

Special Education 5587 / 9287 Practicum Teaching Observation Report

Practicum Student: _____ Date: _____

University Coach: _____ Observation number: 1 2 3 4 5 6

Mentor Teacher: _____ School: _____

Grade: _____ Subject/Class: _____ Timeframe: _____

Temple Teaching Standards Performance Indicators for a SPED 5587 / 9287 Practicum Student:

EE = Exceeds Expectations *(The practicum student effectively incorporates this competency into his/ her lesson plan when appropriate, and he/ she effectively enacts this competency at a high level of quality within his/ her lesson delivery or practice.)*

ME = Meets Expectations *(The practicum student effectively incorporates this competency into his/ her lesson plan when appropriate, and he/ she effectively enacts this competency within his/ her lesson delivery or practice.)*

D = Developing *(The practicum student effectively incorporates this competency into his/ her lesson plan when appropriate; however, the student teacher's attempt to enact this competency is either ineffective or not observed within his/ her lesson delivery or practice.)*

B = Beginning *(The practicum student does not effectively incorporate this competency into his/ her lesson plan when appropriate, and/ or the student teacher's attempt to enact this competency is either ineffective or not observed within his/ her lesson delivery or practice.)*

√ *Special Education 5587 / 9287 Practicum Students* usually begin with 'Meets Expectations' on most competencies. Towards the end of the practicum experience, practicum students should reach 'Meets Expectations' on all competencies and reach 'Exceeds Expectations' on some.

Ratings on the 8 TOR Domains:				
Professionalism	B	D	ME	EE
Classroom Environment	B	D	ME	EE
TTS: Deep Content Understanding (DCU)	B	D	ME	EE
TTS: Coherence & Continuity (CO & CO)	B	D	ME	EE
TTS: Real World Connections (RW)	B	D	ME	EE
TTS: Active Learning (AL)	B	D	ME	EE
TTS: Critical & Creative Thinking (CR & CR)	B	D	ME	EE
TTS: Reflecting Thinking (RT)	B	D	ME	EE

Coaching Comments: