

**University of Wisconsin-Whitewater Department of Special Education
Evaluation of Clinical Experiences (Phases 3 and 4)**

Student: _____ **Placement:** _____

Areas of Licensure: CD EBD LD **Level of Licensure:** 1-9 or 7-12 **Type of Experience:** Fieldwork Directed Teaching Practicum
(circle all that apply) **Evaluation Period:** Midterm Final **Date of Evaluation:** _____

Evaluator: Student Cooperating Teacher University Supervisor **Name of Evaluator:** _____

Directions: Please rate performance on each of the 10 Wisconsin Teaching Standards and the related CEC Knowledge and Skills. You may find it helpful to check the boxes before each knowledge and skill statement that apply to your situation. Provide an overall rating on the entire standard using the scale provided below:

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

	College of Education Scale	Department of Special Education Scale
4 Advanced	Complete and outstanding demonstration; exceeds level expected	Performs skill at level of an experienced teacher, requires no supervision
3 Proficient	Complete demonstration; at level expected	Performs skill well, at level of beginning teachers, 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 and continuous supervision
0 Undocumented	Undocumented demonstration of competence	Unable to perform skill, requires constant supervision
Not yet observed		

Wisconsin Teaching Standards CEC Knowledge and Skills	Rating	COMMENTS/EVIDENCE OF DEMONSTRATION
WTS: Understands concepts, tools of inquiry, & structures of the discipline CEC Standard 1-Foundations		
Understands and applies models, theories, philosophies, identification definitions, laws and policies that form the basis for special education practice within the area of the student's exceptionalities (EBD, LD, CD) dealing with: <ul style="list-style-type: none"> <input type="checkbox"/> behavior management; <input type="checkbox"/> parental, student, and teacher rights and responsibilities; <input type="checkbox"/> due process related to pre-referral, referral, assessment, eligibility, and placement; <input type="checkbox"/> normalization and least restrictive placement; and <input type="checkbox"/> the impact of the dominant culture on shaping schools and the individuals who study and work in them including the potential impact of differences in values, languages, and customs that can exist between the home and school. 		
WTS The teacher understands how children with a broad ability learn CEC Standard 2 - Development and Characteristics of Learners		
Knows typical and atypical human growth and development as relates to the educational implications		

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<p>of characteristics of various exceptionalities in the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> social, psychological, neurobiological, physical/motor development, and medical aspects; <input type="checkbox"/> effects of various medications; <input type="checkbox"/> effects of the family system, cultural and environmental milieu of the individual; and <input type="checkbox"/> factors that influence overrepresentation of diverse individuals in programs. 		
<p>WTS The teacher understands how pupils differ in their approaches to learning CEC Standard 3: Individual Learning Differences</p>		
<p>Understands the effects an exceptional condition(s) can have on an individual's life including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impact of co-existing conditions, multiple disabilities, and medical conditions; <input type="checkbox"/> impact of academic and social abilities (particularly the effects of phonological awareness on the reading), attitudes, interests, and values on instruction and career development; <input type="checkbox"/> impact of culturally diverse backgrounds and strategies for addressing these differences; and impact disabilities may have on auditory and information processing skills . 		
<p>WTS The teacher understands how to use a variety of instructional strategies CEC Standard 4-Instructional Strategies</p>		
<p>Uses strategies to facilitate successful integration in the following settings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> transition of individuals into and out of school and post-school environments; <input type="checkbox"/> one-to-one, small-group, and large-group settings instructional settings; and <input type="checkbox"/> instruction on basic structures and relationships, concepts/content, and vocabulary, in the general curriculum. <p>Teaches individuals to use self-assessment, problem solving, and other cognitive strategies including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compensate for deficits in perception, comprehension, memory, and retrieval; <input type="checkbox"/> use responses and errors to guide instructional decisions and provide feedback to learners; <input type="checkbox"/> use study skills/ strategies to prepare for and take tests, identify and organize critical content, facilitate maintenance and generalization of skills across learning environments; <input type="checkbox"/> solve problems; and <input type="checkbox"/> use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. <p>Selects, adapts, and uses instructional strategies and materials from multiple theoretical approaches to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use nonaversive techniques to control targeted behavior and maintain attention; <input type="checkbox"/> use specialized methods for teaching basic skills including accuracy and proficiency in math calculations and applications, appropriate reading methods (decoding, comprehension, and monitoring strategies), and strategies for organizing and composing written products; and <input type="checkbox"/> modify the pace of instruction and provide organizational cues as appropriate. 		
<p>WTS The teacher uses an understanding of individual and group motivation and behavior CEC Standard 5-Learning Environments and Social Interactions</p>		
<p>Applies basic classroom management theories and strategies, uses performance data and information from all stakeholders to create positive learning environments, and uses the least intensive behavior management strategy consistent with the needs of the individual by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> setting realistic expectations for personal and social behavior in various settings; 		

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<ul style="list-style-type: none"> <input type="checkbox"/> teaching problem solving and conflict resolution and giving and receiving meaningful feedback from peers and adults in a variety of placement settings, including community-based settings; <input type="checkbox"/> applying strategies for crisis prevention and intervention and applying universal precautions; <input type="checkbox"/> allowing individuals to retain and appreciate their own and each others' respective language and cultural heritage and cope with a legacy of former and continuing racism; <input type="checkbox"/> using the supports needed for assistive technologies and transfer/lifting/positioning; <input type="checkbox"/> establishing a consistent classroom routine; and <input type="checkbox"/> structuring, directing, and supporting the activities of par educators, volunteers, and tutors. 		
<p>WTS: The teacher uses effective verbal and nonverbal communication CEC Standard 6 Language</p>		
<p>Uses strategies to support /enhance communication skills of individuals and facilitate understanding of subject matter for students whose primary language is not the dominant language by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understanding the impact of language development and listening comprehension on academic and non-academic learning ; <input type="checkbox"/> enhancing vocabulary development and teaching strategies for spelling accuracy and generalization; <input type="checkbox"/> teaching methods and strategies for producing legible documents; and, monitoring for errors in oral and written communications; and <input type="checkbox"/> applying augmentative, alternative, and assistive communication strategies. 		
<p>WTS: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals. CEC Standard 7-Instructional Planning</p>		
<p>Demonstrates understanding of the scope and sequences of general and special curricula by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> including model programs in career/vocational transition; <input type="checkbox"/> designing and implementing sensory stimulation programs; <input type="checkbox"/> applying technology for planning and managing; <input type="checkbox"/> using task analysis and functional assessments to plan and implement individualized academic programs, reinforcement systems and environmental modifications; <input type="checkbox"/> developing and implementing comprehensive, individualized programs for children at risk in collaboration with professionals, families, and selected related services; <input type="checkbox"/> integrating affective, social, and life skills with academic curricula including behavior management, personal living, sexuality, and employment; <input type="checkbox"/> identifying and prioritizing areas of the general curriculum needing accommodations; <input type="checkbox"/> preparing and organizing age and ability appropriate specialized curricula, materials and lesson plans; and <input type="checkbox"/> directing roles and responsibilities of the par educator . 		

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WTS: The teacher uses formal and informal assessment strategies CEC Standard 8- Assessment		
<ul style="list-style-type: none"> <input type="checkbox"/> Develops or modifies individualized assessment strategies including choosing and administering non-biased formal and informal assessment instruments. <input type="checkbox"/> Gathers relevant background information to develop or modify individualized assessment strategies. <input type="checkbox"/> Creates and maintains records. <input type="checkbox"/> Includes behavior rating scales and adaptive behavior assessments to determine appropriate and problematic social behaviors. <input type="checkbox"/> Makes eligibility, program, and placement decisions for individuals, including those from culturally and/or linguistically diverse backgrounds. <input type="checkbox"/> Reports assessment results to all stakeholders using effective communication skills. <input type="checkbox"/> Evaluates instruction and monitors progress of individuals. <input type="checkbox"/> Use technology to conduct assessments. 		
WTS: The teacher is a reflective practitioner CEC Standard 9 – Professional and Ethical Practice		
<ul style="list-style-type: none"> <input type="checkbox"/> Practices within the CEC Code of Ethics and other standards of the profession. <input type="checkbox"/> Conducts professional activities in compliance with applicable laws and policies. <input type="checkbox"/> Participates in activities of professional organizations and use research findings and theories to guide practice. <input type="checkbox"/> Engages in professional activities that benefit students, their families, and one’s colleagues. <input type="checkbox"/> Advocates for appropriate services. <input type="checkbox"/> Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. <input type="checkbox"/> Conducts self-evaluation of instruction and reflect on one’s practice to improve instruction and guide professional growth. <input type="checkbox"/> Uses verbal, nonverbal, and written language effectively. 		
WTS: The teacher fosters relationships CEC Standard 10-Collaboration		
<p>Collaborates with school personnel, parents, and community services, networks, and organizations community integrating students into various settings and while engaging in</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessment and IEP development; <input type="checkbox"/> co-planning, co-teaching, modeling, and coaching of instructional methods and accommodations, appropriate behavior management and counseling techniques, and transitional programming; and <input type="checkbox"/> interactions with par educators. 		