

Practicum II-Programs in Mental Retardation

Name

Candidate UWG ID

School

Date

Month	Day	Year

University Supervisor

Supervising Teacher

General Rating for Practicum II

The general rating of the candidate's performance in this practicum is

Satisfactory
 Unsatisfactory

Required Professional Behaviors	Not Demonstrated	
	Demonstrated	
Punctual attendance	<input type="checkbox"/>	<input type="checkbox"/>
Completion of assigned duties	<input type="checkbox"/>	<input type="checkbox"/>
Adherence to school policies	<input type="checkbox"/>	<input type="checkbox"/>
Dressing professionally	<input type="checkbox"/>	<input type="checkbox"/>
Adherence to the Georgia Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
Use of standard English	<input type="checkbox"/>	<input type="checkbox"/>
Talking to and about students and colleagues respectfully	<input type="checkbox"/>	<input type="checkbox"/>
Following confidentiality procedures	<input type="checkbox"/>	<input type="checkbox"/>

Using the response scale, please evaluate the competencies listed below in each category. Do not leave any item blank.

Proficient = Consistent and appropriate application **Improving** = Moving toward proficiency
Minimal = Minimal performance, needs improvement **Unsatisfactory** = Inappropriate application **NA** = Not Applicable

Professional Behaviors and Dispositions	NA				
	Unsatisfactory				Minimal
	Improving			Proficient	
Demonstrates positive collaborative interactions with students, colleagues, families, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective oral, written, and nonverbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a positive effect on learning for all students, including students from diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts constructive criticism and reacts positively toward improving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds and communicates high expectations for achievement (appropriate expectations based on pupil characteristics) through interactions with all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on these professional behaviors and dispositions:

Pedagogy & Knowledge	NA				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
Demonstrates an understanding and acceptance of global perspectives (multicultural, community, school, and family).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a knowledge of human growth and development and learning theory in interaction with pupils (appropriate based on pupil characteristics).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an understanding of the intellectual, social, and emotional needs of students in interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collects performance data (projects).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of instructional strategies dependent on the needs/characteristics of the groups and individuals in the program, as directed and supported by the classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates technology into planning, teaching, and assessment, as directed by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses questioning strategies as directed by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements appropriate adaptations to content, materials, and curriculum to meet the needs of diverse learners, as directed and supported by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses critical thinking and reflective practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates sensitivity to the needs of students and their families in interactions and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for educational actions taken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments on these pedagogy and knowledge items:					

Management	NA				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
Establishes a positive environment conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies classroom management rules consistently, as directed by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivers instruction keeping students constructively occupied with an appropriate level of structure for groups and individuals, as directed by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements an effective behavior management system, as directed and supported by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses resources of time, space, and materials appropriately within the confines of the setting and as directed by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses praise selectively and effectively and implements appropriate motivational strategies, as directed and supported by classroom staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments on these management items:					

Candidate Signature

University Supervisor Signature

Supervising Teacher Signature