Special Education

CLARION UNIVERSITY TEACHER CANDIDATE
PROFESSIONAL PERFORMANCE WORKSHEET

Please check each item as it is completed or observed and discussed with teacher candidate.

Initial Activities and General Requirements

____ Attend an “Orientation Meeting” conducted by the University Supervisor to discuss expectations and responsibilities. Give the University Supervisor contact information (email address, phone number, residence address while student teaching)

____ Initial meeting with the Cooperating Teacher; discuss expectations, responsibilities, the concepts and essential skills that will be taught during student teaching. Obtain information related to the Cooperating Teacher’s daily class schedule, reporting and discharge times, seating chart(s) and exchange home phone numbers.

____ Submit (via email) a daily class schedule to the University Supervisor and prepare for the initial on-site observation.

____ Share with the Cooperating Teacher yours and the University Supervisor’s contact information & observation schedule.

____ Disciplne Specific Competencies -- Evaluation Products
  ____ Individualized Education Plan (IEP) (STPP #31)
  ____ Student Matrix
  ____ Daily Lesson Plans
  ____ Formal and Informal Assessment and Summary Report (STPP #33)
  ____ Unit Plan
  ____ Behavioral Plan (STPP #32)
  ____ Daily Log/Journal

Category I: Planning and Preparation

____ Selects, adapts or prepares and administers assessment procedures appropriate for a given skill area and purpose for testing

____ Interprets and integrates test results with other assessment data to determine goals and objectives for academic and/or behavioral programs

____ Writes goals and objectives which are observable and measurable

____ Writes units and daily lesson plans based on goals and objectives of the academic/behavioral program

____ Individualizes instruction for each learner

____ Plans a variety of instructional activities

____ Develops lessons in a sequential manner

____ Provides for flexibility in and transition between lessons

____ Use effective grouping and/or scheduling to maximize instructional time

____ Plans for effective use of classroom aide
___ Uses materials and resources which are chronologically age appropriate

**Category II: Classroom Environment**

_____ Organizes materials and arranges classroom environment, including instructions to classroom aide, prior to lesson implementation

_____ Consistently implements lesson plans and/or behavioral programs

_____ Provides appropriate reinforcement:

_____ Consistently provides reinforcers according to instructional program

_____ Provides reinforcers which are both immediate and contingent

_____ Uses both tangible and non-tangible reinforcers

_____ Provides reinforcers on a group and/or individual basis when possible

_____ Effectively uses promoting procedures:

_____ Employs stimulus and response

_____ Provides timely and appropriate feedback:

_____ Uses error correction prompts

_____ Provides corrective feedback in a descriptive, timely and non-threatening manner

_____ Maintains high levels of engaged-time

_____ Paces and modifies lesson to maximize use of instructional time

_____ Provides clear and concise directions and requests

_____ Evidences command of subject content in lesson presentation and feedback

**Category III: Instructional Delivery**

_____ Uses materials and resources which are chronologically age appropriate

_____ Uses materials and resources which are appropriate for the academic level of the learner

_____ Uses a variety of instructional materials:

_____ Uses commercially prepared materials

_____ Uses manipulatives when appropriate

_____ Uses audio-visual materials when appropriate

_____ Uses computer-assisted instruction for simulations and drill and practice

_____ Uses a variety of reinforcing independent-practice activities

_____ Adapts existing classroom materials
____ Uses existing classroom materials in new/creative manner
____ Adapts existing classroom materials to the age and academic level of the learner
____ Constructs original materials which are appropriate for the learner’s age and academic level
____ Utilizes resources from outside the classroom
____ Uses library and professional resources in selecting and adapting lessons and materials
____ Uses community resources (staff, facilities, and materials) in lessons and unit plans
____ Uses classroom aids in lessons
____ Devises, implements, and interprets direct behavior observation systems using appropriate data collection techniques
____ Devises, implements, and interprets curriculum-based assessments
____ Collects, graphs, and interprets daily academic and/or behavioral performance data for each student
____ Administers and scores tests without error
____ Interprets and uses assessment data on an ongoing basis to modify instructional programs.
____ Summarizes and communicates evaluation data as appropriate
____ Provides feedback as needed to classroom aide

**Category IV: Professionalism**

____ Demonstrate effective interpersonal skills when interacting with students, staff, and parents of various cultural, racial and economic backgrounds
____ Interacts in the classroom and school setting in a positive and enthusiastic manner
____ Demonstrates respect for multicultural differences among students, staff and parents
____ Participates in faculty meetings, in-services, MDTs whenever possible
____ Accepts and completes responsibilities assigned by cooperating professional within time lines
____ Accepts professional role by adhering to local policies regarding absences, hours, dress.
____ Communicates effectively in writing as evidenced by:
   a) board work and all written material given to students
   b) written communications to parents, classroom aides, and other professionals
   c) maintaining accurate plans and records of student progress
____ Communicates effectively orally as evidenced by:
   a) clarity of thought and speech
   b) use of appropriate pace, tone, and volume
   c) use of appropriate questioning skills
d) use of appropriate listening skills

_____ Communicates effectively nonverbally as evidenced by:

   a) Appropriate posture, gestures, proximity, etc.

Note: The “Teacher Candidate Professional Performance Worksheet” must be fully completed by the date of the final grade conference and a neat copy of it must be submitted to the University Supervisor during the conference. It will be attached to the “Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice” (PDE-430 form). The “Teacher Candidate Professional Performance Worksheet” represents sources of evidence provided by the Teacher Candidate that were demonstrated to the cooperating teacher and reviewed by the University Supervisor during visitations. These sources of evidence are used to help determine the evaluation results in each of the four categories of the PDE-430 form.

Name: ___________________________________________ Date Completed: _________

(Teacher Candidate)

Reviewed: ____________________________

(Initials of Supervisor)

Academic Year:
Semester:
Placement:
Placement: SpEd