

Cedarville University
Special Education: Internship I & II
FORMATIVE

To be completed and returned by the ____ week. Please discuss this with the teacher candidate.

The Mission of Cedarville University's Education Program is to prepare compassionate, professional educators committed to the integration of faith, learning and life as demonstrated in teaching competence and Christlike character through leadership and service.

Teacher Candidate _____ Cooperating Teacher _____ Supervisor _____

Program _____ School _____ Grade _____ Date _____

Methods I Special Ed. Methods Methods II Internship II

3 = Exceeds expectations, 2 = Meets expectations, 1 = Does not yet meet expectations, 0 = Unacceptable,
 NA/NCO = Not Applicable / No Chance to Observe, .5 (can be added to a numeral to specify a more accurate assessment)

Performance Criteria	Competency	Evidence/Comments
INTEGRATION-Faith, Learning and Life		
1. Being able to, when appropriate, articulate the connections between biblical truth and the content to be taught. (Supervisor use only)		

COMPETENCE-Content Knowledge, Teaching, Technology		
2. Demonstrating mastery of the subject area (Content is accurate).		
3. Teaching-Preparation-Knowing and organizing Content Knowledge		
A1. Becoming familiar with relevant aspects of students' background knowledge and experiences CC 3K1-5		
A1SPED. Demonstrating familiarity with laws and policies as pertaining to learners with exceptional learning needs CC 1K2		
A2. Articulating clear learning goals for the lesson that are appropriate to the students and their level of development CC 453		
A2SPED. Demonstrating familiarity with differences in exceptionalities CC 1K5, 2K 1-2		
A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future CC 454		
A4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students, that are aligned with the goals of the lesson and that promote generalization and self-management. CC 434, 5		
A4SPED. Individualizes learning activities, tasks, and experiences appropriate to the learner CC 751		

A5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson CC 756		
A5SPED. Utilizing instructional strategies that incorporate individualized modifications and/or adaptations CC 7K4		
4. Teaching-Environment- Classroom Learning Climate		
B1. Creating a climate that promotes fairness CC 5K1-9; 5S1		
B1SPED. Creating learning environments that promote active engagement for every learner CC 5S1, 9		
B1SPED. Creating learning environments that motivate students to learn CC 5S4		
B1SPED. Guiding paraprofessionals in their tasks with students with exceptionalities CC 1053, 5, 6		
B1SPED. Collaborating with community, district, and school personnel in the tasks related to instruction of individuals with exceptionalities CC 1 0 5 2, 6, 9, 10		
B2. Establishing and maintaining rapport with students CC 5K4, 5 S 1		
B3. Communicating challenging learning expectations to each student CC 453, 5, 6		
B4. Establishing and maintaining consistent standards of classroom behavior CC 5K8 , 5 S 2		
B5. Making the physical environment as safe and conducive as possible CC 5S5		
5. Teaching –Teaching -Effective and Compassionate		
C1. Making learning goals and instructional procedures clear to students CC 651, 2		
C2. Making content comprehensible to students CC 652, 756, 757, CC 9S11		
C3. Encouraging students to extend their thinking CC 454, 5, 6		
C4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands CC 7513		
C4SPED. Promoting maintenance and generalization of content over time and in various contexts CC 454, 5		
C4SPED. Using multiple assessment devices to plan and implement individualized lessons CC 8		
C5. Using instructional time effectively CC 5K2, 7S12		
6. Teaching-Professionalism- Self, Student, Colleagues, Parents		
D1. Is self-reflective concerning the extent to which objectives were met and own strengths/weaknesses CC 9K1		

D2. Accepts responsibility for student learning, making plans to help specific students who are not meeting the learning goals CC 9S3, 9		
D3. Demonstrates cooperation and collaboration with other professionals within the school setting and with community partners CC 10K4, 10S2, 6		
D4. Demonstrates competence in communicating with parents/guardians about student learning CC 10S10		
D5SPED. Values and is sensitive to diversity CC 9S6		
D6SPED. Practices multiple roles in the accomplishment of individualized learning goals CC 10		
D7SPED. Attend to legal matters pertaining to the instruction of learners with exceptional conditions CC 9S4, 10S1		
7. Technology-demonstrates facility in the use of technology and the ability to integrate technology into teaching		
SPED. Demonstrates a use of assistive technology as appropriate to various exceptional needs CC 759		

Additional Comments:

Signature of Observer

___/___/___
Date

Signature of Candidate

___/___/___
Date