

Professional and Interpersonal Skills

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

Comments to Clarify or Supplement Questions 1–11: _____

Communication and Collaborative Partnerships

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

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

Comments to Clarify or Supplement Questions 12–19: _____

Planning and Managing the Teaching and Learning Environment

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

Comments to Clarify or Supplement Questions 20-31: _____

Managing Student Behavior and Social Interaction Skills

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

Comments to Clarify or Supplement Questions 32-44: _____

Instructional Content and Practice

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

Comments to Clarify or Supplement Questions 45–56: _____

Assessment, Diagnosis, and Evaluation

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

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

NA 1 2 3 O I P
- ⑥0 Utilizes performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments (when appropriate).

NA 1 2 3 O I P
- ⑥1 Effectively interprets and communicates assessment results to parents, student(s) and other professionals.

NA 1 2 3 O I P
- ⑥2 Develops IEP objectives that are based on individual strengths, needs, and present levels of student performance and are aligned with curriculum standards.

NA 1 2 3 O I P
- ⑥3 Constructs comprehensive IEP goals and objectives across all curricular environments, including core curriculum, psychomotor, social/emotional, cognitive, language/communication, self-help, and career/vocational (in collaboration with cooperating teacher).

NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 57–63: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator: Please check appropriate credential and recommendation.

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

Comments: _____

Evaluator Signature _____ Date _____

Student Teacher's Signature _____ Date _____

UNIVERSITY SUPERVISOR VISITATIONS / OBSERVATIONS

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

Multiple Subject: _____ Grade: _____

Sac State Supervisor: _____ Student: _____ Assignment: _____

School: _____ Public School Evaluator(s): _____

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

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

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

**Observation Record
Special Education Credential Programs**

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

Comments and Suggestions on Planning and Presentation:

Student's Signature	Date
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