

MIDTERM AND FINAL EVALUATION DOCUMENT FOR STUDENT TEACHERS



Student Teacher Name: _____

School, Grade Level; Type of Classroom (Low Incidence, Resource, Etc.): _____

PREPARED BY: _____
Name Title (ST, CT or US)

Date Prepared for Midterm Evaluation: _____

Date Prepared for Final Evaluation: _____

Guidelines for Completing the Midterm and Final Evaluation Document for Student Teachers

Triad members, this midterm and final evaluation document directly corresponds to the new State Competencies for entry level special education teachers, as well as the NCATE requirements for teacher preparation programs. As requested by many cooperating teachers, it is a combination rubric and narrative form. Please read each item carefully before checking the appropriate boxes and be sure to include some written comments along the way. Also, if there are any concerns regarding the successful progress of the student teacher within any of the eight sections, please be sure to document them here directly on the midterm portion and share them with the student. Legally, student teachers have a right to know about any concerns prior to the midpoint of the university semester.

***Please complete the Midterm Evaluation portion around the 8th week of the semester and the Final Evaluation portion near the end of the semester.

The grading scale is as follows:

Exc.=Excellent	AA=Above Average	Ave.=Average	BA=Below Average	NO=Not Observed
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I. PROFESSIONAL KNOWLEDGE

MIDTERM EVALUATION

FINAL EVALUATION

Foundations	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Explains and discusses the procedural safeguards relating to educational services											
2. Explains and discusses federal mandates for students with disabilities											
Parent/Professional Communication Skills											
1. Demonstrates the ability to work with parents of exceptional children on issues and problems											
2. Understands and uses various models of service, delivery at all service levels											
3. Demonstrates knowledge of sensitivity to cultural, social, environmental and ethnic dynamics in interpersonal and group interactions											
Exceptionalities											
1. Identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each exceptionality											
2. Discusses general characteristics, etiologies, and learning styles of each exceptionality											
3. Demonstrates skills needed for effective advocacy on behalf of students and their parents											
Least Restrictive Environment											
1. Demonstrates knowledge of common service delivery options related to LRE											
2. Demonstrates knowledge in facilitating LRE & considers the pros/cons of inclusive models											
Individual Educational Planning Team											
1. Demonstrates and participates in developing IEPs, IFSPs, transitions and post-secondary planning											

Comments on Professional Knowledge:

This section relates to the Conceptual Framework Key Concepts: Educational Practitioner/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Grounded Thinker/Content Specialist

II. HUMAN GROWTH and DEVELOPMENT

MIDTERM EVALUATION

FINAL EVALUATION

Motor, Language, Socioemotional, Sensory and Cognitive Development	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Describes the development stages/milestones of normal motor, language, socio-emotional, sensory and cognitive development											
2. Discusses the impact of socioeconomic, cultural and physiological aspects of human development											
Medical and Health Needs											
1. Identifies and describes programs and assistive technologies that could enhance functioning											
Comments on Human Growth and Development:											

This section relates to the Conceptual Framework Key Concepts: Diversity/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Grounded Thinker/Problem Solver

III. ASSESSMENT/EVALUATION

MIDTERM EVALUATION

FINAL EVALUATION

Screening, Referral, Evaluation, & Eligibility Procedures	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced, and criterion-referenced tests											
2. Interprets and uses educational diagnostic evaluations, observations, vocational assessments, and assessments from related services to develop the IEP											
3. Demonstrates skill in various formal and informal observation techniques											
Individualized Educational Plan Implementation											
1. Identifies the procedural steps for the development and implementation of the IEP											
2. Describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system											
3. Collaborates with general educators, administrators, related services, personnel and parents in the development/implementation of the IEP											
4. Develops appropriate annual goals and short-term objective/Benchmarks											
5. Develops the timelines and procedures for implementation of the IEP											
Comments on Assessment/Evaluation:											

This section relates to the Conceptual Framework Key Concepts: Effectiveness/Collaboration

This section relates to the Conceptual Framework Goals and Outcomes: Problem Solver/ Effective Practitioner

IV. CURRICULUM and DEVELOPMENT

MIDTERM EVALUATION

FINAL EVALUATION

Curriculum and Development	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Develops and implements individualized modifications and/or accommodations											
2. Discusses and applies knowledge of alternate curricula that are aligned with the Contents Standards with Benchmarks for students for whom the general education curriculum is not appropriate											
Instructional Strategies											
1. Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups											
2. Collects and analyzes instructional data for effectiveness of programs											
3. Uses data to adapt and revise programs as necessary											
4. Collaborates with regular education teachers and related services of support of students in inclusive settings											
5. Teaches students in the use of self-advocacy skills											
Materials											
1. Evaluates commercial materials and technological products commonly used in special education classrooms											
2. Selects and adapts commercial materials and technological products for use with special populations											
3. Constructs instructional materials and technological products to meet individual objectives											

Transitions	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Describes models for enabling exceptional learners to make transitions from special education to regular education; early intervention to school, level to level, and post-secondary options											
2. Develops options for successful transitions with student participation, discusses and implements follow-up, evaluation, and interagency collaboration for student											
Comments on Curriculum and Development:											

This section relates to the Conceptual Framework Key Concepts: Educational Practitioner/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Effective Practitioner/Content Specialist

V. TECHNOLOGY

MIDTERM EVALUATION

FINAL EVALUATION

Basic Computer & Technology Operations	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Uses computer systems to run software, access, generate and manipulate data, and publish results. Evaluates hardware and software											
2. Successfully installs and utilizes variety of software packages											
3. Uses terminology related to technology appropriate to the teaching field in written and oral communication											
4. Operates a variety of audio-visual devices											
Personal and Professional Use of Technology											
1. Uses productivity tools for word processing, database management, and spreadsheets											
2. Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs											
3. Demonstrates awareness of resources for culturally and linguistically diverse students											
4. Demonstrates knowledge of equity, ethics, legal, and human issues regarding computers and technology											
Application of Technology to Support Teaching											
1. Applies computer and related technologies to support teaching and learning in grade level and subject areas											
2. Explores, evaluates, and uses technology resources including application, tools, and software											

	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
3. Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum											
4. Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations											
Comments on Technology:											

This section relates to the Conceptual Framework Key Concepts: Effectiveness/Educational Practitioners

This section relates to the Conceptual Framework Goals and Outcomes: Effective Practitioner/Technology Proficient

VI. DIVERSITY

MIDTERM EVALUATION

FINAL EVALUATION

	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners											
2. Organizes and manages varied learning groups as appropriate in each of the disciplines as determined by the needs/interests of students and lesson goals											
3. Is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender											
4. Identifies stereotypes in curriculum materials and adapts instruction appropriately											
5. Helps students develop critical perspectives on biased materials											
6. Identifies and develops appropriate responses to differences among language learners											
7. Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity											

Comments on Diversity:

This section relates to the Conceptual Framework Key Concepts: Diversity/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Reflective Practitioner/Effective Practitioner

VII. CLASSROOM MANAGEMENT

MIDTERM EVALUATION

FINAL EVALUATION

Behavior	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Conducts functional behavior assessments											
2. Collaborates, develops, implements, and evaluates implemented behavior management programs											
3. Demonstrates appropriated group and individual interventions											
Environment											
1. Demonstrates skill in establishing a safe and appropriate environment											
2. Uses factors affecting motivation and learning											
3. Implements adaptations that are appropriate for students with special needs											
Comments on Classroom Management:											

This section relates to the Conceptual Framework Key Concepts: Collaboration/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Problem Solver/Effective Practitioner

VIII. DISPOSITONS

MIDTERM EVALUATION

FINAL EVALUATION

	Exc.	AA	Ave	BA	NO		Exc.	AA	Ave	BA	NO
1. Demonstrates willingness to gain new knowledge and skills											
2. Takes initiative when planning for or working with students with special needs											
3. Demonstrates professionalism when working with students, peers, administrators, related service, personnel, and families											
4. Is knowledgeable of and practices the CEC Code of Ethics											
Comments on Dispositions:											

This section relates to the Conceptual Framework Key Concepts: Diversity/Effectiveness

This section relates to the Conceptual Framework Goals and Outcomes: Reflective Practitioner

Additional Comments:

Additional Concerns that may impede progress toward licensure:

Signatures from the Triad verifying that all members have read this document and understand the content therein:

Student Teacher

Date

Cooperating Teacher

Date

University Supervisor

Date