

Teaching Performance Evaluation Instrument (06/04)

Department of Special Education and Speech-Language Pathology

B.S.Ed. Program in Special Education-Mental Retardation; Non-degree Initial Certification Program in Mental Retardation

Name

Candidate UWG ID

School or Site

Field Experience Evaluated

Field experience or student teaching?

Practicum III

Student Teaching

Observer

Person who completed this evaluation

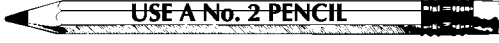
University Supervisor

P-12/Site Supervisor

University Supervisor

School Supervisor

MARKING INSTRUCTIONS



USE A No. 2 PENCIL

- Use a No. 2 pencil only.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● **INCORRECT:** ☑ ☒ ☐ ○

Lesson _____

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

Above Average = Above average demonstration of competency/skill **Satisfactory** = Satisfactory demonstration of competency/skill
Unsatisfactory = Unsatisfactory attempt at competency/skill **Not Demonstrated** = Does not demonstrate competency/skill that is expected

	Not Applicable	Not Demonstrated	Unsatisfactory	Satisfactory	Above Average
CEC Standard 1. Foundations. INTASC Principle 1. Central concepts, tools of inquiry, and structures of a strong core curriculum and the discipline(s) taught.					
a. Demonstrates knowledge of subject matter/skill being taught.	○	○	○	○	○
b. Links key concepts to pupils' prior understandings and experiences, personal interests and/or needs of current and future environments.	○	○	○	○	○
c. Selects appropriate curriculum, materials, supportive resources (decision-making reflects knowledge of effectiveness for this group of learners).	○	○	○	○	○

Specific Comments on Foundations :

CEC Standard 2. Development and Characteristics of learners. INTASC Principle 2. How students learn and develop.

a. Provides appropriate instructional (content) level (adapts to learners if needed).	○	○	○	○	○
b. Encourages pupils to take responsibility for their own performance and learning.	○	○	○	○	○
c. Uses (1) task analysis	○	○	○	○	○
(2) multisensory strategies	○	○	○	○	○
(3) concrete/manipulative techniques	○	○	○	○	○

Specific Comments on Development and Characteristics of Learners:

	Not Applicable	Not Demonstrated	Unsatisfactory	Satisfactory	Above Average
CEC Standard 3. Individual Learning Differences. INTASC Principle 3. Individual differences in students' learning; diverse learners, including students with multicultural backgrounds and special learning needs.					
a. Uses instruction appropriate to pupils' stages of development, learning styles, strengths, needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Modifies as necessary to accommodate individual differences in learning style and response (performance) modes (e.g., differences in native language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Respects pupils and creates a climate in which individual differences are respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Uses and maintains orthopedic, prosthetic, and adaptive equipment effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Uses appropriate physical management techniques (i. e., positioning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Comments on Individual Learning Difference					

CEC Standard 4. Instructional Strategies. INTASC Principle 4. Monitoring and managing student learning including developing a variety of instructional strategies.					
a. Engages pupils in active learning opportunities in which a high rate of success is evident.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Monitors and adjusts/adapts instructional strategies in response to learner feedback/performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Comments on Instructional Strategies					

CEC Standard 5. Learning Environments & Social Interactions. INTASC Principle 5. Strategies for individual and group motivation & behavior; learning environment that encourages positive social interactions and engagement in learning.					
a. Uses a variety of classroom management strategies to promote positive social relationships, cooperation, and interdependence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Uses appropriate behavior management strategies to motivate pupils and promote skill performance (acquisition, maintenance, and/or generalization of <u>skills</u>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Uses appropriate behavior mgmt. strategies to motivate pupils and to increase appropriate behavior/ decrease inappropriate behavior (acquisition, maintenance, and or generalization of <u>behavior change</u>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Demonstrates appropriate use of reinforcement strategies and/or schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Uses least intrusive intervention consistent with needs of the individual student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Promotes pupil self-determination, self-advocacy, and interdependence (e.g., pupils working together cooperative/collaborative, pupils making choices, pupils taking responsibility for their own learning/performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Integrates social, affective, behavioral, and/or career skills into instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Organizes, allocates, and manages resources of time, space, and physical environment to provide active and equitable engagement of pupils in productive tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Organizes, allocates, and manages activities, materials, and attention to provide active and equitable engagement of pupils in productive tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Maximizes instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Creates a positive classroom climate of openness, mutual respect, empathy, support, & inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Organizes, prepares pupils for, and monitors independent and group work, allowing for full and varied participation of all individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Uses (1) embedded skills approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) activity-based instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) community-based instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specific Comments on Individual Learning Environments and Social Interactions