



**PROFILE OF SPECIAL EDUCATION BLOCK  
PERFORMANCE:  
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate \_\_\_\_\_ School \_\_\_\_\_

Field School Teacher \_\_\_\_\_ Subjects / Grade Levels / Dates of Attendance \_\_\_\_\_

A: Content Knowledge	Exemplary	Competent	Does Not Meet Expectations	Unable to Observe
A1. Demonstrates an understanding of appropriate content standards (SOL/Professional Standards)				
A2. Identifies key principles and concepts of subject matter				
A3. Uses examples to support basic principles of content				
A4. Links content to students' prior experiences and to related subject areas				
<b>B: PREPARATION FOR INSTRUCTION</b>				
B1. Is familiar with relevant aspects of students' background, language/culture, knowledge, experiences, and skills				
B2. Plans for the unique characteristics of individual students (i.e. TAG/GT, diverse cultural/linguistic needs, ELN, among others)				
B3. Formulates clear learning outcomes that are appropriate for students				
B4. Plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc.)				
<b>C: INSTRUCTIONAL PERFORMANCE</b>				
C1. Establishes a safe physical and psychological environments				
C2. Creates a climate of fairness and respect				
C3. Maintains consistent standards for positive classroom behavior				
C4. Makes procedures and outcomes clear to students				
C5. Presents content accurately and effectively				
C6. Models appropriate language usage				
C7. Provides appropriate accommodations for diverse learners				
C8. Provides opportunities for content application				
C9. Checks for understanding using a variety of formal or informal assessment techniques				
C10. Uses instructional time effectively				
CEC 4, 7. Individualizes instruction according to student need.				
CEC 7 Uses task analysis to maximize learning.				
CEC 10 Collaborates for assessing student needs and for planning and instruction.				
<b>D: Reflection and Evaluation – Impact on Student Learning</b>				
D2. Accurately describes the strengths and weaknesses of his/her teaching skills in relation to student learning				
D3. Seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction				

**E. PROFESSIONALISM**

*The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)*

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| <input type="checkbox"/> Is responsible and dependable<br><input type="checkbox"/> Shows initiative<br><input type="checkbox"/> Is punctual and regular in attendance<br><input type="checkbox"/> Exhibits the ability to make decisions<br><input type="checkbox"/> Sets appropriate priorities and meet deadlines<br><input type="checkbox"/> Demonstrates enthusiasm for teaching<br><input type="checkbox"/> Has compassion for students<br><input type="checkbox"/> Dresses appropriately<br><input type="checkbox"/> Demonstrates professional behavior with students, families, and school personnel | <input type="checkbox"/> Displays mature judgment and self-control<br><input type="checkbox"/> Maintains confidentiality |
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