

Cooperating Teacher

Content Pedagogy/Foundations

		Mean	St Deviation
I.1	Applies the laws, policies, and ethical principles regarding behavior management and complies with all federal, state, and district regulations.	4.23	0.71
I.2	Consistently manages disruptive behavior in keeping with classroom, school, district, and state policy.	4.29	0.75
I.3	Demonstrates knowledge of the impact of the dominant culture on shaping schools and student learning.	4.12	0.82
I.4	FOUNDATIONS COMMENTS		
		4.21	0.75

Student Development/Characteristics of Learners

		Mean	St Deviation
II.1	Demonstrates knowledge of the educational implications of various exceptionalities when planning instruction.	4.35	0.69
II.2	CHARACTERISTICS OF LEARNERS COMMENTS		
		4.35	0.69

Diverse Learners/Individual Differences

		Mean	St Deviation
III.1	Demonstrates knowledge of culture influencing families, schools, and communities as related to instruction.	4.16	0.80
III.2	Supports the needs of the individual learner including those from diverse backgrounds.	4.27	0.78
III.3	INDIVIDUAL LEARNING DIFFERENCES COMMENTS		
		4.22	0.78

Multiple Instructional Strategies/Instructional Strategies

		Mean	St Deviation
IV.1	Identifies sources of specialized materials, curricula, and resources for individuals with disabilities.	4.23	0.76
IV.2	Identifies advantages and limitations of instructional strategies for teaching individuals with disabilities.	4.19	0.69
IV.3	Identifies prevention and intervention strategies for individuals with disabilities.	4.23	0.76
IV.4	Assists with a learner's integration into various settings.	4.08	0.76
IV.5	Teaches self-assessment, problem-solving, and other strategies to meet learner needs.	3.96	0.79
IV.6	Selects, adapts, and uses instructional strategies based on characteristics of the learner.	4.38	0.75
IV.7	Uses strategies to enhance maintenance and generalization of skills across learning environments.	4.16	0.69
IV.8	Uses strategies that promote successful transitions (e.g., from place to place, from activity to activity).	4.20	0.76
IV.9	Uses a variety of nonaversive behavioral procedures to influence target behavior and maintain attention.	4.42	0.70
IV.10	Uses a learner's responses and errors to guide instructional decisions and provide feedback to learners.	4.35	0.75
IV.11	INSTRUCTIONAL STRATEGIES COMMENTS		
		4.22	0.74

Motivation & Management/Learning Environments & Social Interactions

		Mean	St Deviation
V.1	Creates learning environments that allow individuals to appreciate their own and each other's language and cultural heritage.	4.12	0.78

V.2	Uses strategies for ensuring academic success in one-to-one, small group, and large group settings.	4.46	0.78
V.3	Organizes classroom and materials in advance to enhance learning.	4.38	0.75
V.4	Identifies supports for integrating learners into various program placements.	4.29	0.78
V.5	Designs learning environments that encourage active participation in individual and group activities.	4.36	0.76
V.6	Modifies the learning environment to effectively manage behaviors.	4.23	0.65
V.7	Uses performance data to make or suggest changes in learning environments.	4.12	0.71
V.8	Establishes and maintains rapport with individuals with and without exceptional learning needs.	4.42	0.70
V.9	Designs and manages daily routines.	4.36	0.81
V.10	Directs and supports activities of paraeducators, volunteer, and tutors. Selects, plans, and coordinates activities of related services personnel.	4.18	0.80
V.11	Practices universal precautions and understands health care needs of students.	4.28	0.68
V.12	Provides instruction in a variety of educational settings.	4.25	0.79
V.13	Attends to and monitors more than one class activity at a time when needed.	4.35	0.78
V.14	LEARNING ENVIRONMENTS & SOCIAL INTERACTIONS COMMENTS		
		4.29	0.74

Communication & Technology/Language

		Mean	St Deviation
VI.1	Demonstrates knowledge of differences in the use of language across cultures.	4.04	0.79
VI.2	Uses augmentative and assistive communication strategies when needed.	4.13	0.80
VI.3	Understands the impact of language development and comprehension on academic and nonacademic learning.	4.29	0.69
IV.4	Identifies communication and social interaction alternatives for individuals who do not speak.	4.10	0.79
VI.5	Uses strategies to support and enhance communication skills including vocabulary development.	4.04	0.72
VI.6	Uses communication strategies to teach subject matter for students whose primary language is not the dominant language.	4.00	0.75
VI.7	LANGUAGE COMMENTS		
		4.10	0.75

Planning/Instructional Strategies

		Mean	St Deviation
VII.1	Uses the scope and sequences of general and special curricula.	4.38	0.71
VII.2	Uses the national, state, and local curricula standards.	4.29	0.75
VII.3	Understands the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.	4.17	0.83
VII.4	Identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs.	4.22	0.80
VII.5	Develops and implements comprehensive individualized programs in collaboration with team members.	4.16	0.80
VII.6	Involves the individual and family in setting instructional goals and monitoring progress.	4.12	0.71
VII.7	Uses functional assessments to develop intervention plans when needed.	4.23	0.76
VII.8	Uses task analysis when needed.	4.21	0.93
VII.9	Sequences, implements, and evaluates individualized learning objectives.	4.24	0.88
VII.10	Develops and selects instructional content and strategies that respond to cultural, linguistic, and gender differences when needed.	4.04	0.86
VII.11	Identifies and implements instructional and assistive technology.	4.28	0.79

VII.12	Prepares lesson plans and materials to implement daily lessons.	4.36	0.86
VII.13	Uses instructional time effectively.	4.35	0.80
VII.14	Plans and implements age-and ability-appropriate instruction.	4.38	0.75
VII.15	Designs and implements instructional programs addressing independent living and career instruction.	4.13	0.74
VII.16	Presents content accurately.	4.31	0.74
VII.17	Establishes pacing and sequencing of activities.	4.16	0.75
VII.18	INSTRUCTIONAL STRATEGIES COMMENTS		
		4.24	0.78

Assessment/Assessment

		Mean	St Deviation
VIII.1	Applies legal and ethical principles regarding assessment.	4.38	0.75
VIII.2	Applies prereferral, referral, and classification procedures.	4.04	0.75
VIII.3	Applies laws and policies regarding referral and placement procedures.	4.20	0.71
VIII.4	Gathers relevant background information.	4.08	0.76
VIII.5	Administers nonbiased formal and informal assessment and interprets information accurately.	4.42	0.70
VIII.6	Develops and modifies individualized assessment strategies.	4.19	0.80
VIII.7	Uses assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from diverse backgrounds.	4.16	0.75
VIII.8	Reports assessment results accurately to relevant individuals using effective communication skills.	4.24	0.72
VIII.9	Evaluates and monitors the progress of learners by using assessment data and records.	4.27	0.67
VIII.10	Demonstrates skill in creating and maintaining records.	4.38	0.80
VIII.11	ASSESSMENT COMMENTS		
		4.24	0.74

Reflective Practice & Professional Growth/Ethics & Professional Practice

		Mean	St Deviation
IX.1	Uses research-validated practice.	4.23	0.76
IX.2	Practices within the CEC Code of Ethics and other standards of the profession.	4.42	0.81
IX.3	Upholds high standards of competence, integrity, and exercise of sound judgment in the practice of the profession.	4.38	0.80
IX.4	Demonstrates commitment to developing the highest education and quality-of-life potential of learners.	4.46	0.81
IX.5	Practices within one's limits and obtains assistance as needed.	4.54	0.65
IX.6	Uses verbal, nonverbal, and written language effectively.	4.46	0.76
IX.7	Self-evaluates instruction.	4.42	0.76
IX.8	Arrives and leaves school at appropriate times and is on time for all groups/classes and meetings.	4.50	0.76
IX.9	Maintains professional dress and hygiene consistent with school and district policy.	4.50	0.71
IX.10	Accepts and follows through with assigned responsibilities.	4.73	0.60
IX.11	Performs necessary tasks without being told to do them.	4.54	0.76
IX.12	Accepts suggestions for improvement or correction in a constructive way.	4.62	0.70
IX.13	ETHICS & PROFESSIONAL PRACTICE		

: **4.48** **0.74**

School & Community Involvement/Collaboration

		Mean	St Deviation
X.1	Uses effective models and strategies of consultation and collaboration.	4.19	0.75
X.2	Understands roles of individuals with exceptional learning needs, families, and school and community personnel in planning an individualized program.	4.24	0.83
X.3	Understands roles of professional groups and referral agencies in identifying, assessing, and providing services.	4.13	0.68
X.4	Maintains confidential communications and records.	4.50	0.65
X.5	Fosters respectful and beneficial relations between families and professionals.	4.42	0.64
X.6	Collaborates with school personnel and community members in integrating individual learners into various settings.	4.30	0.70
X.7	Models techniques and coaches others in the use of instructional methods and accommodations.	4.21	0.88
X.8	Communicates with school personnel about the characteristics and needs of learners.	4.23	0.75
X.9	Observes, evaluates, and provides feedback to paraeducators.	4.19	0.87
X.10	Solves problems in a professional way following building, district, and/or university procedures.	4.28	0.84
X.11	COLLABORATION COMMENTS		
XI.	GENERAL COMMENTS		
XI.1	Overall Rating (not an average)	4.50	0.52
SCHOOL & COMMUNITY INVOLVEMENT/COLLABORATION:		4.28	0.75

Mean **St Deviation**

1	The student teacher was concerned, thoughtful, and receptive to the feelings of others.	4.62	0.64
2	The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor.	4.58	0.70
3	The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct.	4.58	0.70
4	The student teacher was able to make adjustments based on changing circumstance.	4.62	0.57
5	The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced.	4.50	0.65
6	The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions.	4.54	0.71
7	The student teacher was enthusiastic, motivated, dedicated, and showed initiative.	4.62	0.70
8	The student teacher was thoughtful, insightful; able to take an objective, critical, and detailed look at self and teaching.	4.62	0.64
9	The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges.	4.35	0.80
10	The student teacher adhered to schedules and was an accountable and principled decision maker.	4.50	0.71
11	The student teacher was willing to learn and was receptive to new ideas and feedback.	4.69	0.62
		4.56	0.67

: **4.56** **0.67**

University Supervisor

Content Pedagogy/Foundations

		Mean	St Deviation
I.1	Applies the laws, policies, and ethical principles regarding behavior management and complies with all federal, state, and district regulations.	3.44	0.64
I.2	Consistently manages disruptive behavior in keeping with classroom, school, district, and state policy.	3.33	0.55

I.3	Demonstrates knowledge of the impact of the dominant culture on shaping schools and student learning.	3.35	0.63
I.4	FOUNDATIONS COMMENTS		
		3.38	0.60

Student Development/Characteristics of Learners

		Mean	St Deviation
II.1	Demonstrates knowledge of the educational implications of various exceptionalities when planning instruction.	3.38	0.80
II.2	CHARACTERISTICS OF LEARNERS COMMENTS		
		3.38	0.80

Diverse Learners/Individual Differences

		Mean	St Deviation
III.1	Demonstrates knowledge of culture influencing families, schools, and communities as related to instruction.	3.29	0.62
III.2	Supports the needs of the individual learner including those from diverse backgrounds.	3.33	0.64
III.3	INDIVIDUAL LEARNING DIFFERENCES COMMENTS		
		3.31	0.62

Multiple Instructional Strategies/Instructional Strategies

		Mean	St Deviation
IV.1	Identifies sources of specialized materials, curricula, and resources for individuals with disabilities.	3.48	0.80
IV.2	Identifies advantages and limitations of instructional strategies for teaching individuals with disabilities.	3.37	0.79
IV.3	Identifies prevention and intervention strategies for individuals with disabilities.	3.58	0.64
IV.4	Assists with a learner's integration into various settings.	3.60	0.75
IV.5	Teaches self-assessment, problem-solving, and other strategies to meet learner needs.	3.30	0.78
IV.6	Selects, adapts, and uses instructional strategies based on characteristics of the learner.	3.81	0.68
IV.7	Uses strategies to enhance maintenance and generalization of skills across learning environments.	3.38	0.85
IV.8	Uses strategies that promote successful transitions (e.g., from place to place, from activity to activity).	3.48	0.64
IV.9	Uses a variety of nonaversive behavioral procedures to influence target behavior and maintain attention.	3.52	0.75
IV.10	Uses a learner's responses and errors to guide instructional decisions and provide feedback to learners.	3.52	0.80
IV.11	INSTRUCTIONAL STRATEGIES COMMENTS		
		3.50	0.75

Motivation & Management/Learning Environments & Social Interactions

		Mean	St Deviation
V.1	Creates learning environments that allow individuals to appreciate their own and each other's language and cultural heritage.	3.46	0.72
V.2	Uses strategies for ensuring academic success in one-to-one, small group, and large group settings.	3.44	0.80
V.3	Organizes classroom and materials in advance to enhance learning.	3.89	0.75
V.4	Identifies supports for integrating learners into various program placements.	3.44	0.70
V.5	Designs learning environments that encourage active participation in individual and group activities.	3.74	0.81
V.6	Modifies the learning environment to effectively manage behaviors.	3.42	0.64
V.7	Uses performance data to make or suggest changes in learning environments.	3.37	0.84

V.8	Establishes and maintains rapport with individuals with and without exceptional learning needs.	4.05	0.97
V.9	Designs and manages daily routines.	3.81	0.74
V.10	Directs and supports activities of paraeducators, volunteer, and tutors. Selects, plans, and coordinates activities of related services personnel.	3.50	0.60
V.11	Practices universal precautions and understands health care needs of students.	3.73	0.65
V.12	Provides instruction in a variety of educational settings.	3.59	0.71
V.13	Attends to and monitors more than one class activity at a time when needed.	3.48	0.67
V.14	LEARNING ENVIRONMENTS & SOCIAL INTERACTIONS COMMENTS		
		3.60	0.76

Communication & Technology/Language

		Mean	St Deviation
VI.1	Demonstrates knowledge of differences in the use of language across cultures.	3.16	0.50
VI.2	Uses augmentative and assistive communication strategies when needed.	3.44	0.70
VI.3	Understands the impact of language development and comprehension on academic and nonacademic learning.	3.29	0.62
IV.4	Identifies communication and social interaction alternatives for individuals who do not speak.	3.23	0.60
VI.5	Uses strategies to support and enhance communication skills including vocabulary development.	3.48	0.73
VI.6	Uses communication strategies to teach subject matter for students whose primary language is not the dominant language.	3.20	0.56
VI.7	LANGUAGE COMMENTS		
		3.31	0.63

Planning/Instructional Strategies

		Mean	St Deviation
VII.1	Uses the scope and sequences of general and special curricula.	3.41	0.69
VII.2	Uses the national, state, and local curricula standards.	3.37	0.84
VII.3	Understands the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.	3.45	0.60
VII.4	Identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs.	3.42	0.81
VII.5	Develops and implements comprehensive individualized programs in collaboration with team members.	3.44	0.80
VII.6	Involves the individual and family in setting instructional goals and monitoring progress.	3.23	0.53
VII.7	Uses functional assessments to develop intervention plans when needed.	3.26	0.81
VII.8	Uses task analysis when needed.	3.36	0.70
VII.9	Sequences, implements, and evaluates individualized learning objectives.	3.44	0.70
VII.10	Develops and selects instructional content and strategies that respond to cultural, linguistic, and gender differences when needed.	3.33	0.64
VII.11	Identifies and implements instructional and assistive technology.	3.48	0.71
VII.12	Prepares lesson plans and materials to implement daily lessons.	3.70	0.91
VII.13	Uses instructional time effectively.	3.74	0.94
VII.14	Plans and implements age-and ability-appropriate instruction.	3.63	0.74
VII.15	Designs and implements instructional programs addressing independent living and career instruction.	3.33	0.82
VII.16	Presents content accurately.	3.48	0.70
VII.17	Establishes pacing and sequencing of activities.	3.41	0.80

VII.18 INSTRUCTIONAL STRATEGIES COMMENTS

: **3.45** **0.76**

Assessment/Assessment

		Mean	St Deviation
VIII.1	Applies legal and ethical principles regarding assessment.	3.44	0.65
VIII.2	Applies prereferral, referral, and classification procedures.	3.39	0.70
VIII.3	Applies laws and policies regarding referral and placement procedures.	3.39	0.70
VIII.4	Gathers relevant background information.	3.32	0.63
VIII.5	Administers nonbiased formal and informal assessment and interprets information accurately.	3.42	0.64
VIII.6	Develops and modifies individualized assessment strategies.	3.40	0.65
VIII.7	Uses assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from diverse backgrounds.	3.38	0.65
VIII.8	Reports assessment results accurately to relevant individuals using effective communication skills.	3.38	0.58
VIII.9	Evaluates and monitors the progress of learners by using assessment data and records.	3.44	0.85
VIII.10	Demonstrates skill in creating and maintaining records.	3.44	0.75
VIII.11	ASSESSMENT COMMENTS		
		3.40	0.67

Reflective Practice & Professional Growth/Ethics & Professional Practice

		Mean	St Deviation
IX.1	Uses research-validated practice.	3.37	0.69
IX.2	Practices within the CEC Code of Ethics and other standards of the profession.	3.56	0.75
IX.3	Upholds high standards of competence, integrity, and exercise of sound judgment in the practice of the profession.	3.52	0.75
IX.4	Demonstrates commitment to developing the highest education and quality-of-life potential of learners.	3.74	0.71
IX.5	Practices within one's limits and obtains assistance as needed.	3.56	0.75
IX.6	Uses verbal, nonverbal, and written language effectively.	3.81	0.63
IX.7	Self-evaluates instruction.	3.56	0.85
IX.8	Arrives and leaves school at appropriate times and is on time for all groups/classes and meetings.	4.33	0.65
IX.9	Maintains professional dress and hygiene consistent with school and district policy.	3.78	0.80
IX.10	Accepts and follows through with assigned responsibilities.	3.65	0.89
IX.11	Performs necessary tasks without being told to do them.	3.58	0.81
IX.12	Accepts suggestions for improvement or correction in a constructive way.	3.89	0.80
IX.13	ETHICS & PROFESSIONAL PRACTICE		
		3.66	0.78

School & Community Involvement/Collaboration

		Mean	St Deviation
X.1	Uses effective models and strategies of consultation and collaboration.	3.52	0.65
X.2	Understands roles of individuals with exceptional learning needs, families, and school and community personnel in planning an individualized program.	3.46	0.66
X.3	Understands roles of professional groups and referral agencies in identifying, assessing, and providing services.	3.75	0.75

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X.4	Maintains confidential communications and records.	3.52	0.77
X.5	Fosters respectful and beneficial relations between families and professionals.	3.42	0.65
X.6	Collaborates with school personnel and community members in integrating individual learners into various settings.	3.50	0.67
X.7	Models techniques and coaches others in the use of instructional methods and accommodations.	3.38	0.65
X.8	Communicates with school personnel about the characteristics and needs of learners.	3.42	0.72
X.9	Observes, evaluates, and provides feedback to paraeducators.	3.32	0.65
X.10	Solves problems in a professional way following building, district, and/or university procedures.	3.59	0.80
X.11	COLLABORATION COMMENTS		
XI.	GENERAL COMMENTS		
XI.1	Overall Rating (not an average)	4.00	0.76
SCHOOL & COMMUNITY INVOLVEMENT/COLLABORATION:		3.52	0.71

		Mean	St Deviation
1	The student teacher was concerned, thoughtful, and receptive to the feelings of others.	4.11	0.64
2	The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor.	4.11	0.64
3	The student teacher acted in accordance with the rules and standards for right conduct, as well as program and university codes of conduct.	3.67	0.83
4	The student teacher was able to make adjustments based on changing circumstance.	3.85	0.91
5	The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open-minded, and unprejudiced.	3.76	0.72
6	The student teacher was controlled, confident, self-assured, tactful, showed restraint over own impulses and emotions.	3.96	0.59
7	The student teacher was enthusiastic, motivated, dedicated, and showed initiative.	4.11	0.64
8	The student teacher was thoughtful, insightful; able to take an objective, critical, and detailed look at self and teaching.	3.81	0.88
9	The student teacher was a problem solver and dealt skillfully and promptly with new situations and challenges.	3.52	0.89
10	The student teacher adhered to schedules and was an accountable and principled decision maker.	3.89	0.80
11	The student teacher was willing to learn and was receptive to new ideas and feedback.	4.33	0.73
		3.92	0.78