborates Respectfully with All Stakeholders**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Problem Solving Skills</strong></td>
<td>24 (92.31%)</td>
<td>2 (7.69%)</td>
<td>0 (0.00%)</td>
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<tr>
<td><strong>Models Instructional Techniques</strong></td>
<td>22 (84.62%)</td>
<td>4 (15.38%)</td>
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<tr>
<td><strong>Student Conferences</strong></td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Collaboration with Families and Staff</strong></td>
<td>21 (80.77%)</td>
<td>5 (19.23%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Leadership, Cooperation, and Effective Use of Para educator</strong></td>
<td>23 (88.46%)</td>
<td>3 (11.54%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "Collaborate Respectfully with All Stakeholders"**

Student always demonstrates a high level of professionalism.

Student collaborates with all involved stakeholders. She works cooperatively to plan and execute lessons and activities for students. She
worked with another student teacher to plan and present at a staff meeting on how to set up a Prezi account (technology).

Collaborates well with all stakeholders. Uses reflection to her advantage. Always trying to be learning as much as she can.

Student effectively collaborates with and cooperates with all involved stakeholders on a regular basis.

Summary of Domain 5: Student has taken the lead on student's specific collaborations for 2 special education students. She is an active participant in intervention team discussions using student data to make intervention decisions. Student is well prepared for all collaborations. She participates on many problem-solving teams: student's specific collaborations, PPT's, data driven intervention teams, professional learning community focused on non-fiction written responses. Student shows flexibility and ability to adjust her instruction based on need. For instance, Student effectively communicates with other interns and para professionals when she needs to attend a meeting and another person needs to deliver her instruction.

I have no doubt that Student will be able to provide opportunities for parents and the community to be involved in her classroom. Student has seen her cooperating teacher involve parents in support of student behavior plans and knows how important it is to have a complete circle of communication between home and school. If parents know you are willing to involve them in their child’s school day, then they can be more supportive of what you are trying to achieve in school. Student definitely understands the importance of communication with parents, paraprofessionals, and general educators.

Student has worked in collaboration with classroom teachers, speech & language specialists, school psychologist, and other special ed. teachers to evaluate, plan for and instruct students. Student is a great communicator in these situations, according to her CT! High praise indeed! Student has worked with families to support student work at home - how to handle/support student completion of homework.

Student's cooperating teacher was absent for an extended period. During that time she assumed an extremely important leadership role as she became responsible for handling the day to day running of the resource room. The substitute teacher's role was simply as an assistant.

Student has been fortunate to have opportunities to attend many workshops, conferences, etc. She has used each of these experiences to full advantage applying new strategies to her lessons. She is a true advocate for children.

Student has worked closely with all stakeholders, though her opportunities for coaching paraeducator have been limited by the fact that the one para she has worked with has been with the student for several years. She had the opportunity to write some IEP strengths and weakness and to participate in PPTs She has taken the responsibility to make sure that students were getting services specified in their IEP.

Overall, Student has high standards of professionalism. She is a true advocate for her students with disabilities. Student is well aware of school wide goals, policies and procedures and integrates the school wide program into her behavior management strategies.
Student has participated in parent conferences, SAT and PPT meetings and is always well prepared for each meeting.

This is another area in which Student demonstrated effectiveness was in his professional behavior and responsibilities. He was a beginning teacher who demonstrated appropriate professional judgment in handling discretionary matters that often arise in special education. Student was an engaging and respectful collaborator with colleagues, including general educators, related service providers, administrators, and Para-educators.

Student has participated in parent conferences and has increased her role in PPTs. Opportunities for consultation with para educators and general ed teachers have been limited in this setting.

Has collaborated with staff, parents, and para educators; she analyzes and discusses the implications of data in weekly meetings. Opinions are valued.

Member of data team; shares with cooperating teacher and with general ed teachers; meets with students daily; participates in PPTs and parent conferences; strong effort in all areas.

Shares information with colleagues, parents; during conferences was responsible for sharing data and presented the information in a professional manner; moved into a leadership role in classroom; good interactions with para educator;

Overall, Student has high standards of professionalism. She is a true advocate for her students with disabilities. Student is well aware of school wide goals, policies and procedures and integrates the school wide “Paws to Care” program into her behavior management strategies.

Student is always professional in all her interactions with all stakeholders. She has participated in PPTs and in writing student IEPs.

Student has the ability to communicate and interact positively and effectively with all those with whom she comes in contact. She has been well received and respected when running parent conferences and when discussing the performance of students at PPT meetings.

**Student Teacher Areas of Greatest Strength**

Student has easily assimilated herself into the school community. Her interactions with faculty and students reflect an extremely high level of professional behavior and ethics. She has accepted responsibilities and duties and has completed them in a competent, positive manner. She is reflective, analytical and thorough as she teaches. Her dedication to her students and interest in making a positive difference in their education has been widened in the outstanding lesson she has created.
Great rapport with students. Well planned - well prepared for all lessons. Cooperative worker/learner. Collaborates with all involved stakeholders to plan and present lessons. Works hard on modifying lessons for her students.

Willingness to step out of her comfort zone; rapport with students; engaging teaching style; sophistication/professionalism re handling classroom routines; instructional technology


It has been a pleasure to observe Student as she has perfected her teaching skills this semester. She is truly interested in providing each child with the best educational strategies and activities to meet their specific needs. Student is willing to try a variety of activities and classroom arrangements to help students learn and stay focused. Each lesson is introduced in a fashion that immediately engages students and keeps them involved. She helps them make associations to real-world situations - academically, socially and behaviorally. Student is always most reflective and analytical about her teaching skills.

Student has many strengths. She is well prepared, professional and seems to have an excellent ability to connect with the students. She learned about the students quickly and was able to plan relevant and creative lesson related to their IEP goals. She is good at communicating with her colleagues, paraprofessionals and is open to learning and improving her teaching skills.


Student is a dedicated, hard-working teacher. Her cheerful supportive demeanor helps to engage struggling learners. She reflects on student performance to improve her instruction. Student’s strong organizational skills allow her to juggle the demands of a resource room. She assumed sole responsibility for managing the resource room and effectively using para-educators during a four days absence of her cooperating teacher. She effectively used technology to enhance her lessons. In preparation for Earth Day Student researched projects and chose a Litterbug activity that the children loved. Students were motivated to use their knowledge of 3D shapes and reinforce writing descriptions about their creations. Student is an excellent teacher, student advocate, and role model. She is dedicated to providing lessons of high quality and interest which truly meet individualized needs, ensuring student success. She is adept at monitoring and adjusting lessons and does so at ease. She is always reflective and analytical about her teaching and finds ways to make a positive impact on her students’ learning. She has accepted all duties and responsibilities and has performed them most competently. As a member of the second and third grade teams, Student has become actively involved in implementing student behavior plans as well as assisting with changes to student programs. In
addition to her teaching responsibilities, Student has created eye catching displays for the school hallway. Student is confident and possesses true leadership skills. She will make an outstanding addition to any staff.

Student displays poise and confidence as she interacts with members of the 8th grade team as they make co-teaching plans. She delivers instruction clearly and sequentially and paces lessons accordingly. Students respond most positively as they work with Student. They feel supported as they attempt new tasks, knowing that she will be there for them. Student has consistently demonstrated solid knowledge of subject matter. She understands the value of the material to be taught and is well versed in concepts and content. Student utilizes a variety of resources and classroom arrangements to meet curricular standards when delivering instruction. Her classroom management style is consistent and effective. Her rapport with students is excellent and her demeanor provides a comfortable atmosphere in which to learn. Her teaching and questioning techniques consist of an important blend of concrete and inferential thinking skills. Using important data collected from daily lesson results and assessments, Student is able to design and deliver the best instruction for her students. Always reflective, honest, and analytical about her teaching methods, Student uses every situation as a learning experience.

Student’s planning and preparation is impeccable. She expertly weaves together content, life-skills, and academics while integrating student interest. Student’s professionalism throughout the semester has been outstanding! She is able to seamlessly work with students, staff, and families to create positive outcomes for everyone.

From the beginning of the semester, Student has become completely involved in the school community and the day to day routine of the resource room. She does not shy away from tasks; instead she is always searching for new ways to meet challenges. Appropriate standards of behavior are set and maintained on a consistent basis. Her interaction with students reflects her caring, nurturing disposition. Children feel at ease with her and work hard to win her approval. Even the most active students stay focused and work hard for Student. She is fair and consistent in her handling of all issues. She promotes feelings of mutual respect within the classroom. Lessons are very complete with great attention to detail. She is creative and enthusiastic. Her commitment to making an impact on children’s education has been evidenced all semester.

Collaboration with other teachers; engagement of/rapport with students; organization; instructional planning/implementation; transitions

Confidence in teaching 7th grade math - positive attitude towards students and adults - giving specific praise to students - being organized

Student's strengths include her organization and lesson preparation. She seems to have a good understanding of her students and is able to prepare lessons and materials appropriate for the skill level. She is very positive and has developed a good relationship with her students and her colleagues.

Student states that he has "maintained my strengths and worked on improving my weaknesses. I have been able to incorporate learning objectives more into my lesson plans and maintain them as a constant theme throughout the lesson, and make sure students are aware of them. Also time management has gotten better as well. Preemptive transitions and even creating time fillers on the fly"
Student demonstrated competent skills as he effectively planned, implemented, and adjusted appropriate lessons, effectively provided individual and classroom management, and demonstrated a high level of professional behavior and responsibility. His focus on the positive minimized the need for behavioral interventions. He was consistent and fair with the students and gained their respect as a result. Student's positive energy also helped him build strong relationships with his colleagues which allowed him to effective advocate for students with special needs. He met expectations in every domain in Special Education Practices and exceeded expectations in many areas, as noted in his Professional Practices.

Student's areas of strength include: - differentiating lesson content - professionalism - following the schedule - aligning objectives with the IEP - creating student friendly objectives - progress in becoming comfortable with paperwork - improvement in responding to positive/negative behavior

Strong rapport with students. Analysis of data and the application of it within the lessons. Pacing in the delivery of instruction. Collaboration.


Confident when collaborating with colleagues;

Leadership/command of the classroom. She is not easily shaken or flustered. Good rapport with students. Meets her students where they are and seeks to improve their learning. Very good re instructional planning and group management. Instruction, per se, is quite sophisticated.

Instructional planning/implementation; collaboration with teachers and rapport with staff Rapport/engagement with students; getting students to progress Transitions; organization

Student is very positive and well prepared each day for her students. Her lessons were comprehensive and well designed to meet the needs of the individuals she worked with. She had a strong understanding of the critical contented that her students required and gave then many creative opportunities to learn and practice new skills. Student was very professional and engaged with her school, colleagues, paraprofessionals and students.

Student's strengths include: - confidence in teaching 7th grade math - positive attitude towards students and adults - giving specific praise - being organized

From the beginning of the semester, Student has become completely involved in the school community and the day to day routines of the resource room. She never shies away from tasks; instead she is always searching for new ways to meet challenges. Appropriate standards of behavior are set and maintained on a consistent basis. Her positive interaction with students reflects her caring, nurturing disposition. Children feel at ease with her and work hard to win her approval. Even the most active students stay focused and work hard for Student. She is fair and consistent in her handling of all issues. She promotes feelings of mutual respect within the classroom. Lessons are very complete with great
attention to detail. She is creative and enthusiastic. Her commitment to making an impact on children's education has been evidenced all semester.

Student Teacher Area(s) of Greatest Growth

Communicating with students clearly, being comfortable with choosing and implementing effective instruction, and seeing myself as a professional, and not as a university student.

Continues to work on specifying how lesson aligns with student IEP/504 goals and objectives. Lessons have always been aligned but this was not always explicitly stated in lesson plans till now. Student worked hard to make this happen.

Designing appropriate lesson plans based on complete/observable objectives directly aligned to lesson assessment; performance based feedback; confidence/comfort in front of a class; alignment of lessons with 504 plans and IEP goals and objectives

Time management. Self-confidence.

Student has worked on 'detailing' in lesson plans - connecting student IEP goals. She continues to show growth here. Student has worked on using formal assessments but has had limited exposure to this aspect of instruction. She has been able to use informal assessments routinely.

Student's self-confidence has grown throughout the semester. She is consistent, calm and always willing to attempt new teaching methods. Students truly enjoy working with her and work hard to be successful. As Student has witnessed this, she has realized how well she has taught particular skills as well as positively connecting with students.

Student incorporated a bit more technology into her lessons. She also managed her time during her lessons as the semester went on.

Strengthening awareness of - and ascertaining - student prior knowledge (data gathering and analysis).

As the semester progressed, Student understood how valuable collaboration with all stakeholders, including PT, OT, para educators, and Speech and Language, when creating a well rounded program for the students. Student saw firsthand how a child's home life can impact his or her learning. Student's flexibility and setting of consistent boundaries allowed the students to be successful.

Student has always prepared lessons that reflect time, thought, and effort. They truly address specific learning needs of students and provide ways to help remediate the areas of concern. She has learned to deliver instruction following the Wilson reading model and does so smoothly and well. Student has taken the structure of the Wilson lessons and has created different ways to better monitor students' progress,
demonstrating her understanding and comfort level as she progressed through her student teaching.

Student's ability to differentiate instruction and to write corresponding goals/objectives that meet all students' needs has grown exponentially over the semester. She has also demonstrated an increasingly strong ability to task analyze topics and to focus her planning, instruction, activities, and assessment accordingly. Student highlighted her own area of growth in respect to the confidences she has gained over the semester in terms of her ability to manage support staff.

Student has shown the greatest growth in the areas of responding to inappropriate behavior and using positively stated expectations. Throughout the last three months, Student continuously observed how others handle inappropriate behaviors and naturally transferred her newly learned techniques when working with the students on her caseload. Student is skillful at conveying value and purpose of subject matter. Explicit behavioral expectations are outlined and communicated to the children. Behaviors are then modeled and reinforced with ease.

Leadership; Giving specific praise within the flow of lessons Designing lessons that are based on appropriate and complete instructional objectives and directly linked to assessment Getting the best out of the students

goals for further growth: - with more experience, handle a behavior situation effectively - with more experience, feeling comfortable running PPT meetings and answering questions parents may have

Her cooperating teacher has stated that Student has grown in many areas over the semester. She has improved her ability to use space and time efficiently to increase student engagement and to optimize instructional time. She is better able to assess students’ prior knowledge at the start of her lessons.

Student's goals for growth are: - more focus on lesson objectives and matching the lesson objectives directly with the IEP goals and objectives better

Student became more proficient at writing in depth lesson plans that focused on the critical content and included the each of the four important elements. He also became more comfortable obtaining and assessing the student's prior knowledge and using that information to present comprehensive lessons. Student was always open to feedback and used that information to grow and improve his teaching skills.

Student's goals for continued growth include: - find balance within an inclusion setting with other teachers when expressing expectations of students - collaborate and consult more with para educators and all support staff

Has grasped the basics, now needs to further develop skills in the non-instructional roles of the Special Education teacher;

Data collection and developing a variety of assessments
Planning and organization Assessment and follow through

Group management; monitoring behavior plans. Consistency; pacing. Knowing what is developmentally appropriate. Providing explicit performance-based feedback within the flow of her lessons. Developing lesson plans that are based on complete/appropriate objectives and directly linked to lesson assessment.

Leadership; Getting the best out of students Developing lessons that are based on appropriate and complete instructional objectives and directly linked to assessment Providing specific praise within the flow of lessons

Student became more skilled as assessing a student’s prior knowledge and making modifications to her lessons as a result. She learned to use her time more efficiently and maximize the students’ engagement in the lesson.

Student's goals for further growth include: - with more experience, handle behavior situations effectively - with more experience, feeling comfortable running PPT meetings and answering questions parents may have

Student has become most skillful at conveying value and purpose of subject matter. Explicit expectations are outlined and communicated to the children. Behaviors are then modeled and reinforced. Also, Student has become most adept at handling inappropriate behaviors. She positively redirects students so that the classroom has minimal disruptions.

Grade

26
(100.00%)