

Candidate's Name: _____

**Teacher Education Field Experience Evaluation (Practicum III and Student Teaching) (12/04)
TEFEE, Part B - Programs in Mental Retardation (Intellectual Disabilities)**

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

Proficient = Consistent and appropriate application; skill level expected of a beginning certified teacher **Improving** = Moving toward proficiency

Minimal = Minimal performance; needs improvement **Unsatisfactory** = Unsatisfactory; inappropriate application

Basic Concepts	Not Applicable				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
1. Demonstrates knowledge of the nature of mental retardation and related disabilities, including impact on development and medical aspects related to function (e.g., side effects of medication).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, family background, and sexual orientation of individual students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides instruction based on (a) similarities between students with mental retardation and students without disabilities and (b) unique characteristics of students with mental retardation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses physical management techniques (e.g., positioning) and a variety of assistive technology/ adaptive equipment to enhance participation, skill acquisition, and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses effective verbal, nonverbal, and media communication techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses, teaches, and supports specialized communication strategies, such as manual communication and AAC (augmentative and alternative communication).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Acts as an advocate for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Practices within the CEC (Council for Exceptional Children) Code of Ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

Assessment and Planning	Not Applicable				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
9. Appropriately uses a variety of formal and informal assessment techniques (e.g., data collection, portfolios, teacher-made tests, performance tasks, projects, ecological inventories, and standardized tests) to enhance his/her knowledge of learners, evaluate students' performance, and modify teaching and learning strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Engages in both long and short term planning as an individual and as a member of a team for both individual student and class needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Plans to meet student needs in various environments, including planning supports needed for participation in inclusive school and community settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

Pedagogy/Knowledge	Not Applicable				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
12. Integrates content from various subjects, skills, and domains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Integrates instruction in affective/social and career/transition areas into other instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Works with both general and specialized content and/or curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Selects and uses a variety of curriculum, materials, resources appropriate for subject matter, skill areas, domains taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Designs and provides age appropriate instruction/environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Uses a variety of prompts systematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Provides instruction designed to enhance maintenance and generalization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Uses cooperative learning, direct instruction, multisensory experiences, concrete/manipulative techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Uses task analysis, community based instruction, activity based instruction with embedded skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

Management	Not Applicable				
	Unsatisfactory				
	Minimal				
	Improving				
	Proficient				
21. Organizes, allocates, and manages resources to provide active engagement of students in productive tasks, with limited "down" or "wasted" time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Uses techniques to increase students' self-awareness, self-management, self-control, self-reliance, self-esteem, and self-motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Organizes, prepares students for, and monitors independent, individual, and group work (including collaborative groups where appropriate) that allows for full and varied participation of all individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Uses a proactive approach (including functional behavior assessment and positive behavior support) to work on problem behaviors and teach appropriate social skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Directs and evaluates the activities of classroom paraprofessionals and peer tutors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Uses universal precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Integrates delivery of related services into functional activities and student routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					