



**SELF-EVALUATION OF SPECIAL EDUCATION
STUDENT TEACHING PREPAREDNESS**

Name _____

(check all that apply): Undergraduate Bilingual/TESOL Endorsement

Spring Student Teaching Fall Student Teaching

4 Exceeds Expectations	3 Proficiency	2 Moving toward Proficiency	1 Not prepared
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Professionalism

- Working professionally with my cooperating teacher and university supervisor..... 4 3 2 1
- Working collaboratively with families4 3 2 1
- Effectively implementing culturally relevant and responsive, developmentally appropriate lessons..... 4 3 2 1
- Balancing out-of-school and in-school responsibilities..... 4 3 2 1
- Flexibility with school-wide scheduled & impromptu activities..... 4 3 2 1
- Adhering to ethical standards adopted by the field4 3 2 1

Communication

- Communicating positively and effectively with families, children and staff 4 3 2 1
- Demonstrating thoughtful and responsive listening..... 4 3 2 1
- Asking for help..... 4 3 2 1
- Accepting feedback to inform growth and improvement.....4 3 2 1

Instructional Planning & Implementation

- Organizing classroom environment and activities to ensure the health and safety of children..... 4 3 2 1
- Creating classroom environment and experiences that sustain attention and interest4 3 2 1
- Making adequate time to prepare instructional materials..... 4 3 2 1
- Developing daily and long-term lesson plans..... 4 3 2 1
- Using state standards and benchmarks or learning outcomes to create lessons..... 4 3 2 1

Planning lessons that reflect developmentally appropriate expectations for all students.....	4	3	2	1
Integrating content area concepts across all areas of instruction	4	3	2	1
Incorporating a variety of pedagogical strategies into practice.....	4	3	2	1
Promoting creativity and active involvement.....	4	3	2	1

Assessment

Connecting assessment to stated goals and objectives.....	4	3	2	1
Developing valid and varied evaluation tools to assessment achievement	4	3	2	1
Incorporating formative assessment into instruction.....	4	3	2	1

Guidance/Classroom Management

Adhering to classroom schedules	4	3	2	1
Developing and/or implementing strategies that support children in becoming active contributors to the classroom community.....	4	3	2	1
Implementing record keeping procedures (school and district)	4	3	2	1

Diversity

Adjusting teaching style to meet the learning styles of all students in the classroom	4	3	2	1
Addressing multicultural issues through planning and interacting with children and staff.....	4	3	2	1
Relating to and providing for English Language Learners.....	4	3	2	1
Identifying stereotypes and bias in curriculum materials & adapt instruction accordingly.....	4	3	2	1

Inclusion:

Participating in the IFSP/IEP process; ensuring families play an active role.....	4	3	2	1
Providing for the individual needs of students.....	4	3	2	1
Relating to and providing for students with exceptionalities.....	4	3	2	1