

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.
- _____ Discipline 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