## FIELDWORK EVALUATION 6880MS-8 Student Teaching MS

	Stu	udent:
	Su	pervisor:
	Ma	ster Teache
		hool:
	Da	te Midterm Score:
	Da	te Final Score:
		Searing Bubrio
		Scoring Rubric
6	Mastery	Outstanding mastery of skills including initiative, generalized use and appropriate action regarding independent analysis of needed changes. (No longer needs University or Master Teacher monitoring.)
5	Competent	Exceeds specific practicum requirements in this area.  Demonstrates initiative and ability to analyze ongoing classroom operations.
4	Basic	Satisfactory performance within the existing structure of the program. Effectively carries out teacher directed or practicum required activities.
3	Emerginç	Demonstrates a need for more information, intervention, and/or practice to effectively carry out teacher directed or practicum required activities.
2	Weak	Performance does not demonstrate an understanding of basic strategies and/or basic theoretical concepts.
1	Not met	Specific direction from teacher/supervisor does not alter unsatisfactory performance.
	NA/NO	Not applicable and/or observed. No opportunity to practice skill in this area.
	CA Specia I	Education TPEs are noted on the form below by number

			Elements		
l Pr	ofessi	onalis	n TPE 12	Midterm Score	Final Score
	A.	Dem	onstrates an enthusiastic and positive attitude		
	B.	Enjo	ys, respects and develops rapport with all students		
	C.		municates and interacts effectively with students, ol staff and the community at large.		
	D.		tes interaction with Master Teacher/Supervisor to discuss relevant programs, dules, requirements, performance, feedback, questions, etc.		
	E.	Dem	onstrates common sense		
II.	Asse	essme	nt and Instruction		
	A.	Initia	Assessment TPEs 3, 8		
		1.	Obtains information from a variety of sources,(e.g. student records, previous educational staff, Maps, PCP meetings, parents/guardians and/or observational)		
		2.	Conducts discrepancy analyses (not 6860)		
		3.	Prioritizes goals based on an inclusive model and the priorities of all IEP team members (particularly students and parents.)		
	B.	Orga	nizatior TPEs 6, 5,9,7		
		1.	Articulates clear rationale for instructional decisions		
		2.	Prepares for instruction by: a. positioning students as necessary b. having materials ready and available c. adapting materials/curriculum (on the spot/prearranged)		
		3.	Sets the stage for and brings sufficient closure to activities, transitioning as needed		
		4.	Incorporates motivating events and appropriate creative materials into instructional essions including strategies for English Learners		
		5.	Incorporates individual student preferences into program design		
		6.	Translates goals into objectives that are: a. chronologically age appropriate b. functional/infused into general ed. curricula c. precisely written		
		7.	Writes instructional programs based on individual student needs matches teaching techniques to student, task and setting)		
	C.	Prog	ram Development and Implementation		
		1.	SD presentation is clear and consistently delivered		

	2.	Latency matches student needs
	3.	Uses appropriate instructional prompts and corrections to:  a. highlight natural cues  b. allow for correct responses
	4.	Reinforcement is only given for correct responses according to designated schedule
	5.	Pacing and support of instruction meets students' learning needs and demands of the setting
	6.	Avoids repetitive directives and excessive talk
	7.	Demonstrates effective voice control (pitch, rate, volume, intonation, enunciation, etc.)
	8.	Demonstrates effective use/response to non speech communication (eye gaze, facial expression, physical proximity, gestures, etc.) and effectively utilizes alternative/augmentative communication systems (as indicated by assessment/team decision)
	9.	Implements individual student programs and participation plans within a group learning context
D.	Syste	matic Data Collection TPEs 2, 8
	1.	Baseline assessment a. Enough to determine consistent pattern b. Comparable system to intervention data c. Uses baseline information to determine most appropriate instructional strategy
	2.	Data collection a. Chooses appropriate methods b. Collects and graphs data regularly c. Utilizes a variety of data collection and graphing strategies appropriate to the environment and task d. Uses data to analyze the effectiveness of teaching strategies and implements needed changes
E.	Mana	gement of Instructional Sessions TPEs 1, 4, 5
	1.	Maintains participation of all students throughout the activity/lesson
	2.	Assumes facilitator role and encourages interactions between students and their peers
	3.	Scans the instructional area to anticipate needs and reacts appropriately to unexpected situations
	4.	Alter/arrange the environment to avoid problem behavior
	5.	Works flexibly within the existing schedule by: a. modifying curriculum content as needed b. taking advantage of ongoing activities to enhance learning
	6.	Works collaboratively with the general ed. teacher to maximize student participation

	A.	Provid	les effective and consistent positive strategies		
	В.		matically implements teacher generated interventions		
	C.	•	advantage of opportunities to reinforce spontaneous and/or desirable		
		behav	ior		
	D.	Desig	ns a positive behavioral support plan with multiple elements		
	E.	Impler	ments and evaluates a positive behavioral support plan		
<b>'</b> .	Clas	assroom Managemen TPEs 9, 10			
	A.	Sched	luling (Student Teachers Only)		
			Develop and implement a weekly schedule:  a. has instruction across domains  b. is based on students' IEP goals  c. includes all staff assignments, breaks, Circle of Friends meetings, etc.  d. incorporates instruction in inclusive classrooms, general school environments and community environments as indicated by IEPs.		
	B.	Devel	opment of Student Support TPEs 1, 4, 8, 9		
			Provides clear exceptions for paraprofessionals performance via written program design and "hands on" training, prior to expecting staff to perform independently		
		2.	Creates a vehicle for ongoing planning and feedback with paraprofessionals		
			Utilizes support services/resources within the district (adaptive technology, positive behavioral support, etc.)		
			Collaborates with general education teachers to support instruction of students in inclusive classrooms		
		5.	Facilitates individual student planning meetings with key team members		
		6.	Develops peer/natural supports using multiple strategies (Circles, PCP, Maps, etc.)		