

## Final Evaluation of Clinical Experience: General Education Co-Teaching Fieldwork (Phase 4)

Student: \_\_\_\_\_ Placement: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator/Title: \_\_\_\_\_

Area of Licensure: \_\_ CC: CD \_\_ CC: EBD/LD Level of Licensure: \_\_ 1-12

**Directions:** The following individuals should complete this evaluation in the final week of the student’s general education field placement: Cooperating Teacher and University Supervisor (optional). Please use the following evaluation scale to rate the student’s performance on skills related to the Wisconsin Teacher Standards and The Council for Exceptional Children knowledge and skills:

In the Comments section, describe any specific activities or tasks the student may have engaged in providing demonstration of each standard.

- 4     Advanced:**     Complete and outstanding demonstration; exceeds level expected; performs skill at level of experienced teacher; requires no supervision
- 3     Proficient:**    Complete demonstration; at level expected; performs skill well, at level of beginning teacher; requires little direct supervision
- 2     Basic:**         Somewhat limited demonstration; emerging toward level expected; performs at moderate competence level requiring regular supervision
- 1     Minimal:**        Limited or inconsistent demonstration; inability to meet level of expectation; performs skill at limited level requiring close & continuous supervision
- 0     Undocumented/  
not yet observed**    Undocumented demonstration of competence; unable to perform skill, requires constant supervision

Wisconsin Teaching Standards/CEC Knowledge and Skills:	Ratings:	Comments/Evidence of demonstration:
<b>Standard #4: Instructional Strategies</b>		
Selects, adapts, and uses strategies and materials to facilitate integration of students with learning difficulties and teaches maintenance and generalization of the following skills: self-assessment, problem solving, self-awareness, self-management, self-control, self-reliance, and self-esteem.		
<b>Standard # 5: Learning Environments and Social Interaction</b>		
Identifies realistic expectations for student’s personal and social behavior; creates a safe, equitable, positive, and supportive learning environment that encourages active student participation in individual and group activities and uses performance data and information to make or suggest modifications in learning environments. Organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences, designs and manages daily routines, and uses effective and varied behavior management strategies.		

<b>Standard #6: Language</b>	<b>Rating</b>	<b>Comments</b>
Uses communication strategies and resources to support and enhance communication skills of students and to facilitate understanding of subject matter for students whose primary language is not the dominant language.		
<b>Standard #7: Instructional Planning</b>	<b>Rating</b>	<b>Comments</b>
Identifies and prioritizes areas of the general curriculum and accommodations for student learning needs. Uses task analysis to sequences, implement, and evaluates individualized learning objectives develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. Incorporates and implements instructional and assistive technology and uses instructional time effectively to prepare, organize, implement and make responsive adjustments to lesson plans and materials.		
<b>Standard #9: Professional and Ethical Practice</b>	<b>Rating</b>	<b>Comments</b>
Upholds high standards of competence, exercises sound judgment in the practice of the profession; demonstrates commitment to developing the highest potential of students, sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. Practices within one's skill limit, conducts self-evaluation of instruction, obtains assistance as needed and uses verbal, nonverbal, and written language effectively. Accesses information on exceptionalities and reflects on one's practice to improve instruction and guide professional growth and engages in professional activities that benefit individuals with learning needs, their families, and one's colleagues.		
<b>Standard #10: Collaboration</b>	<b>Rating</b>	<b>Comments</b>
Fosters collaborative relationships between families and professionals, works to integrate individuals with exceptional learning needs into various settings, and models techniques and coaches others in the use of instructional methods and accommodations. Participates in co-planning and co-teaching to effectively schedule and plan instruction, use varied instructional strategies and co-teaching roles (i.e., interactive, station, parallel, alternative, and one teach one assist), evaluate effectiveness of co-teaching on student progress, participates in an on-going problem-solving process and uses outside resources when needed.		