

SPECIAL EDUCATION CONTENT KNOWLEDGE AND SKILL APPLICATION
Seton Hall University
College of Education and Human Services

CEHS Vision: To Develop Competent, Socially Conscious, Reflective Professionals

Quick Guide to the SHU Field Evaluation Form

If the candidate has served in any of the following settings or situations (inclusion classroom, in class support, preschool disabled classroom, resource room, self-contained classroom, private school, other type of special education setting), please complete this form focusing solely on CEC (special education) standards. This is a summary document of the candidate's performance throughout the semester; it does not reflect a single lesson.

Please use the following criteria when scoring each item below. Completely fill in the appropriate bubble next to each item listed. Use blue or black ink. DO NOT USE PENCIL. DO NOT MAKE STRAY MARKS.

Item Score

Sample Item: Motivates students to engage in the learning process..... F ← ----- → A
⓪ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ

Level 0: D/F Unacceptable performance
Unsatisfactory in many important respects. Not recommended for teaching without extensive remedial work in a number of important areas.

Level 1: C- Approaching adequate performance
Developing moderate skills in most areas with a few areas requiring greater focus.

Level 2: C to B- Average to acceptable performance
Adequate performance in almost all areas with few weaknesses. Shows no major weaknesses which would seriously hinder his or her teaching effectiveness. Performance is average for most factors evaluated.

Level 3: B to A- Good consistent performance
Good, effective performance in most areas with the possibility of higher level abilities in one or two areas.

Level 4: A Strong, effective performance
Strong, effective performance in all areas.

N: Not Applicable

COPY

****PLEASE COMPLETE THIS EVALUATION FORM**
AT THE END OF THE STUDENT TEACHING PERIOD AND RETURN TO:

Deborah Strazza-Sanchez
Seton Hall University
400 South Orange Avenue
Jubilee Hall Room 427
South Orange, NJ 07079

SPECIAL EDUCATION CONTENT KNOWLEDGE AND SKILL APPLICATION

Candidate's Name: _____ Evaluator's Role: Teacher..... Supervisor.....

Fall..... Spring..... Summer..... Year: 20____

School: _____ Grade/Class Type: _____

Candidate's Program Major: ESED..... DVSL..... Program Year: Sophomore..... Junior..... Senior.....

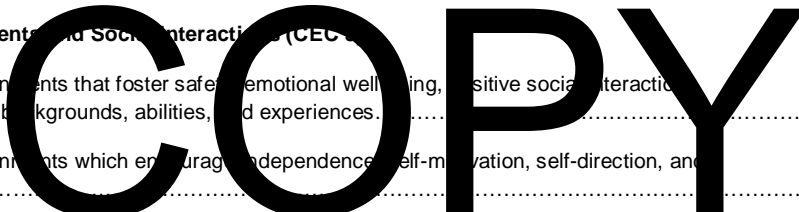
Please shade the circle(s) for all that apply to the senior candidate.

Inclusion classroom..... Preschool Disabled Classroom..... Self-Contained Classroom.....

In-class support..... Resource Room..... Private School.....

Other: (please describe at right)..... _____

	Item Score
	F←-----→A
Standard 2: Development and Characteristics of Learners (CEC 2)	
Candidate uses their knowledge of exceptional conditions and human development to respond to the varying abilities and behaviors of individual learner's needs.....	0 1 2 3 4 N
Standard 3: Individual Learning Differences (CEC 3)	
Candidate considers how primary language, culture, and familial backgrounds, along with the learner's exceptional condition, impacts experiences within the classroom (such as academics, social relations, attitude, values, interest and career options).....	0 1 2 3 4 N
Standard 4: Instructional Strategies (CEC 4)	
Candidate is able to select, adapt, and use appropriate instructional strategies to promote challenging learning for individuals with exceptional needs in a special and general curriculum.....	0 1 2 3 4 N
Standard 5: Learning Environment and Social Interactions (CEC 5)	
Candidate creates learning environments that foster safety, emotional well-being, positive social interactions, and respect for others with varied backgrounds, abilities, and experiences.....	0 1 2 3 4 N
Candidate creates learning environments which encourage independence, self-motivation, self-direction, and self-advocacy by all learners.....	0 1 2 3 4 N
Standard 6: Language (CEC 6)	
Candidate applies their knowledge of augmentative, alternative, and assistive technologies to support and enhance communication of all learners.....	0 1 2 3 4 N
Standard 7: Instructional Planning (CEC 7)	
Candidate is able to translate and apply the goals of the IEP into the context of the learning environment to effectively and positively support the learner's growth.....	0 1 2 3 4 N
Standard 8: Assessment (CEC 8)	
Candidate uses the results of assessments to help identify the learning strengths and needs of students for immediate and long range planning.....	0 1 2 3 4 N
Standard 9: Professional and Ethical Behavior (CEC 9)	
Candidate is aware of how their attitudes, behaviors, and ways of communicating can influence the learning and social environment.....	0 1 2 3 4 N
Standard 10: Collaboration (CEC 10)	
Candidate advocates for the learning and well being of their learners within their classroom, the school, and the larger community.....	0 1 2 3 4 N
Candidate effectively integrates support staff within the classroom to enhance student learning.....	0 1 2 3 4 N



Name (Please print): _____ Role: _____

*SIGNATURE: _____ Date: _____