

**California State University, Fresno**  
**Kremen School of Education and Human Development**  
**Department of Literacy, Early, Bilingual, and Special Education**

**Preliminary Education Specialist | Moderate/Severe Disabilities**  
**Practicum Requirements (Initial & Final)**

**Evaluation of Student Teaching/Portfolio**

The Student Teaching Portfolio is a collection of artifacts that you thoughtfully select to show evidence of critical teaching knowledge, teaching abilities, and professional development. In the final portfolio submitted, each artifact should clearly demonstrate your competence in the required CTC Standards - Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs). As a 'teacher candidate', you are responsible for keeping the attached record and providing updates and evidences for your support team (University Supervisor, Master Teacher, and Administrator). It is the teacher candidate's responsibility to provide clear, complete documentation, discussion, or demonstration of all the required evidences in each standard, as it is these evidences that the university supervisor uses to document your competency. The University Supervisor will guide the discussions during visitations and emails. Mid-term and final conference with your university supervisor, master teacher (if applicable), and administrator (when possible), will be conducted to determine competency level in each standard. Each standard will be met through successful completion of ALL required evidences, which will be evaluated according to the key below. You must meet ALL standards to pass practicum.

Evaluation Key:

- **Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE.
  - *Met with Revisions:* Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
  - *Met with completed Action Plan:* Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

Teacher Candidate Name: \_\_\_\_\_

	<u>Initial Practicum</u>	<u>Final Practicum</u>
Master Teacher	_____	_____
Administrator	_____	_____
University Supervisor	_____	_____
Semester	_____	_____

<b>TPE and CTSP Comparison Chart</b>	
<b>TPE</b>	<b>CSTP</b>
<b>MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</b>	<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)</b>
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction <ul style="list-style-type: none"> <li>• TPE 1A: Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments</li> <li>• TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments</li> </ul>	3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
<b>ASSESSING STUDENT LEARNING</b>	<b>ASSESSING STUDENT LEARNING (5)</b>
TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families
<b>ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b>	<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1)</b>
TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices <ul style="list-style-type: none"> <li>• TPE 6A: Developmentally Appropriate Practices in Grades K-3</li> <li>• TPE 6B: Developmentally Appropriate Practices in Grades 4-8</li> <li>• TPE 6C: Developmentally Appropriate Practices in Grades 9-12</li> </ul> TPE 7: Teaching English Learners	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching
<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b>	<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (4)</b>
TPE 8: Learning about Students TPE 9: Instructional Planning	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>	<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)</b>
TPE 10: Instructional Time TPE 11: Social Environment	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR (6)</b>
TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct









**Practicum Grading**  
**Preliminary Education Specialist | Mild/ Moderate**

Initial Practicum   SPED 171		Final Practicum   SPED 175	
Midterm Evaluation	____ / 26	Midterm Evaluation	____ / 26
Midterm Grade	____	Midterm Grade	____
Final Evaluation	____ / 26	Final Evaluation	____ / 26
SPED 172 Passport	____ / 4	SPED 176 Passport	____ / 8
Final Grade	____	Final Grade	____
Midterm Grading Scale: <ul style="list-style-type: none"> <li>• A = 24 - 26 points</li> <li>• B = 21 – 23 points</li> <li>• C = 18 – 20 points</li> </ul> Final Grading Scale: <ul style="list-style-type: none"> <li>• A = 27 - 30 points</li> <li>• B = 24 - 26 points</li> <li>• C = 21 – 23 points</li> </ul>		Midterm Grading Scale: <ul style="list-style-type: none"> <li>• A = 24 - 26 points</li> <li>• B = 21 – 23 points</li> <li>• C = 18 – 20 points</li> </ul> Final Grading Scale: <ul style="list-style-type: none"> <li>• A = 31 - 34 points</li> <li>• B = 27 - 30 points</li> <li>• C = 23 - 26 points</li> </ul>	

For Midterm and Final Evaluations, tally the number of points for all TPEs that have been **Met** (2 points each), **Partially Met** (1 point each), and **Not Met** (0 points). (Summary forms on pages 3-6). The Final Evaluation for each practicum also includes the teacher candidate’s completed Passport. Use the grading scale above to calculate grades.

**Notes:**

- If **Partially Met** has been met with remediation, teacher candidate has met the requirement (Met = 2 points)
- If **Not Met** has been met after successful completion of action plan, teacher candidate has met the requirement (Met = 2 points)

## Portfolio Requirements Preliminary Education Specialist Credential | Mild/Moderate

The following tables outline the requirements for your portfolio. Your supervisor will provide ratings, when noted in the tables below, based on the following evaluation key:

Evaluation Key:

- **2 | Met:** Teacher candidate successfully demonstrates knowledge and skill related to the TPE.
- **1 | Partially Met:** Teacher candidate is demonstrating growth/progress toward the TPE. Please provide 'Written Comments' below.
  - **2 | Met with Revisions:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after remediation.
- **0 | Not Met:** Teacher candidate has demonstrated minimal or no progress toward TPE. Complete an Action Plan.
  - **2 | Met with completed Action Plan:** Teacher candidate has successfully demonstrated knowledge and skills related to the TPE after completing requirements of Action Plan.

### General Portfolio Requirements

Item	Practicum Course	TPEs													Supervisor Rating	
		1	2	3	4	5	6	7	8	9	10	11	12	13		
Introductory Statement (About Me)	176													X	X	
Special Education Cover Letter & Resume	176														X	
Special Education Philosophy Statement	176													X	X	
Special Education Professionalism and Ethical Practices Reflection	176													X	X	
Special Education Resources (Annotated Web Links)	176															
• Teachers											X	X				
• Parents/Families									X		X					
• Students							X	X	X							
Copies of Lesson Plans	172/176	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Copies of Lesson Reflections	172/176													X	X	
Copies of Observations/Supervisor Feedback	172/176													X	X	
Copies of Signature Course Assignments	See below															

Notes:



## Signature Course Assignments

Course	Assignment	TPEs													Assignment Grade
		1	2	3	4	5	6	7	8	9	10	11	12	13	
SPED 125	Positive Behavior Support Plan		X	X		X	X		X			X			
SPED 125	Classroom Management Plan		X			X	X		X		X	X	X		
SPED 125	Functional Behavior Assessment		X	X		X	X		X	X		X			
SPED 130	Curriculum-based Assessment		X	X					X	X					
SPED 130	Standardized Academic Achievement Test			X			X			X					
SPED 145	Site-based Needs Assessment (from: <i>Building Inclusive Schools</i> )				X				X			X			
SPED 146	Ecological Assessments (2)									X		X			
SPED 146	Instructional Plans (2)	X	X		X					X	X	X			
SPED 147	Communication Support Plan				X		X								
SPED 147	Integration Support Plan	X									X	X	X		
SPED 219	Instructional Assistant Training and Management Plan: Part 1									X	X	X			
SPED 219	Final Project			X			X		X	X	X	X	X		
SPED 233	Research Design Paper or Action Research Design			X	X		X	X	X	X			X	X	

Descriptions and requirements for each assignment in the table above will be provided in class. Grades will be assigned by the instructor for each course. For each assignment, write the grade earned in the last column of the table and include a scored copy in your portfolio, along with any revisions made. It is expected that the artifacts presented in your portfolio represent your best work; revisions demonstrate growth and depth of understanding.

Notes:

## Practicum Requirements

Item	Practicum Course	TPEs													Supervisor Rating	
		1	2	3	4	5	6	7	8	9	10	11	12	13	171	175
Classroom Management Plan Implementation	172		X			X	X		X		X	X	X			
Instructional Plan Implementation (2)	146/172	X	X		X					X	X	X				
Membership in Professional Organization	172												X			
Co-Teaching Observations & Reflections (See next page)	172/176				X	X				X	X		X	X		
Prioritized Program Management Activities	172/176															
Participation in Grade-Level, Parent-Teacher, SST, etc. meetings	172/176										X		X	X		
Examples of communication regarding student progress (e.g., progress notes home, parent/guardian contact log, conferences, notes/emails to colleagues, report cards, progress reports, event flyers, newsletters, etc. Use home language as needed).	172/176			X				X			X	X	X	X		
Video-taped Lesson, reviewed with Supervisor	172/176	X	X	X	X	X	X	X	X	X	X	X	X	X		
Instructional Plan Implementation	147/176	X	X		X					X	X	X				
Candidate Disposition Form	176												X	X		

## Required Observations

SPED 172	SPED 176
Supervisor (minimum of 6 formal observations) <ul style="list-style-type: none"> <li>• Instructional Plans (2 lessons)</li> <li>• Co-taught Lessons (2)</li> <li>• Video-taped Lesson (1)</li> <li>• Other (1)</li> </ul>	Supervisor (minimum of 6 formal observations) <ul style="list-style-type: none"> <li>• Instructional Plans (2 lessons)</li> <li>• Co-taught Lessons (2)</li> <li>• Video-taped lesson (1)</li> <li>• Other (1)</li> </ul>
Master Teacher (2 total; any lesson not observed by supervisor)	Master Teacher (2 total; any lesson not observed by supervisor)

**Co-Teaching Requirements**  
**Preliminary Education Specialist Credential | Mild/Moderate**

*The following table outlines 5 co-teaching strategies. You are required to teach co-taught lessons using each strategy below. Lessons may be co-taught with your Master/Cooperating teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your supervisor. Four co-taught lessons will be observed by your supervisor – two for SPED 172 and two for SPED 176. In your portfolio, include completed observation for each co-taught lesson (4), and lesson plans and reflections for each strategy (5).*

**Co-Teaching Strategies**

Strategy	Definition/Example	Observation Date	Supervisor Signature
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.		
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <i>Example:</i> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.		
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <i>Example:</i> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.		
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <i>Example:</i> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.		
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <i>Example:</i> Both instructors can share the reading of a story or text so that the students are hearing two voices.		

**Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.**

**Action Plan**  
**Preliminary Education Specialist Credential | Mild/Moderate**

Complete the following Action Plan if a teacher candidate has demonstrated minimal or no progress toward a TPE (for portfolio requirements) or CSTP (for lesson observations). Please refer to the “Early Warning Process” in the SPED 171 and 175 syllabi for additional actions, if the plan does not result in a satisfactory outcome for the teacher candidate (i.e., the concern is not remedied).

Teacher Candidate Name		Date	
Supervisor Name		Circle one: SPED 171   SPED 175	
Concern (TPE or CSTP Area)	Action (List steps to remedy concern)	Resources needed to support teacher candidate	Outcome (Please include date)

## Prioritized Management Activities

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

Date	Prioritized Program Management Activities	Complete	Comments
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

## SPED 172 Fieldwork Requirements

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Activity	Date	Completed Satisfactorily	Supervisor Observed/Comments
<b>Instructional plans</b>			
<b>Teacher designed:</b> 1.  2.  <b>Student designed:</b> 1.  2.			
<b>Supporting integration</b>		<b>Opportunity for implementation</b>	
1.  2.  3.  4.  5.			
<b>Schedule</b>			
1. Classrooms/instructional blocks  2. Student support / modifications  3. Participation in other activities (team mtgs, IEPs, etc.)			

## SPED 176 Fieldwork Requirements

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Activity	Date	Completed Satisfactorily	Supervisor Observed/Comments
<b>Instructional plans</b>			
<b>Student designed:</b> 1.  2.  3.  4.			
<b>(Dis)Ability Awareness Activities</b>		<b>Opportunity for implementation</b>	
<b>Classroom Level</b> 1.  2.  <b>School Level</b> 1.  2.			
<b>Staff Training and Management</b>			
<b>Individual Staff Plans</b> 1.  2.  <b>Group Training Documentation</b> 1.			

## SPED 172/176 Instructional Plan Rubric

Name: \_\_\_\_\_

Instructional plan #1: \_\_\_\_\_

Instructional plan #2: \_\_\_\_\_

Instructional plan #3: \_\_\_\_\_

Instructional plan #4: \_\_\_\_\_

**User-friendly format** (e.g. in staff notebook, folder on back of wheelchair, index card):

Program 1	Program 2	Points	Rubric
		<b>10</b>	Format is accessible and usable from the initial design of the IP
		<b>7.5</b>	Format is accessible and usable at the mid-semester
		<b>5</b>	Format is accessible and usable at the end of semester
		<b>0</b>	Format is not functional
Program 3	Program 4	Points	Rubric
		<b>10</b>	Format is accessible and usable from the initial design of the IP
		<b>7.5</b>	Format is accessible and usable at the mid-semester
		<b>5</b>	Format is accessible and usable at the end of semester
		<b>0</b>	Format is not functional

**Revision, implementation, training others to implement:**

Program 1	Program 2	Points	Rubric
		<b>10</b>	Takes initiative and consistently implements and revises program; shows staff how to implement
		<b>5</b>	Needs reminders to implement and revise program and teach others to implement
		<b>0</b>	Program not consistently implemented or revised
Program 3	Program 4	Points	Rubric
		<b>10</b>	Takes initiative and consistently implements and revises program; shows staff how to implement
		<b>5</b>	Needs reminders to implement and revise program and teach others to implement
		<b>0</b>	Program not consistently implemented or revised



**SPED 172/176 Instructional Plan Rubric (continued)**

**Data collection:**

Program 1	Program 2	Points	Rubric
		<b>10</b>	Consistently evaluates student program (e.g. data collection, graphing, and/or collecting student work)
		<b>5</b>	Occasionally evaluates student progress
		<b>0</b>	Does not consistently evaluate student progress
Program 3	Program 4	Points	Rubric
		<b>10</b>	Consistently evaluates student program (e.g. data collection, graphing, and/or collecting student work)
		<b>5</b>	Occasionally evaluates student progress
		<b>0</b>	Does not consistently evaluate student progress

## Fieldwork Evaluation

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Scoring Key:

4	<b>Very strong.</b> Exceeds specific practicum requirements in this area. Demonstrates initiative and ability to analyze ongoing classroom operations. Demonstrates an understanding of all concepts and practices presented in courses and reflects on the best ways to implement best practice with students in the placement site.
3	<b>Good performance.</b> Performs well within the existing structure of the program and effectively carries out teacher directed or practicum required activities. Demonstrates an understanding of most of the concepts and practices presented in courses and an ability to implement them with some assistance from the university supervisor and/or the cooperating teacher.
2	<b>Need for more information, intervention, and/ or practice.</b> Credential candidates performance demonstrates the need for more information, intervention, and/or practice to be effective in this area.
1	<b>Weak.</b> Performance does not demonstrate understanding of basic strategies and/or basic theoretical concepts. Direction and support from the cooperating teacher and/or university supervisor does not alter unsatisfactory performance.

I. PROFESSIONALISM	Mid-term	Final
A. Demonstrates a positive attitude, willingness to learn, and commitment to inclusive education		
B. Develops a rapport with <u>all</u> students		
C. Develops rapport, interacts appropriately and supports colleagues in both general and special education		
D. Assumes a teacher role and supports all students in their learning.		
E. Exhibits professional dress and conduct matching other site personnel instructional programs, get feedback, ask questions, etc		
F. Exhibits initiative in consulting with classroom teachers and school staff on a regular basis (obtains information, seeks, input, offers suggestions, etc.)		
G. Recognize areas of strength, as well as acknowledges areas for growth		
H. Asks for feedback and responds to suggestions without becoming defensive		
I. Addresses areas of disagreement professionally		

<b>II. INTEGRATION/INCLUSION SUPPORT ROLE</b>	<b>Mid-term</b>	<b>Final</b>
<b>A. Instruction In Inclusive School and Community Settings</b>		
1. Follows schedule by arriving on time, collecting materials as needed promptly initiating instructional activity and providing adequate time for wrap up		
2. Provides smooth transition (directs students, prepares for next activity, provides timely reminders, anticipates and provides support and follows through with request, etc.)		
3. Facilitates meaningful interactions (greeting, conversation, asking for help, etc.) of included students across school and community settings		
4. Provides relevant information and reinforcements to schoolmates, school staff, co-workers, etc.		
5. Facilitates students with disabilities being perceived as competent. Statements are positive when speaking of their abilities.		
6. "Scan" instructional area/room and demonstrates ability to intervene quickly in order to avoid or reduce stigmatizing outcomes		
7. Supports student(s) to demonstrate age-appropriate behavior, appearance, social manners, and social skills		
8. Adapts activities and ensures that students with disabilities are actively engaged in both academic and social activities		
9. Implements systematic instructional procedures consistently		
10. Uses incidental opportunities and/or provides assistance appropriate to each student to facilitate learning		
11. Leads large group lessons for diverse populations and maintains participation of <u>all</u> students		
12. Allows for partial participation, choice making, expression of preferences, and motivational outcomes for each student.		
13. Emphasizes positive aspects of student behavior and provides positive reinforcement for appropriate behavior		
14. Analyzes learning activities and identifies what is and is not working		
<b>B. Specialized Instruction to Students with Physical, Sensory, Communication, and Behavior Challenges</b>	<b>Mid-term</b>	<b>Final</b>
1. Demonstrates ability to handle and position students with physical challenges		
2. Arranges the environment to facilitate learning for students with physical, sensory, and/ or communication disabilities		
3. Selects appropriate instructional strategies for students with physical or sensory disabilities		
4. Assists students in utilizing communication system(s) as needed		
5. Implements behavior management techniques and/or positive behavioral support plans generated by classroom teacher		
6. Handles unexpected behaviors in a manner that is calm, respectful to the individual, and appropriate to the setting		

II. EVALUATION OF STUDENT LEARNING & OUTCOMES	Mid-term	Final
A. Conducts assessments before designing any instructional activity program		
B. Designs practical measurement system		
C. Evaluates effectiveness of programs by regularly collecting data completing graphs, gathering work samples, noting progress, etc. Shares program data and students progress with master teacher, classroom teachers, and supervisor		
D. Revises programs in a timely manner as needed		
E. Trains master teacher or instructional assistants on student-developed instructional programs		

**Master Teacher And Supervisor Comments**

<b>Strengths</b>	<b>Focus Areas</b>
Midterm:	
Final:	

Final rating: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Self-Reflection

This form is to be attached to the final evaluation document.

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

	Mid-Semester Meeting	Final Meeting
<b>Strengths</b>	1)  2)  3)	1)  2)  3)
<b>Focus Areas</b>	1)  2)  3)	1)  2)  3)
	Meeting Date	

Optional: Additional experiences I would like to have:

## Evaluation Criteria Checklist for Programs Serving Students with Moderate/Severe Disabilities

Evaluation Areas and Specific Criteria	Date	Comments
<b>Scheduling</b> <ul style="list-style-type: none"> <li>A written schedule is posted and delineates what <u>each student</u> and <u>each staff member</u> is doing, when, where, and with whom, including all integration periods.</li> <li>Student and staff schedules are consistently implemented.</li> <li>Each student's general schedule coincides and interfaces with his or her same-grade typical peers (for example: recess, lunch).</li> </ul>		
<b>Integration Opportunities</b> <ul style="list-style-type: none"> <li>All students eat lunch and attend recess times with their peers.</li> <li>All students attend school events (e.g., assemblies, pep rallies).</li> <li>Each student is integrated into general education classes for a minimum of 2 hours per week.</li> <li>For secondary programs (middle/high school): community-based instruction/vocational training in age- appropriate meaningful environments is provided.</li> </ul>		
<b>Curricula Development</b> <ul style="list-style-type: none"> <li>Education goals and activities address foundational skills: that is, "skills that open doors for students and provide the basis for interacting with people and information, navigating the tasks of living, solving problems, and making contributions (Ford, Davern, &amp; Schnorr, 2001).</li> <li>Instruction is individualized for the learner and implemented in a manner relevant to the student's daily life.</li> <li>All students have access to the general education curriculum that is adapted for them in consideration of their level of symbol use and the classroom, school and community contexts that will provide natural and motivating opportunities to learn.</li> <li>There is a system in place to gather, file and systematically update performance data for all IEP goals for each student.</li> <li>Instructional activities and materials, bulletin boards, and other class materials are age-appropriate.</li> <li>Students are given opportunities to make <b>choices</b> across the day that allow them to give meaningful input.</li> <li>Systematic instruction is provided to all students across instructional settings.</li> <li>Individualized modifications to facilitate participation, students learning, and independence are implemented for students who need them.</li> <li>Functional assessments and positive behavioral support plans are developed and implemented across settings.</li> <li>Students are provided with appropriate AAC systems as needed and are taught to use them.</li> <li>Evaluation information on student acquisition of IEP objectives is gathered regularly.</li> <li>Practices that support self-determination are infused throughout the school day for each student.</li> </ul>		
<b>Social Interaction with Schoolmates</b> <ul style="list-style-type: none"> <li>All students have multiple and frequent opportunities to interact with their peers without disabilities and community members.</li> <li>Staff effectively facilitate social interactions between students and their schoolmates with and without disabilities, as well as with general educators and school staff.</li> <li>Strategies to support integration and foster friendships are employed (e.g., buddies, circle of friends, partner of the day, lunch clubs, peer tutor programs, after-school clubs, extra-curricular activities).</li> <li>Peers are provided with appropriate information, demonstration, and reinforcement in effectively work as a peer partner.</li> </ul>		
<b>Staff Training</b> <ul style="list-style-type: none"> <li>Staff meetings are arranged and conducted for instructional assistants on at least a monthly basis.</li> <li>Instructional assistants receive training and ongoing monitoring on implementation of instructional programs, participation plans, communication programs and positive behavioral support plans.</li> </ul>		

Evaluation Areas and Specific Criteria	Date	Comments
<b>Collaboration with General Educators and Parents</b> <ul style="list-style-type: none"> <li>• Regular planning meetings with general education teachers are held to discuss curriculum, ongoing integration issues, and other collaborative activities, as well as to maintain continuous communication with involved faculty.</li> </ul>		
<ul style="list-style-type: none"> <li>• Parents are active participants in assessment activities and the development of IEP goals</li> </ul>		
<ul style="list-style-type: none"> <li>• Positive public relations skills with general education staff, parents, support staff, and community members are demonstrated.</li> </ul>		
<b>Ability Awareness</b>		
<ul style="list-style-type: none"> <li>• Information is provided about integration/inclusion to school staff, students without disabilities, and parents</li> </ul>		
<ul style="list-style-type: none"> <li>• (Dis)ability awareness information and instruction is provided to school staff, peers, parents, students, and administration as needed.</li> </ul>		
<ul style="list-style-type: none"> <li>• The special education personnel model positive attitudes towards and appropriate interactions with all students.</li> </ul>		
<b>Membership In and Contributions to the School Community</b>		
<ul style="list-style-type: none"> <li>• The credential candidate participates in school committees and special events at the school site.</li> </ul>		
<ul style="list-style-type: none"> <li>• The credential candidate attends faculty meetings and staff development activities at the school site.</li> </ul>		