

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Special Education Practicum Observation Feedback Form

Teacher Candidate Name: _____ **Date:** _____

School: _____

Evaluation completed by: ___ **Master Teacher:** _____

OR ___ **University Supervisor:** _____

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teaching Credentialing and the Council for Exceptional Children.

Summary of Candidate's strengths:

Areas to be developed:

Teacher Candidate Signature: _____

Not every item is evaluated during a single observation. Some items are evaluated throughout the semester using other means, such as candidate/supervisor interviews or other professional documents.

1. Engaging and Supporting All Students in Learning	Notes/Comments
1.1 Connects students' prior knowledge, life experience, and interests with learning goals.	
1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs, including those of English learners; e.g., SDAIE, Universal Design.	
1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.	
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	
1.5 Promotes self-directed, reflective learning for all students.	
1.6 Incorporates technology/assistive technology (high and low tech) meaningfully and appropriately to support student learning	

2. Creating and Maintaining An Effective Environment for Students	Notes/Comments
2.1 Creates a physical and instructional environment that is engaging and reflects the cultural linguistic diversity of all students.	
2.2 Establishes a climate that promotes fairness and respect.	
2.3 Promotes social development and responsibility.	
2.4 Establishes and maintains standards for student behavior.	
2.5 Plans and implements classroom procedures and routines that support student learning.	
2.6 Uses instructional time effectively.	
2.7 Directs activities of classroom paraprofessionals, aides, volunteers, peer tutors.	
2.8 Utilizes positive behavior support techniques.	
2.9 Encourages interactions with typical peers across instructional settings.	

3. Understanding and Organizing Subject Matter Knowledge for Student Learning	Notes/Comments
3.1 Demonstrates knowledge of subject matter content and student development.	
3.2 Organizes curriculum to support student understanding of subject matter.	
3.3 Interrelates ideas and information within and across subject matter areas.	
3.4 Develops understanding through instructional strategies that are appropriate to the subject, and the students, including English learners.	
3.5 Uses materials, resources, and technologies to make subject matter accessible.	
3.6 Adapts/modifies subject matter to meet students' individual needs.	

4. Planning Instruction and Designing Learning Experiences for All Students	
4.1 Draws on and values students' cultural, social and linguistic backgrounds, interests, and developmental learning needs.	
4.2 Establishes and articulates goals and instructional objectives for student learning.	
4.3 Develops and sequences instructional activities and materials for student learning.	
4.4 Designs short-term and long-term plans to foster student learning.	
4.5 Modifies instructional plans to adjust for student needs.	
4.6 Develops and implements IEP goals to address students' individual needs.	
4.7 Adapts the general education curriculum, as needed, to improve accessibility to content, materials, activities, etc.	

5. Assessing Student Learning	Notes/Comments
5.1 Establishes and communicates learning goals for all students.	
5.2 Collects and uses multiple sources of information to assess student learning.	
5.3 Involves and guides all students in assessing their own learning.	
5.4 Uses the results of assessments to guide instruction.	
5.5 Communicates with students, families and other audiences about student progress.	
5.6 Develops and administers nonbiased, nondiscriminatory assessment procedures that recognize the confounding features associated with English language acquisition.	
5.7 Utilizes assessment data to develop Individual Education Programs (IEP).	
5.8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.	

6. Developing As A Professional Educator	Notes/Comments
6.1 Reflects on teaching practices and plans professional development.	
6.2 Establishes professional goals and pursues opportunities to grow professionally.	
6.3 Works with culturally and linguistically diverse communities to improve professional practice.	
6.4 Works with colleagues to improve professional practice.	
6.5 Assumes initiative and responsibility for tasks and assignments.	
6.6 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments.	
6.7 Uses verbal, nonverbal, and written language effectively.	
6.8 Upholds high standards for competence and integrity and exercises sound judgment in the practice of the profession.	