



Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

SPECIAL EDUCATION UNDERGRADUATE/GRADUATE PROGRAM

LEARNER:

Outcome 1: **Implements an appropriate curriculum geared to meet the individual needs of the students with mental and/or physical disabilities within the classroom.**

Performance
Indicators:

- Establishes attainable goals for all students within parameters set by the IEP
- Develops and uses short range objectives that are consistent with the goals
- Adapts materials and methods to the needs of the students
- Continuously evaluates students' outcomes which inform future programming

Outcome 2: **Demonstrates adaptability, flexibility, and initiative in meeting the changing needs of students with mental and/or physical disabilities in the learning environment.**

Performance
Indicators:

- Is adaptable in crisis situations
- Is adaptable in the use of material and equipment
- Is adaptable to changes in schedules, group size, the presence of visitors
- Is flexible in lesson delivery
- Is flexible in identifying and meeting the needs of the students
- Is flexible in long range goals
- Shows initiative in preparing instructional bulletin boards, learning centers, activity centers
- Shows initiative in taking on additional classroom-related responsibility and professional growth
- Shows initiative in school-based extracurricular and co-curricular activities

COMMITMENT:

Outcome 1: **Demonstrates knowledge and application of professionalism and ethical practices.**

Performance
Indicators:

- Practices within the CEC Code of Ethics and other standards of professionalism
- Demonstrates positive regard for the gender, culture, religion, and sexuality of the student
- Exercises objective professional judgement in the practice of the profession
- Promotes and maintains a high level of competence and integrity in the practice of the profession

CONTENT:

Outcome 1: **Uses positive behavior management techniques and applies reinforcement principles appropriately.**

Performance Indicators

- Reinforces positive behavior appropriately; i.e., use of social reinforcement, tangible rewards
- Keeps adequate records when using formal behavior modification
- Uses various types of behavior modification techniques
- Is systematic in applying reinforcement strategies
- Uses techniques that suggest effective group management skills; i.e., positions oneself in such a manner as to be able to observe entire class
- Uses various techniques in classroom behavior control, such as eye contact, voice modification, and proximity
- Provides motivation by teaching in an interesting way, i.e., making learning fun and exciting
- Changes types of tasks or activities frequently enough to avoid boredom

Outcome 2: **Assesses and profiles pupils strengths and limitations in ways that can be utilized for instructional planning.**

Performance Indicators:

- Utilizes individual case history information appropriately
- Utilizes appropriate formal assessment tools (group & individual)
- Utilizes appropriate informal assessment tools in an ongoing way, as an integral part of the instructional process
- Uses appropriate charts and graphs to profile student learning outcomes

COLLABORATION:

Outcome 1: **Demonstrates knowledge of communication and collaborative partnerships.**

Performance Indicators:

- Communicates and collaborates effectively with students, parents, school, and community personnel
- Develops student programs collaboratively with other team members
- Adheres to ethical practice in communicating to others about individuals with exceptional learning needs

Outcome 2: **Engages in collaborative teamwork.**

Performance Indicators:

- Collaborates with other school personnel for inclusion of students into various learning environments
- Communicates and collaborates with other school personnel about characteristics and needs of specific students
- Uses collaborative strategies in working with students, parents, and local school and community personnel in various learning environments

COMPETENCE:

Outcome 1: Practices diagnostic and prescriptive instructional procedures.

Performance

- Indicators:
- Utilizes available diagnostic information for short and long range plans for teaching
 - Plans specific lessons for individual students
 - Sets attainable goals for students
 - Considers individual differences in determining beginning levels of tasks
 - Demonstrates the ability to analyze a task to reduce it to its component parts and to sequence
 - Recognizes and manipulates the variables in the learning task
 - Matches teaching techniques and student learning style

Outcome 2: Uses and adapts special equipment and materials used by and/or with specific students with mental and/or physical disabilities.

Performance

- Indicators:
- Adapts equipment for properly positioning students
 - Designs and/or adapts instructional materials to individualized needs of children
 - Is concerned about and attempts to fit furniture to the child
 - Encourages students to manipulate materials and special equipment independently

Outcome 3: Plans for and effectively uses paraprofessionals.

Performance

- Indicators:
- Works cooperatively with paraprofessionals
 - Includes paraprofessionals as one of the classroom team
 - Gives adequate directions, assistance, and supervision to the paraprofessional
 - Assigns tasks to the paraprofessional that are within his/her job description

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