

## EVALUATION OF TEACHER CANDIDATE

ESEE: Exceptional Students and Elementary Education  
2015 - 2017 Academic Year

MID-TERM and FINAL evaluations request that mentor teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their mentor at MID-TERM and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the mentor with evidence to support their assessments.

The mentor teacher's FINAL evaluation is an official document. The UHM field supervisor collects the signed forms to file with the program.

The evaluations are organized according to the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC), which align with Council for Exceptional Children (CEC) standards.

<b>InTASC</b> <i>Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards</i>	<b>CEC</b> <i>Council for Exceptional Children</i>
1. Learner Development 2. Learner Differences 3. Learning Environments	1. Learner Development and Individual Learning Differences 2. Learning Environments
4. Content Knowledge 5. Application of Content	3. Curricular Content Knowledge
6. Assessment	4. Assessment
7. Planning for Instruction 8. Instructional Strategies	5. Instructional Planning and Strategies
9. Professional Learning and Ethical Practice 10. Leadership and Collaboration	6. Professional Learning and Practice 7. Collaboration

# Clinical Practice Evaluation Form – Special Education Setting

ESEE: Exceptional Students and Elementary Education  
University of Hawai'i at Mānoa

First Name		Last Name
<b>Teacher Candidate</b>		
<b>Mentor Teacher</b>		
UH Email		School
<b>Teacher Candidate</b>		
<b>Mentor Teacher</b>		

Person completing this form:

Teacher Candidate     
  Mentor Teacher     
  Field Supervisor

<p><b>0</b> <i>(not a passing score)</i> Teacher candidate is not meeting expectations of the education profession.</p>	<p><b>1</b> <i>(passing score)</i> Teacher candidate is meeting expectations of the profession as a novice educator.</p>	<p><b>2</b> <i>(passing score)</i> Teacher candidate is exceeding expectations as a professional educator.</p>
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Teacher candidates are expected to score **one or two** for all standards.

**Please see the following link for a detailed overview of the CEC Standards:**

[Council for Exceptional Children \(CEC\) Standards](#)

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**CEC Standard 1: Learner Development and Individual Learning Differences**  
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 2: Learning Environments**  
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 3: Curricular Content Knowledge**

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 4: Assessment**

Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 5: Instructional Planning and Strategies**

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 6: Professional Learning and Ethical Practice**

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**CEC Standard 7: Collaboration**

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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Professional Dispositions	0 (Not a Passing Score)	1 (Passing Score)	2 (Passing Score)
1. Professional and Ethical Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Effective Work Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effective Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Effective Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Summary Statements

Please describe the overall performance of the teacher candidate. For candidates who exceed expectations (with one or more “2” ratings) or do not meet expectations (with one or more “0” ratings) please provide specific evidence.

Signatures indicate review of this evaluation.

Teacher Candidate \_\_\_\_\_

Date \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

Date \_\_\_\_\_

UHM Field Supervisor \_\_\_\_\_

Date \_\_\_\_\_

This evaluation should be signed by the Teacher Candidate, the Mentor Teacher, and the UHM Field Supervisor. UHM Field Supervisor will collect the original. The Teacher Candidate and Mentor Teacher will each receive digital copies. Thank you for your assistance!