

Missouri State University

**Special Education Specialty Addendum**

Top of Form

**Student Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: 1 2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Trait Name** | **Trait Description** | **Ratings** |
| **High Level** | **Satisfactory** | **Needs Improvement** | **Not Observed** | **Not Applicable** |
| Spec Ed 1.0.0 | The student teacher accepts and effectively executes assigned responsibilities | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 2.0.0 | The student teacher gives oral evidence of knowledge of ethical behavior. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 3.0.0 | The student teacher knows ethics of record keeping, reporting, and confidentiality. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 4.0.0 | The student teacher responds appropriately to accidents, health needs, fire drills, and preventative danger. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 5.0.0 | The student teacher works effectively with students from a variety of backgrounds. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 6.0.0 | The student teacher corrects students in a positive manner. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 7.0.0 | The student teacher creates a positive atmosphere in the classroom. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 8.0.0 | The student teacher maintains written record of activities. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 9.0.0 | The student teacher completes appropriate written planning for integrated instruction. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 10.0.0 | The student teacher effectively plans ahead of time; is fully prepared ahead of time notebook and other teaching materials at the beginning of instruction. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 11.0.0 | The student teacher interprets diagnostic information from assessment instruments and procedures. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 12.0.0 | The student teacher administers standardized and alternative assessment procedures with accuracy. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 13.0.0 | The student teacher develops IEP(s) appropriate to process and student PLP. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 14.0.0 | The student teacher incorporates assistive technology in programming appropriate to individual needs. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 15.0.0 | The student teacher incorporates the content of the students’ IEP and diagnostic data to instruction. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 16.0.0 | The student teacher identifies clearly the objectives in planning instruction. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 17.0.0 | The student teacher plans for assessment of objectives. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 18.0.0 | The student teacher begins and ends instructional activities using appropriate transitions. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 19.0.0 | The student teacher plans for transitions and incorporates inter-agency collaboration for transitional needs. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.0.0 | The student teacher manages the classroom to ensure maximum on-task behavior of learners. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.1.0 | The student teacher manages the classroom to ensure maximum on-task behavior by establishing guidelines and rules acceptable for of learner’s behavior. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.2.0 | The student teacher manages the classroom to ensure maximum on-task behavior by implementing appropriate classroom discipline procedures. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.3.0 | The student teacher manages the classroom to ensure maximum on-task behavior by providing positive feedback to students about their behavior. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.4.0 | The student teacher manages the classroom to ensure maximum on-task behavior of learners by addressing problems with a minimum of instructional interference. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 20.5.0 | The student teacher manages the classroom to ensure maximum on-task behavior of learners by being verbally specific about accomplishments that are being praised. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 21.0.0 | The student teacher structures the environment to promote positive behavioral and academic outcomes. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 22.0.0 | The student teacher teaches ability-appropriate lessons | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.0.0 | The student teacher includes direct instruction techniques for active involvement by students. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.1.0 | The student teacher includes direct instruction techniques for active involvement by student: modeling | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.2.0 | The student teacher includes direct instruction techniques for active involvement by student: shaping | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.3.0 | The student teacher includes direct instruction techniques for active involvement by students: repeated practices | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.4.0 | The student teacher includes direct instruction techniques for active involvement by students: mastery | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 23.5.0 | The student teacher includes direct instruction techniques for active involvement by students: generalization. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 24.0.0 | The student teacher instructs social interaction skills to promote social competence among students | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 25.0.0 | The student teacher implements social programs in unstructured and structured settings. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 26.0.0 | The student teacher conveys information in a logical sequence. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 27.0.0 | The student teacher participates in shared decision making and serves as a resource to colleagues. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 28.0.0 | The student teacher communicates effectively with families, guardians, and child-care workers of students. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 29.0.0 | The student teacher demonstrates an understanding of the impact of a child with disabilities on the family system. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec 30.0.0 | The student teacher involves the family in the instructional process. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed 31.0.0 | The student teacher demonstrates an understanding for different cultural customs and differing educational values of the family social system. | 3 | 2 | 1 |  (NO) |  (NA) |
| Spec Ed Influence on Student Learning | The student teacher influences student learning to ensure high level achievement among all students. **Comment required.** | 3 | 2 | 1 |  (NO) |  (NA) |
| Influence on Student Learning (**Comment Required**):General Comments (optional): |  | 3 | 2 | 1 |  (NO) |  (NA) |
|  | 3 | 2 | 1 |  (NO) |  (NA) |

Bottom of Form