OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach to final evaluation and return with end of semester paperwork.**

Summary of Teacher Candidate Performance:

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***Special Education General Curriculum K-12***

Darden College of Education and Professional Studies Telephone: 757-683-3348

Office of Clinical Experiences Fax: 757-683-4872

4301 Hampton Blvd.

Norfolk, VA 23529

**Special Education General Curriculum K-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the item below based on the criteria provided.

|  |  |
| --- | --- |
| 1. **Professional and Ethical Practice** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently uses reflective practices to understand they have multiple and complex roles to serve students across wide age and developmental ranges. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes uses reflective practices to understand they have multiple and complex roles to serve students across wide age and developmental ranges. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not use reflective practices to understand they have multiple and complex roles to serve students across wide age and developmental ranges.. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Professionalism and Ethical Practices** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently updates their knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate updates their knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not update their knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Professional and Ethical Practices** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate continuously assesses the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes assesses the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices.. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not assess the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices.. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently recognizes the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes recognizes the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not recognize the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self esteem of the exceptional learner. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self esteem of the exceptional learner. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self esteem of the exceptional learner. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate effectively manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the k-12 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. |
|  | NEEDS IMPROVEMENT (1pts)-. )- Special education teacher candidate moderately manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the k-12 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. |
|  | UNACCEPTABLE (0pts)- )- Special education teacher candidate does not manage a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the k-12 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **7. Instruction and Assessment** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the k-12 student. uses the results to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the k-12 student. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the k-12 student. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| 1. **Instruction and Assessment** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| 1. **Collaboration** | |
|  | MEETS STANDARD (2pts)- Special education teacher candidate consistently and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. |
|  | NEEDS IMPROVEMENT (1pts)- Special education teacher candidate sometimes collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. |
|  | UNACCEPTABLE (0pts)- Special education teacher candidate does not collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |

|  |
| --- |
| **Comments:** |
|  |

k:/educ/educ teacher education services/professional attributes and instructional scales/2010-2011 professional attributes and instructional scales/special education general curriculum 8/3/2010