PLU Special Education Observation and Evaluation Tool

Candidate: Supervisor

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| Date | Time | Date | Time | Date | Time | Date | Time | Date | Time |

**Scoring Key:**

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| 1: Candidate shows emerging skills/attempts in this skill area, but remains dependent upon the cooperating teacher or others for guidance. Candidate may not show initiative in making changes. Candidate, if alone, would not succeed in this area. | 2: Candidate is showing effort and independence. The skill set is developing and there is less reliance on others. Candidate is showing diligence in attempts to improve. If left alone, the candidate would struggle but would be minimally successful in this area. | 3: Candidate is independent in this area and is showing proficient skill. Candidate, if left alone, would be successful in this area. Candidate appears to be a novice and successful teacher in this area.  | 4: Candidate is showing exemplary skill in this area and is entirely independent. The candidate appears to be operating above a novice teacher level. |

Final Decision:

This candidate meets \_\_\_\_\_\_\_\_\_\_\_\_\_ does not meet \_\_\_\_\_\_\_\_\_\_\_\_\_ criteria for passing student teaching in Special Education. If the student does not meet the criteria, the field director and program coordinator have been notified.

Date:

Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Skill (observed or articulated) and CEC Standard/Strand Connection(s)** | **Date** | **Rating and Feedback** |
| 1.0 Candidate **plans for instruction** for individuals and small groups, focusing on the needs of individual learners and linking any/all interventions to IEP goals (and objectives in some cases) and general education standards (CCSS or similar). Candidate works with other colleagues to implement interventions, focusing on generalization.CEC Standards/Strands: 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.5, 5.7 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 2.0 Candidate **conducts interventions/instruction with fidelity,** demonstrating skill in subject matter while aligning with a student’s (or group of students) SDI needs. (For example, candidate shows instructional skill during implementation of a planned reading lesson). CEC Standards/Strands: 1.2, 3.1, 3.2, 3.3, 5.1, 5.2 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 3.0 Candidate **plans for and implements accommodations and modifications** that are in alignment with students’ IEPs and can articulate the purpose of these tools for removing barriers created by the disability(ies).CEC Standards/Strands: 3.3, 5.5, 5.7 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 4.0 Candidate appears to have **positive relationships** with students, **promotes active engagement** during instruction, **encourages multiple opportunities to respond** and keeps appropriate **pacing.**CEC Standards/Strands: 1.2, 2.1, 5.1 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 5.0 Candidate works with a multi-disciplinary team to **draft an IEP or Evaluation/Re-evaluation** including present levels of performance, measurable annual goals, consideration of special factors, adverse educational impact, and assessment considerations (and transition plans if indicated).CEC Standards/Strands: 1.2, 3.1, 4.3 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 6.0 Candidate works with a multi-disciplinary team, including the family or surrogate(s), to **conduct an IEP and/or Evaluation/Re-evaluation in the role of “case manager”** (practice role). Candidate is effective in creating collaboration among all parties, including parents, and considers the input of individual members (which can include the child in some cases). CEC Standards/Strands: 1.1, 2.1, 4.3,  |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 7.0 Candidate **conducts assessments and progress monitoring** for planning purposes (either IEP or instructional), is able to articulate the implications of the data collected and uses the data to inform their IEPs and/or instructional decision making.CEC Standards/Strands: 1.2, 4.1, 4.2, 4.4, 5.2, 5.6 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 8.0 Candidate **creates plans for behavioral interventions, including FBAs (Functional Behavior Assessments) and PBIPs** (Positive Behavior Intervention Plans) for supporting students in general and special education. Candidate can articulate the role of the PBIP in teaching replacement behaviors and works collaboratively with other colleagues to implement plans, focusing on generalization across environments. CEC Standards/Strands: 2.1, 2.3, 4.2, 4.3, 5.1, 5.5, 5.6 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 9.0 Candidate **implements behavioral support interventions that are aligned with the child’s PBIP** in multiple settings, e.g. token economies, self-monitoring systems, etc. and works with other colleagues to implement supports in multiple environments, focusing on generalization.CEC Standards/Strands: 2.1, 5.1, 5.5, 5.6 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 10.0 Candidate implements **group behavior interventions** either in his/her own instructional setting or in tandem with another colleague (e.g. supporting a classroom teacher).CEC Standards/Strands: 2.1, 2.2, 5.5 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 11.0 Candidate **considers and plans for the communication needs of the individual learner** in the IEP, instructional planning and during intervention. This may include supporting language using AAC, AT or other methods and is in tandem with the recommendations of related services professionals (e.g. the SLP, OT).CEC Standards/Strands: 5.1, 5.2, 5.3, 5.4 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 12.0 Candidate **considers the possible health and/or safety needs** of the individual learner and plans for these while designing instruction, conducting interventions and/or working with other colleagues in various settings. CEC Standards/Strands: 6.1, 6.3, 7.1, 7.2, 7.3 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 13.0 Candidate **works with paraprofessionals** in a supervisory role and engages in planning, delegation of instructional tasks and monitoring of their interventions.CEC Standards/Strands: 6.6, 7.1, 7.2, 7.3 |  |

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| Initial | 1 | 2 | 3 | 4 | N/A |
| Mid | 1 | 2 | 3 | 4 | N/A |
| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |
| 14.0 Candidate **works collaboratively with professionals**, including related service providers, general education teachers and other specialists to plan, provide interventions and to support others’ interventions. For example, the candidate might provide delegated skill instruction in motor tasks as provided by the OT, or the candidate may delegate certain academic interventions to the general education teacher. CEC Standards/Strands: 6.6, 7.1, 7.2, 7.3 |  |

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| Final | 1 | 2 | 3 | 4 | N/A |

Evidence: |