NORTHERN ARIZONA UNIVERSITY

Professional Education Programs

Special Education

Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a "best fit" timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an "unsatisfactory progress" on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an "alerted" situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate's performance in your classroom noting the impact they have on student learning.

	Unacceptable (1)	Acceptable (2)	Target (3)	1	2	3
CEC CC# 1.0: Learner Development and Individual Learning Differences CEC CC#1.1: Understands influence of language, culture and family background on learning. CEC: CC#1.2: Responds to unique developmental and learning needs.–. InTASC Standard #1: Learner Development InTASC Standard #2: Learner Differences	The teacher candidate demonstrates an inadequate understanding of the developmental and individual characteristics of ELN*** students. The candidate is not able to identify the impact of individual learner characteristics on learning. Candidate fails to acknowledge the importance of values across and within cultures and how these values effect identifying and assessing students with ELN*** and planning for student learning.	The candidate is aware of the developmental implications of various disabilities. The candidate is able to relate the impact of various disabilities on individual development, learning, transition, and student instructional goals. Teacher candidate demonstrates the knowledge base needed to identify and/or assess students with ELN***. Candidate adequately identifies individual learning differences to provide learning opportunities; and acknowledge the role of values, culture, language, and community in developing individualized learning opportunities.	The candidate consistently uses information about the etiology, medical aspects of disabilities, and educational impacts of various conditions on student learning. The candidate uses developmental information and learner characteristics to plan individualized instructional interventions with diverse learners across a variety of educational settings Teacher candidate demonstrates the knowledge base needed to identify and/or assess students with ELN***; reliably and consistently identifies individual learning differences; uses learning differences to provide meaningful and challenging learning opportunities; incorporates student/family values, culture, language, and community in developing individualized learning opportunities across and within various learning environments. The candidate uses reflection, critical analysis, and synthesis to improve their abilities to meet the individual learning needs of students with ELN***.			
CEC CC#2.0: Learning Environments CEC CC#2.1: Creates a safe, inclusive culturally responsive and engaging learning environment. CEC CC#2.2: Uses motivational and instructional interventions. CEC CC#2.3: Knows how to intervene safely and appropriately with individuals in crisis.	Teacher candidate demonstrates an inadequate understanding and/or use of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and independence.	Teacher candidate knows and uses motivational and behavioral strategies to create a safe learning environment, encourages positive social interaction, and active engagement in learning. The candidate employs strategies that encourage independence for diverse learners.	Teacher candidate consistently applies an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and promotes independence. The candidate demonstrates these skills in a variety of settings with diverse learners and reflects on the results of instruction to adjust practice as appropriate.			

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InTASC Standard #3: Learning Environments						
CEC CC#3.0: Curricular Content Knowledge CEC CC#3.1: Understands content to teach and can develop meaningful learning progressions. CEC CC#3.2: Understands and uses general and specialized content knowledge to individualize learning. CEC CC#3.3: Makes general and specialized curriculum accessible to students. InTASC Standard #4: Content Knowledge InTASC Standard #5: Application of Content	Teacher candidate demonstrates an inadequate understanding of general and specialized curricula to individualize learning for individuals with exceptionalities. The candidate fails to demonstrate the ability to modify curricula to make them accessible to students with ELN***	Teacher candidate uses knowledge to individualize learning for students with ELN***. The candidate understands the general and specialized curricula and is able to make modifications as appropriate.	Teacher candidate has a thorough understanding of the general and specialized curricula and is able to modify the curricula in ways that optimize accessibility for students with ELN***. The candidate consistently individualized instruction by developing meaningful learning progressions for students with ELN***.			
CEC CC#4.0: Assessment CEC CC#4.1: Selects and use technically sound assessments CEC CC#4.2: Uses measurement principles and practices when interpreting assessment data. CEC CC#4.3: Uses multiple types of assessment information when making decisions. CEC CC#4.4: Engages learners and provides feedback to guide them. InTASC Standard #6: Assessment	The teacher candidate does not demonstrate an understanding of the purpose(s), legal requirements and ethical issues of assessment. The candidate has an inadequate knowledge base and/or is unable to use of formal or informal assessment strategies to evaluate and ensure the continuous development of diverse learners in a variety of areas/settings.	The teacher candidate knows the purpose of assessment, follows necessary legal requirements, adheres to ethical guidelines, and abides by appropriate assessment procedures to insure the continuous development of diverse learners in a variety of areas. The candidate uses both formal and informal assessment tools to identify instructional needs of diverse learners.	The teacher candidate knows the purpose of assessment, follows necessary legal requirements, adheres to ethical guidelines, and abides by appropriate assessment procedures in a variety of settings/areas. The candidate applies a variety of formal and informal assessment strategies to evaluate the learning needs and ensure the continuous development of diverse learners. Assessment results are used to identify and develop individualized instructional plans. The candidate reflects on assessment experiences and adjusts assessment practice as appropriate.			
CEC CC#5.0: Instructional Planning and Strategies CEC CC#5.1: Considers individual's abilities, interests, learning environments and linguistic factors when designing or adapting learning experiences.	The teacher candidate demonstrates an inadequate knowledge base and/or use of subject matter, the student with ELN***, the learning community, and the curriculum needed to plan individualized instruction that meets the needs of students. Teacher candidate demonstrates an inadequate understanding and/or use of individual and group motivation and	The teacher candidate uses knowledge of subject matter, the student with ELN***, the learning community, and curriculum goals to plan individualized instruction that meets the needs of the learner. The teacher candidate demonstrates the ability to assess prior learning, plan instruction, assess and analyze the results of instruction, and reflects on instructional practice.	The teacher candidate applies knowledge of subject matter, the students, the community and curriculum to plan individualized instruction that meets the needs of the learner. The candidate demonstrates the ability to assess prior learning, plan instruction, assess and analyze the results of instruction, and reflect on instructional practice. The candidate demonstrates the ability to plan instruction in a variety of settings with diverse learners. The candidate adjusts practice based on reflection,			

CEC CC#5.2: Uses technologies to support assessment and instruction. CEC CC#5.3: Uses augmentative and alternative communication systems and assistive technologies to support communication and learning. CEC CC#5.4: Uses strategies to enhance language development and communication. CEC CC#5.5: In collaboration with others, develops education and transition plans. CEC CC#5.6: Teaches to mastery and promotes generalization. CEC CC#5.7: Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving. InTASC Standard #7: Planning for Instruction InTASC Standard #8: Instructional Strategies	behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and independence.	Teacher candidate knows and uses motivational and behavioral strategies to create a safe learning environment, encourages positive social interaction, and active engagement in learning. The candidate employs strategies that encourage independence for diverse learners.	and identifies meaningful professional development needs as appropriate. Teacher candidate consistently applies an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and promotes independence. The candidate demonstrates these skills in a variety of settings with diverse learners and reflects on the results of instruction to adjust practice as appropriate.			
CEC CC#6.0: Ethics and Professional Practice CEC CC#6.1: Uses CEC Ethical Principles and Professional Practice Standards CEC CC#6.2: Understands how foundational knowledge and current issues influence practice. CEC CC#6.3: Understands that diversity is part of families, cultures and schools and can impact delivery of services. CEC CC#6.4: Understands the significance of lifelong learning and participates in professional activities and learning communities. CEC CC#6.5: Engages in	The teacher candidate does not adhere to the CEC** professional and ethical standards of practice.	The teacher candidate adheres to ethical and professional standards of practice. The teacher candidate models professional and ethical practice across school and community settings.	The teacher candidate consistently applies the CEC** professional and ethical standards of practice across all educational situations. The candidate often reflects on their practice to guide and seek opportunities for professional growth.			

activities such as advocacy and mentoring. CEC CC#6.6: Provides guidance and directions to paraeducators and others. InTASC Standard #9: Professional Learning and Ethical Practice						
CEC CC#7.0 Collaboration CEC CC#7.1: Uses theory and elements of effective collaboration CEC CC#7.2: Serves as a collaborative resource to colleagues. CEC CC#7.3: Uses collaboration to promote well-being of individuals across settings and collaborators. InTASC Standard #10: Leadership and Collaboration	Teacher candidates demonstrate an inadequate knowledge and/or use of collaborative practices within school settings. The candidate shows limited abilities to advocate for learners and their families.	The teacher candidate knows and uses effective collaborative practices within school and related community settings. The teacher candidate effectively advocates for learners and their families in a professional manner.	The teacher candidate applies a variety of effective collaborative practices to advocate for students with ELN*** and their families consistently across multiple situations and in a variety of communities. The teacher candidate upholds the highest professional standards in collaboration and advocacy activities.			

Comments: Please provide any additional comments you would like to add regarding this student's performance

Progress

Student Teacher Professional Progress

Student Teacher Professional Progress (check one)	
Professional progress is satisfactory for time and placement.	
Professional progress is not satisfactory for time and placement (alert will be sent).	

Student Teacher Candidate Work Sample Progress

Candidate Work Sample (check one)	
The Student Teacher is making appropriate progress toward completing the Candidate Work Sample in a timely manner.	
The Student Teacher is not making appropriate progress toward completing the Candidate Work Sample in a timely manner. (Alert will be sent).	
I am a Cooperating Teacher and therefore do not respond to this item.	

Comments: **Please provide any additional comments you would like to add regarding this student's performance.**

Comments: **How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.**

Comments: **How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)**

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?**