

Special Education P-12 Content Knowledge Evaluation Form

Modified August 2015

CAEP 1.1, 1.3, 2.3, 3.4, 5.1

InTASC 4: Content Knowledge

InTASC 5: Application of Content

University of Montana Western

Department of Education

Explanation of Levels of Proficiency

Student teachers/Interns are expected to attain scores of “proficient” in the indicators under each category, by the completion of student teaching. To successfully pass student teaching, no more than two of the indicators within any category can be at the “developing” level, and no indicator can be at the “unacceptable” level.

1 = Unacceptable – Exhibits some knowledge, skills, and/or dispositions that are inappropriate or ineffective for K-12 student learning. Remediation is necessary if the candidate is to remain in the student teaching or internship placement.

2 = Developing– Is developing the essential knowledge, professional performances, and/or dispositions for effective K-12 student learning, and is expected to improve but is not sufficiently strong in this area for independent teaching

3 = Proficient - Exhibits essential knowledge, professional performances, and/or critical dispositions that are proven to be appropriate and effective for K-12 student learning. The level of proficiency is that expected of a beginning first-year teacher.

4 = Professional – Exhibits the essential knowledge, professional performances, and/or critical dispositions that are proven to be appropriate and effective for K-12 student learning, and has demonstrated effectiveness at a level of proficiency beyond that expected of a beginning first-year teacher.

DNO - Did Not Observe

Even by the completion of Student Teaching, it is not expected that candidates would be rated “professional” in more than a few categories, if any. Interns would be expected to score as professional in multiple areas.

Note: This form, when completed by supervising teacher, becomes part of the student teacher’s or intern’s permanent record, and is used in the decision for licensure.

Summative Evaluation Form, for Student Teachers or Interns

**Special Education P-12 Content Knowledge Evaluation Form
August 2015**

**University of Montana Western
Department of Education**

Student Teacher/Intern name: _____

Student Teacher/Intern Signature: _____ **Date** _____

Supervisor name: _____

Supervisor Signature _____ **Date:** _____

Rating: 1= unacceptable 2=developing 3=proficient 4=professional DNO=Did not observe

The student teacher or intern:
Demonstrates Knowledge of Students across CEC Standards 1, 4 & 5; PEPPS Standards a, b, c, d, g
<p>A. Designs instruction, based on learners’ cognitive, linguistic, social, emotional, and physical development. 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p> <p>B. Purposefully acquires knowledge from several sources about students’ needs, interests, and cultural heritages, including American Indian cultures. 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p> <p>C. Uses trauma informed strategies for all students 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p>
Comments:
Setting Instructional Outcomes; Designing Assessments across CEC Standards 1, 4 & 5; PEPPS Standards a, b, c, d, g
<p>A. Design group and individual activities with high response expectations as evidenced by students working between 70-90% accuracy 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p> <p>B. Design group and individual activities with high level of student success as evidenced by students working between 70-90% accuracy 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p> <p>C. Designs activities that align with learning objectives from students’ IEPs 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> DNO <input type="checkbox"/></p> <p>D. Learning objectives include (assign 1 point to each): <input checked="" type="checkbox"/>condition <input checked="" type="checkbox"/>observable behavior <input checked="" type="checkbox"/>criterion for mastery <input checked="" type="checkbox"/>assessment capable of determining mastery 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>

E. Consistently uses both formative assessment at least three times per week1 2 3 4 DNO **F. Gives descriptive and specific feedback to students (assign points as indicated below, based on the observed ratio of student responses to positive explicit feedback)**

1 = 1:10 student responses

2 = 2-3:10 student responses

3 = 4-5:10 student responses

4 = >5:10 student responses

1 2 3 4 DNO **G. Students engage in self-assessment**1 2 3 4 DNO **H. Modifies assessments, as needed to align with students' individual response needs**1 2 3 4 DNO **I. Progress monitors the success of individuals using graphic analysis or cumulative assessment procedure**1 2 3 4 DNO **J. Creates multiple learning activities using multiple modalities to teach explicit content**1 2 3 4 **K. Uses modeling and other antecedent prompting procedures as needed to reduce error (circle; one point each)** Modeling visual prompts physical prompts verbal prompts1 2 3 4 **L. Uses guided explicit instruction methods to introduce and review**1 2 3 4 **M. Uses variety of review strategies to strengthen acquisition and maintenance learned material**1 2 3 4 **N. Uses multiple strategies to enhance generalization**1 2 3 4 **O. Administers standardized tests to students as needed for instructional planning and eligibility determination (circle; one point each)** Accurately follows administration Protocols Scoring is accurate analysis of results is accurate Uses results accurately in planning1 2 3 4 DNO **P. Accurately incorporates content related to Montana American Indians.**1 2 3 4 DNO **Comments:**

Content & Instruction across CEC Standards 1, 2, 3, 4, & 5; PEPPS Standards a, b, c, e & i

A. Designs learning tasks that encourages students to process knowledge in a variety of ways: e.g., memory, creativity, critical thinking, evaluation, real world1 2 3 4 DNO

B. Connects learning tasks with students' prior knowledge, interests, experience, and the community context.

1 2 3 4 DNO

C. Engages students in generating and evaluating new ideas and novel approaches, and seeking relevant and innovative solutions to problems.

1 2 3 4 DNO

D. Engages students in collaborative problem solving

1 2 3 4 DNO

E. Design instruction to build self-efficacy

1 2 3 4 DNO

F. Expresses a passion and enthusiasm for teaching and learning that fosters student engagement.

1 2 3 4 DNO

G. Engages students in using a range of available technologies.

1 2 3 4 DNO

H. Researches and uses a range of assistive technology as needed to meet individual student needs

1 2 3 4 DNO

I. Creates groupings of students consistent with IEP goals and standards based benchmarks

1 2 3 4 DNO

J. Creates lessons aligned with IEP objectives that include (circle; one point for each)

Review Previous Instruction Clear Delivery of New Content Guided Practice

Independent Practice Assessment/Closure

1 2 3 4 5

K. Pace of instruction is fast enough to keep student(s) engaged, but slow enough to ensure that students can access content

1 2 3 4 DNO

L. Makes accommodations for students as indicated on IEPs and sufficient to permit students success

1 2 3 4 DNO

M. Uses principles of UDL to ensure that students with disabilities have meaningful access to the general education curriculum

1 2 3 4 DNO

N. Content knowledge (All subject taught)(Circle; one point for each)

accurate presentation accurate corrections provides multiple examples and explains in different ways appropriate materials and activities

1 2 3 4 DNO

Comments:

Individualized communication and collaboration across CEC Standards 2, & 7; PEPPS Standards a, b, g, h, & j

A. Engages in friendly interactions with students with disabilities and school personnel, demonstrating genuine caring and respect.

1 2 3 4 DNO

B. Creates space in teaching for personalized positive interactions with students showing (1 point for each)

Empathy Humor Knowledge of Students preferred mode of communication

Evidence that students want to be near

1 2 3 4

C. Provides all students equitable (1 point for each)

Opportunities to respond Amount of feedback Positive quality of feedback

Planning to match individual needs

1 2 3 4 DNO

D. Creates an environment wherein interactions among students are polite and respectful

1 2 3 4 DNO

E. Provides expectation of and feedback for student effort, both through verbal prompts and effective use of specific praise.

1 2 3 4 DNO

F. Supports students in the development of language (1 point each)

Language pragmatics (e.g., turn-taking, sustaining, topic) Language syntax

Language semantics Language performance (academic)

1 2 3 4 DNO

G. Demonstrates commitment to social justice by identifying social inequities and, in partnership with the mentoring teacher, advocates for their remedy (appropriate for nature of assignment).

1 2 3 4 DNO

H. Establishes collaborative relationships with (one point each)

general educators related services personnel mentor teacher parents of students with disabilities

1 2 3 4 DNO

I. Engages in regular (at least weekly) positive communication with families of students with disabilities (one point each)

Informal conversations or note Note on assignment

Home-School Report Card Bulletin/Blog/email list

1 2 3 4 DNO

Comments:

Management Procedures; Environment; and Professionalism across CEC Standard 2; PEPPS Standards b & e
A. Establishes effective (circle; one point each)

- Routines used across most activities Students know and comply with routines
 Transitions are efficient Rules are posted and expectations are consistent

1 2 3 4

B. Creates a safe classroom according to (1 point each):

- Environment promotes physical safety Procedures promote physical safety Behavioral triggers are recognized and crisis procedure planned (executed as needed) Socially safe

1 2 3 4

C. Makes effective use of a wide range of available resources (circle; one point each)

- Digital technologies Personnel Professional development and research Community

1 2 3 4

Comments:
Behavior Management across CEC Standards 1, 2 & 4; PEPPS Standards a, b, c, d, e
A. Monitors student behavior in a (circle; one point each)

- Unobtrusive Preventive manner Proximity Positive re-direction

1 2 3 4

B. Ratio of positive feedback compared to corrective feedback (correction, redirect, reprimand, punishment) is (assign point associated with highest positive rate observed)

(Positive:negative)

- <1:1 2-4:1 5-7:1 >8:1

1 2 3 4

C. Responds to misbehavior in ways that are sensitive to individual student needs and respectful of students' dignity.

1 2 3 4 DNO

D. Prevents students from dominating discussion or distracting the class from the objectives of the lesson.

1 2 3 4 DNO

E. Immediately responds to issues that might compromise the safety of students.

1 2 3 4 DNO

F. Students are on task (assign point associated with highest on task rate observed)

(Positive:negative)

- <60% 60-70% 70-80% >80%

1 2 3 4

G. Contacts with students who are on task occurs (assign point associated with highest percentage observed)

(Positive:negative)

- <60% 60-70% 70-80% >80%

1 2 3 4

F. Uses appropriate tools for challenging behavior (circle if proficient; one point for each)

FBA Behavioral Contracts Written PBI Plan Self-Management Intervention

1 2 3 4 DNO

Comments:**Communicating with Students across CEC Standards 1, 4 & 7; PEPPS Standards a, b, d, j****A. Interactions with students is (one point for each)**

Age-appropriate Extends but does not exceed students' comprehension Accurate grammar

Accurate Vocabulary

1 2 3 4

B. Demonstrates effective presentation skills:

Eye Contact: 1 2 3 4 DNO

Body language: 1 2 3 4 DNO

Poise: 1 2 3 4 DNO

Enthusiasm: 1 2 3 4 DNO

Elocution: 1 2 3 4 DNO

Comments:**Professionalism and Data Based Decisions across CEC Standards 4 & 6; PEPPS Standards a, b, c, d, e, f, g, h, j, k****A. Makes an accurate assessment of a lesson's effectiveness (circle; one point each)**

Design Delivery Student engagement Student success based upon evidence

1 2 3 4

B. Makes specific suggestions of what could be tried another time the lesson is taught (circle; one point each)

Relevant Meaningful Multiple Evidence Based

1 2 3 4

C. Volunteers to participate in classroom academic projects, school events or in school or district projects.

1 2 3 4

D. Adheres to professional standards of conduct (circle; one point for each)

Dress Timeliness in Completing Work Initiative Interpersonal communication

1 2 3 4

E. Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.

1 2 3 4 DNO

F. Complies fully with school and district regulations.

1 2 3 4 DNO

Comments:

Adheres to Legal Requirements of Law across CEC Standard 6; and PEPPS Standards a, j, k & h

A. Writes IEPs that comply with the law for each student

PLAFFPs Goals Measurement Other

1 2 3 4 DNO

B. Annual Goals on IEPs are *individualized* according to students needs based upon multiple forms of assessment

1 2 3 4 DNO

C. If part of Section 504 teams, follows procedures and writes plans in compliance with law

1 2 3 4 DNO

C. Follows due process procedures

1 2 3 4 DNO

D. Follows student discipline procedures in accordance with IDEA

1 2 3 4 DNO

E. Advocates for students least restrictive environment/inclusion rights as well as extracurricular rights

1 2 3 4 DNO

F. Models ethical use of information and technology, including respectful use of social media.

1 2 3 4 DNO

Comments: