

FIELDWORK EVALUATION 6880MS-8

Student Teaching MS

Student: _____

Supervisor: _____

Master Teacher: _____

School: _____

Date _____ Midterm Score: _____

Date _____ Final Score: _____

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	Emerging	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 Special Education TPEs are noted on the form below by number

Elements

	Midterm Score	Final Score
I Professionalism TPE 12		
A. Demonstrates an enthusiastic and positive attitude	_____	_____
B. Enjoys, respects and develops rapport with all students	_____	_____
C. Communicates and interacts effectively with students, school staff and the community at large.	_____	_____
D. Initiates interaction with Master Teacher/Supervisor to discuss relevant programs, schedules, requirements, performance, feedback, questions, etc.	_____	_____
E. Demonstrates common sense	_____	_____
II. Assessment and Instruction		
A. Initial 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. Organizer 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 sessions 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. Program Development and Implementation	_____	_____
1. SD presentation is clear and consistently delivered	_____	_____

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|----|--|-------|-------|
| 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. Systematic Data Collection **TPEs 2, 8**

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|----|--|-------|-------|
| 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. Management of Instructional Sessions **TPEs 1, 4, 5**

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|----|--|-------|-------|
| 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 | _____ | _____ |

