# Student Teaching Observation Form

**Special Education**

<table>
<thead>
<tr>
<th>First Placement</th>
<th>Second Placement</th>
<th>Date: ____________________</th>
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<tbody>
<tr>
<td>Teacher Candidate</td>
<td>Observation 1 2 3 4</td>
<td></td>
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<tr>
<td>Classroom Teacher</td>
<td>Grade Level</td>
<td></td>
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<tr>
<td>School</td>
<td>School Board</td>
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<tr>
<td>Subject Observed</td>
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**Brief Description of Planned Learning Experience/Lesson Plan**

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Commendable Features

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Suggestions:

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<tr>
<th>PROGRAM EXPECTATION</th>
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| **1. Foundations of Special Education** | ➜ Planned Learning Experience (PLE)/Lesson Plan (LP) reference NYS/Standards (performance indicators)/Ontario Curriculum Expectations and district objectives  
 ➜ PLE/LP developed around a central topic, concept, or theme that shows connections between/among different subjects  
 ➜ PLE/LP built around a central question(s); students are not told answers, but are led through experiences  
 ➜ Identified and selected specific technology resources available at the school site and district level to support a coherent learning experience |
| The candidate understands:  
a) philosophies, principles, and theories  
b) and complies with relevant laws and policies  
c) diverse and historical points of view that impact individuals with exceptional needs in school and society  
d) the influence of these foundations on professional practice  
e) issues of human diversity and their interaction with the delivery of special education services  
f) the relationships of organizations of special education to the functions of schools, school systems and other agencies.  
The candidate uses foundational knowledge to construct personal understandings and philosophies of special education  
Diversity:  
The candidate integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students. The candidate uses multiple representations/explanations and links them to students’ prior understanding |
| **2. Development and Characteristics of Learners** | ➜ Age appropriate experiences for social, emotional, cognitive, and physical development of students  
 ➜ New learning linked to students’ prior knowledge  
 ➜ Encouragement of student reflection on prior knowledge and its connection to new information  
 ➜ Integration of learning with other disciplines or real-world experiences  
 ➜ Opportunities to empower learners to be responsible for their own learning  
 ➜ Floor plan organization: graphic representation of how classroom is set up including desks, learning centers, technology, bulletin boards/word walls, displays of student work |
| The candidate understands:  
a) the similarities and differences in human development  
b) the characteristics between and among individuals with and without Exceptional Learning Needs (ELN)  
c) how exceptional conditions interact with the domains of human development  
d) how the experiences of individual with ELN can impact ability to learn, interact socially, and lives as fulfilled, contributing members of the community  
e) how the experiences of individuals with ELN can impact families  
The candidate:  
f) respect students first as unique human beings  
g) responds to varying abilities and behaviors of individuals with ELN  
Diversity:  
The candidate integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students. The candidate uses multiple representations/explanations and links them to students’ prior understanding |
| **3. Individual Learning Differences** | ➜ Differentiated PLE/LP shows how assignments and strategies accommodate all learners  
 ➜ Discussion of diverse characteristics of class and individual needs of students with Associate teacher and other support staff  
 ➜ Familiarity with identifying processes of students with special needs  
 ➜ Review of IEP’s  
 ➜ When possible, attend a special education team meeting |
| The candidate understands:  
a) the effects that an exceptional condition can have on an individual’s learning in school and throughout life  
b) how the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.  
The candidate:  
ai) is active and resourceful in seeking to understand how primary language, culture, and family backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options  
b) uses this information to individualize instruction providing meaningful and challenging learning for individuals with ELN  
Diversity:  
The candidate is able to demonstrate sensitivity to diverse cultural groups globally, and how ethnicity, class, gender, and other socio-cultural factors influence student’s learning and classroom climate. The candidate demonstrates the importance of students’ families, cultures and communities and uses this information as a basis for connecting to students’ experiences |
| **4. Instructional Strategies** | ➜ Uses exploratory strategies to set stage for learning  
 ➜ Use of multiple strategies to foster critical thinking and problem solving  
 ➜ Use of multiple instructional roles (facilitator, coach, instructor, audience)  
 ➜ Uses Manipulatives used to develop understanding  
 ➜ Learning centers: self-managed work centers set up around tables or desks where students investigate a particular topic  
 ➜ Cooperative activities: PLE/LP indicate how students work together in cooperative ways  
 ➜ Uses technology used as an instructional and/or resource tool |
| The candidate understands:  
a) processes a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN  
b) selects, adapts, and uses these instructional strategies to promote positive learning results in the general and special curricula  
c) appropriately modifies learning environments for individuals with ELN  
d) enhances the learning of critical thinking, problem solving, and performance skills of individuals with ELN  
e) increases the self-awareness, self-management, self control, self reliance, and self-esteem of individuals with ELN  
f) emphasizes the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.  
Diversity:  
The candidate implements a variety of instructional and assessment strategies appropriate to diverse learners |
| **5. Learning Environments and Social Interactions** | ➜ Establishes and maintains classroom expectations  
 ➜ Ability to organize and manage time, space and activities conducive to learning  
 ➜ Implements learner-centered experiences that are based on current best practices that engage, motivate, and encourage self-directed student learning  
 ➜ Provides opportunities for students to achieve self-management  
 ➜ Uses enthusiasm to motivate students and energize teaching |
| The candidate understands:  
a) the similarities and differences in human development  
b) the characteristics of class and individual needs of students with ELN  
c) how exceptional conditions interact with the domains of human development  
d) how the experiences of individual with ELN can impact ability to learn, interact socially, and lives as fulfilled, contributing members of the community  
The candidate:  
f) respect students first as unique human beings  
g) responds to varying abilities and behaviors of individuals with ELN  
Diversity:  
The candidate is able to demonstrate sensitivity to diverse cultural groups globally, and how ethnicity, class, gender, and other socio-cultural factors influence student’s learning and classroom climate. The candidate demonstrates the importance of students’ families, cultures and communities and uses this information as a basis for connecting to students’ experiences |

**Notes:**
- **Diversity:** The candidate integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students. The candidate uses multiple representations/explanations and links them to students’ prior understanding.
- **Environment:** The candidate understands and implements a variety of instructional and assessment strategies appropriate to diverse learners.
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| **6. Language** | ➜ Models effective, accurate and culturally sensitive verbal and non-verbal communication skills  
➤ Models writing skills appropriate for grade level  
➤ Supports and expands learner expression in speaking, writing, and other media  
➤ PLE/LP shows a variety of uses of technology as teaching/learning strategies  
➤ Uses various resources such as textbooks, internet, media center, school/community members  
➤ Word Wall/Bulletin boards: artistic work on a theme, extension of student learning/work |

The candidate understands typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.  
- a) uses individualized strategies to enhance language development and teach communication skills to individuals with ELN  
- b) is familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs  
- c) matches communication methods to an individual’s language proficiency and cultural and linguistic differences  
- d) provides effective language models  
- e) uses communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English  
- Diversity:  
  - The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences.

The candidate uses a variety of assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects as well as teacher-made and standardized tests.

| **7. Instructional Planning** | ➜ Goals and objectives aligned with specific outcomes for each day, week, and month  
➤ Daily plans based on identified curriculum goals  
➤ Thorough PLE/LP that includes components of suggested lesson plans in Handbook  
➤ Pacing guide: outline of what is taught and when it is taught throughout the placement  
➤ Adjustment of plans based on unanticipated sources of input or learner needs  
➤ Organizational binder that includes daily/unit plans, pacing guide, assignments, units, schedules, assessment/evaluation, and memos  
➤ PLE/LP connects objectives/expectations to closure/assessment  
➤ Integrates technology to enhance learning |

The candidate plans learning opportunities that meet the developmental and individual needs of diverse learners.  
- a) develops long-range individualized instructional plans anchored in both general and special curricula  
- b) systematically translates these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors  
- c) matches communication methods to an individual's language proficiency and cultural and linguistic differences  
- d) selects, adapts and creates materials and instructional variables based on an understanding of individual differences and knowledge of an individual’s exceptional condition  
- e) modifies instructional plans based on ongoing analysis of the individual’s learning progress  
- f) facilitates this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate  
- g) develops a variety of individualized transitions plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts  
- h) is comfortable using appropriate technologies to support instructional planning and individualized instruction  
- Diversity:  
  - The candidate plans learning opportunities that meet the developmental and individual needs of diverse learners.

The candidate understands typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.  
- a) the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds  
- b) measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments  
- Diversity:  
  - The candidate uses a variety of assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects as well as teacher-made and standardized tests.

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**PROGRAM EXPECTATION**

**9. Professional Responsibility**
The candidate:

- a) practices in multiple roles and complex situations across wide age and developmental ranges
- b) engages in professional activities and participates in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth
- c) acts as a lifelong learner and regularly reflects and adjusts practice
- d) is aware of how personal and other attitudes, behaviors, and ways of communicating can influence practice
- e) understands that culture and languages can interact with exceptionalities, and is sensitive to the many aspects of diversity of individuals with ELN and their families
- f) actively plans and engages in activities that foster professional growth and keep current with evidence-based best practices
- g) knows and stays within personal limits of practice

**Diversity:**
The candidate reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices.

**EVIDENCE**

- ☐ Attendance at faculty/staff/department/division/team meetings documented by handouts, materials received
- ☐ Records student work/performance
- ☐ Attendance at workshops/conferences
- ☐ Reflection of self and self-improvement (personal journal about teaching experience; PLE/LP reflections)
- ☐ Collaboration with professional colleagues
- ☐ Demonstrates personal conduct consistent with professional behavior

- ☐setText("Comments/Growth Plan:
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Please sign to indicate that you have read this form:
Teacher Candidate: __________________________

Cooperating or Associate Teacher: __________________________

University Field Supervisor: __________________________

Revised 07/08