



Final Clinical Experience Evaluation for Special Education

IMPORTANT NOTE: This evaluation can only be processed if the Longwood ID and teacher candidate name you provide are accurate. If you do not have access to this information, please ask the candidate to provide this information. Thank you.

Please provide the candidate's Longwood ID/CWID: [\[Help\]](#)

NOTE: You MUST provide a correct Longwood ID in order for this evaluation to be processed.

Please provide the candidate's name as s/he is currently enrolled at Longwood:

Last Name First Name Middle Name or Middle Initial

Please indicate on which of the following you are reporting information:

Student Teaching Placement 1	Graduate Professional Internship (EDUC 689)
Student Teaching Placement 2	Other Placement
Full Student Teaching Experience	

Please indicate the semester and year in which you are completing this evaluation:	Semester			Year
	Spring	Summer	Fall	
Term				

Please indicate your role:

INSTRUCTIONS: Below are essential knowledge and skills that the Longwood Professional Education Community has determined as important for its candidates to develop during their educational preparation. Using the available Conceptual Framework Standards Rubrics, please assess this candidate's present ability to demonstrate these characteristics. If you are unable to evaluate a candidate on a particular indicator (i.e., you did not have an opportunity to observe this behavior), please choose "NA" for "Not Applicable/Not Observed." However, please use this option sparingly as we desire your best judgment of the candidate's ability on as many of these indicators as possible.

CF Standard I: Content Knowledge	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Demonstrates understanding of the subject being taught				
b. Helps learners understand the subject and its relationship to the student				
c. Uses variety of methods and materials to present subject content				
d. Communicates concepts, processes and knowledge				
e. Demonstrates instructional strategies related to content and student learning				
f. Guides students to understand content from various perspectives and its relationship to the world at large				

CF Standard II: Planning	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Develops outcomes aligned with standards				
b. Uses contextual data to design instruction relevant to students				
c. Plans assessments to guide instruction and measure learning outcomes				
d. Plans instructional strategies, activities, and adaptations that address learning outcomes for all students				
e. Plans instructional strategies, activities, and adaptations that facilitate multiple levels of learning				

CF Standard III: Learning Climate	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Communicates rules, procedures, and academic standards				
b. Demonstrates fair and positive classroom management techniques				
c. Establishes a safe and supportive learning environment that encourages mutual cooperation and respect				
d. Demonstrates an understanding of child development with respect to typical and atypical behaviors of students				
e. Communicates high expectations				
f. Values and supports student diversity and addresses individual needs				

CF Standard IV: Implementation/Management	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses effective lesson design to provide instruction appropriate to lesson objectives				
b. Facilitates high expectations for all learners through individual and group learning experiences				
c. Stimulates and encourages critical thinking and creative problem solving as appropriate				
d. Implements planned instruction based on diverse student needs and assessment data				
e. Uses time effectively				
f. Uses and arranges classroom space effectively				



CF Standard V: Evaluation/Assessment	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses a variety of appropriate evaluation methods for each lesson objective				
b. Uses assessments that are aligned with learning outcomes				
c. Analyzes assessment data to guide instruction and learning and to measure learning progress				
d. Shares assessment results with students and parents				
e. Adapts assessments to accommodate diverse learning needs and situations				

CF Standard VI: Communication	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Demonstrates competence in oral communication				
b. Demonstrates competence in written communication				
c. Demonstrates the ability to communicate with students				
d. Demonstrates the ability to communicate with school personnel				
e. Demonstrates the ability to communicate with parents and families				

CF Standard VII: Technology	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses media, technology, and available resources to design and plan instruction				
b. Uses media, technology, and available resources to implement instruction and facilitate student learning				
c. Uses media, technology, and available resources to assess and communicate student learning				
d. Integrates student use of media, technology, and available resources into instruction				



Below are additional standards for those who are pursuing a degree to work in Special Education. Please assess this candidate's present ability to demonstrate these characteristics.

CEC Standard 1: Foundations	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
1a. Understands the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues.				
1b. Recognizes how changing philosophies, evidence-based principles and theories, laws and policies, diverse and historical points of view, and human issues have historically influenced and continue to influence the field of special education and the treatment of individuals with disabilities in school and society.				
1c. Understands how philosophies, evidence-based principles and theories, laws and policies, diverse historical points of view, and human issues influence professional practices including assessment, instructional planning, instructional implementation, and program evaluation.				
1d. Understands the legal, judicial, and educational systems available to assist individuals with exceptional learning needs.				
1e. Understands how issues of human diversity can impact families, cultures, and schools and how these complex human issues interact with the delivery of special education services.				
1f. Understands the relationships of organizations of special education to schools, school systems, and other agencies.				

CEC Standard 2: Development and Characteristics of Learners	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
2a. Understands the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.				
2b. Understands how exceptional conditions can interact with the domains of human development.				
2c. Uses knowledge of the interaction of exceptional conditions with the domains of human development to respond to the varying abilities and behaviors of individuals with exceptional learning needs.				
2d. Understands how the experiences of individuals with exceptional learning needs can impact families.				
2e. Understands how the experiences of individuals with exceptional learning needs can impact the individual's ability to learn, interact socially, and live as a contributing member of the community.				
2f. Relates levels of academic and social support to the characteristics and needs of the individual with a disability and his/her peers.				

CEC Standard 3: Individual Learning Differences	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
3a. Demonstrates understanding of the psychological and social-emotional characteristics of individuals with exceptional learning needs.				
3b. Understands the effects an exceptional condition can have on an individual's learning in school and throughout life.				
3c. Understands that the beliefs, traditions and values across and within cultures can affect relationships among and between students, their families, and the community.				
3d. Understands how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact academic and social abilities, attitudes, values, interests, and career options.				
3e. Uses knowledge of learning differences to individualize instruction and provide meaningful and challenging learning for individuals with exceptional learning needs				



CEC Standard 4: Instructional Strategies	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
4a. Uses research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs.				
4b. Selects, adapts, and uses evidence-based instructional strategies to promote positive learning results in general and special curricula.				
4c. Appropriately modifies learning environments for individuals with exceptional learning needs.				
4d. Enhances critical thinking, problem solving, and/or performance skills of individuals with exceptional learning needs.				
4e. Uses strategies to increase self-awareness, self-management, self-control, self-reliance, and/or self-esteem of individuals with exceptional learning needs.				
4f. Uses instructional strategies emphasizing the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.				
4g. Selects and uses specialized instructional strategies appropriate to the abilities, needs and age of individuals with disabilities.				

CEC Standard 5: Learning Environments and Social Interactions	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
5a. Uses a variety of non-aversive techniques, including reinforcement, to change targeted behaviors and maintain attention of individuals with exceptional learning needs.				
5b. Integrates academic instruction and behavior management to promote learning for individuals and groups with exceptional learning needs.				
5c. Demonstrates ability to establish a consistent classroom routine for individuals with exceptional learning needs.				
5d. Demonstrates ability to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.				
5e. Creates learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.				
5f. Fosters an environment in which diversity is valued and individuals are taught to live productively in a culturally diverse world.				

5g. Creates an environment that encourages independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.

5h. Assists general education colleagues to integrate individuals with disabilities into regular environments and engage them in meaningful learning activities and social interactions.

5i. Safely intervenes when necessary with individuals with exceptional learning needs in crisis.

5j. Provides guidance and direction to para-educators and others such as classroom volunteers and tutors.

CEC Standard 6: Languages	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
6a. 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.				
6b. Uses individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.				
6c. Understands the impact of disabilities on auditory and information processing skills.				
6d. Demonstrates knowledge of communication and social interaction alternatives for individuals who are non-speaking.				
6e. Uses augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional learning needs.				
6f. Matches communication methods to an individual's language proficiency and cultural and linguistic differences.				
6g. Provides an effective language model.				
6h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.				



CEC Standard 7: Instructional Planning	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
7a. Plans and uses specialized instructional strategies and techniques appropriate to the abilities, needs, and age of individuals with disabilities.				
7b. Develops long-range individualized instructional plans anchored in both general and special curricula.				
7c. Uses individualized plans to write carefully selected shorter-range goals and objectives taking into consideration the individual's abilities and needs, the learning environment, and cultural and linguistic factors.				
7d. Uses explicit modeling and efficient guided practice to assure acquisition, fluency, maintenance, and generalization of skills.				
7e. Selects, adapts, and creates materials reflecting principles of effective instruction.				
7f. Modifies instructional plans based on ongoing analysis of the individual's learning progress.				
7g. Facilitates instructional planning in a collaborative context including the individual with exceptionalities, his or her family, professional colleagues, and personnel from other agencies.				
7h. Demonstrates knowledge of resources and techniques to plan transitions of individuals with exceptional learning needs into and out of a variety of school and post-school environments.				

CEC Standard 8: Assessment	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
8a. Demonstrates ability to use exceptionality-specific assessment instruments with individuals with exceptional learning needs.				
8b. Selects, adapts, and modifies assessments, as appropriate, to accommodate the unique abilities and needs of individuals with disabilities.				
8c. Uses multiple types of assessment information for a variety of educational decisions including identifying individuals with exceptional learning needs, developing and implementing individualized instructional programs, and adjusting instruction in response to learning progress.				
8d. Understands the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement of individuals with exceptional learning needs.				
8e. Understands measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results.				

8f. Understands the appropriate use and limitations of various types of assessment.

8g. Collaborates with families and colleagues to assure non-biased, meaningful assessments and decision-making.

8h. Conducts both formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs.

8i. Uses assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and participate in school, system, and state-wide assessment programs.

8j. Regularly monitors the progress of individuals with exceptional learning needs in general and special curricula.

8k. Uses appropriate technologies to support assessment.

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CEC Standard 9: Professional and Ethical Practice	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
9a. Demonstrates practices consistent with the CEC's ethical and professional practice standards.				
9b. Engages in professional activities that benefit individuals with exceptional learning needs, their families, colleagues, and professional growth.				
9c. Understands how one's attitudes, behaviors, and ways of communicating can influence professional practice.				
9d. Actively plans and engages in activities that foster professional growth and currency with evidence-based best practices.				
9e. Understands one's own limits of practice and practices within these limits.				
9f. Demonstrates ethical responsibility to advocate for appropriate services and supports for individuals with exceptional learning needs.				

CEC Standard 10: Collaboration	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
10a. Demonstrates knowledge of unique services, networks, agencies, and organizations for individuals with exceptional learning needs.				
10b. Demonstrates knowledge of the collaborative and/or consultative roles of the special education professional in the integration of individuals with exceptional learning needs.				
10c. Demonstrates knowledge of co-planning and co-teaching methods that strengthen content acquisition of individuals with exceptional learning needs.				
10d. Demonstrates ability to select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs.				
10e. Regularly and effectively collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.				
10f. Promotes and advocates the learning and well-being of individuals with exceptional learning needs across settings and environments.				
10g. Serves as a resource to colleagues in understanding laws and policies relevant to individuals with exceptional learning needs.				
10h. Uses collaborative processes to facilitate the successful transition of individuals with exceptional learning needs across settings and services.				

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