



Missouri State University  
Special Education Specialty Addendum

Student Teacher Name: \_\_\_\_\_ Block: 1 2 Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School/District \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Grade/Course \_\_\_\_\_

Trait Name	Trait Description	Ratings				
		High Level	Satisfactory	Needs Improvement	Not Observed	Not Applicable
Spec Ed 1.0.0	The student teacher accepts and effectively executes assigned responsibilities	3	2	1	(NO)	(NA)
Spec Ed 2.0.0	The student teacher gives oral evidence of knowledge of ethical behavior.	3	2	1	(NO)	(NA)
Spec Ed 3.0.0	The student teacher knows ethics of record keeping, reporting, and confidentiality.	3	2	1	(NO)	(NA)
Spec Ed 4.0.0	The student teacher responds appropriately to accidents, health needs, fire drills, and preventative danger.	3	2	1	(NO)	(NA)
Spec Ed 5.0.0	The student teacher works effectively with students from a variety of backgrounds.	3	2	1	(NO)	(NA)
Spec Ed 6.0.0	The student teacher corrects students in a positive manner.	3	2	1	(NO)	(NA)
Spec Ed 7.0.0	The student teacher creates a positive atmosphere in the classroom.	3	2	1	(NO)	(NA)
Spec Ed 8.0.0	The student teacher maintains written record of activities.	3	2	1	(NO)	(NA)
Spec Ed 9.0.0	The student teacher completes appropriate written planning for integrated instruction.	3	2	1	(NO)	(NA)
Spec Ed 10.0.0	The student teacher effectively plans ahead of time; is fully prepared ahead of time notebook and other teaching materials at the beginning of instruction.	3	2	1	(NO)	(NA)
Spec Ed 11.0.0	The student teacher interprets diagnostic information from assessment instruments and procedures.	3	2	1	(NO)	(NA)
Spec Ed 12.0.0	The student teacher administers standardized and alternative assessment procedures with accuracy.	3	2	1	(NO)	(NA)
Spec Ed 13.0.0	The student teacher develops IEP(s) appropriate to process and student PLP.	3	2	1	(NO)	(NA)
Spec Ed 14.0.0	The student teacher incorporates assistive technology in programming appropriate to individual needs.	3	2	1	(NO)	(NA)
Spec Ed 15.0.0	The student teacher incorporates the content of the students' IEP and diagnostic data to instruction.	3	2	1	(NO)	(NA)
Spec Ed 16.0.0	The student teacher identifies clearly the objectives in planning instruction.	3	2	1	(NO)	(NA)
Spec Ed 17.0.0	The student teacher plans for assessment of objectives.	3	2	1	(NO)	(NA)
Spec Ed 18.0.0	The student teacher begins and ends instructional activities using appropriate transitions.	3	2	1	(NO)	(NA)
Spec Ed 19.0.0	The student teacher plans for transitions and incorporates inter-agency collaboration for transitional needs.	3	2	1	(NO)	(NA)
Spec Ed 20.0.0	The student teacher manages the classroom to ensure maximum on-task behavior of learners.	3	2	1	(NO)	(NA)

Spec Ed 20.1.0	The student teacher manages the classroom to ensure maximum on-task behavior by establishing guidelines and rules acceptable for of learner's behavior.	3	2	1	(NO)	(NA)
Spec Ed 20.2.0	The student teacher manages the classroom to ensure maximum on-task behavior by implementing appropriate classroom discipline procedures.	3	2	1	(NO)	(NA)
Spec Ed 20.3.0	The student teacher manages the classroom to ensure maximum on-task behavior by providing positive feedback to students about their behavior.	3	2	1	(NO)	(NA)
Spec Ed 20.4.0	The student teacher manages the classroom to ensure maximum on-task behavior of learners by addressing problems with a minimum of instructional interference.	3	2	1	(NO)	(NA)
Spec Ed 20.5.0	The student teacher manages the classroom to ensure maximum on-task behavior of learners by being verbally specific about accomplishments that are being praised.	3	2	1	(NO)	(NA)
Spec Ed 21.0.0	The student teacher structures the environment to promote positive behavioral and academic outcomes.	3	2	1	(NO)	(NA)
Spec Ed 22.0.0	The student teacher teaches ability-appropriate lessons	3	2	1	(NO)	(NA)
Spec Ed 23.0.0	The student teacher includes direct instruction techniques for active involvement by students.	3	2	1	(NO)	(NA)
Spec Ed 23.1.0	The student teacher includes direct instruction techniques for active involvement by student: modeling	3	2	1	(NO)	(NA)
Spec Ed 23.2.0	The student teacher includes direct instruction techniques for active involvement by student: shaping	3	2	1	(NO)	(NA)
Spec Ed 23.3.0	The student teacher includes direct instruction techniques for active involvement by students: repeated practices	3	2	1	(NO)	(NA)
Spec Ed 23.4.0	The student teacher includes direct instruction techniques for active involvement by students: mastery	3	2	1	(NO)	(NA)
Spec Ed 23.5.0	The student teacher includes direct instruction techniques for active involvement by students: generalization.	3	2	1	(NO)	(NA)
Spec Ed 24.0.0	The student teacher instructs social interaction skills to promote social competence among students	3	2	1	(NO)	(NA)
Spec Ed 25.0.0	The student teacher implements social programs in unstructured and structured settings.	3	2	1	(NO)	(NA)
Spec Ed 26.0.0	The student teacher conveys information in a logical sequence.	3	2	1	(NO)	(NA)
Spec Ed 27.0.0	The student teacher participates in shared decision making and serves as a resource to colleagues.	3	2	1	(NO)	(NA)
Spec Ed 28.0.0	The student teacher communicates effectively with families, guardians, and child-care workers of students.	3	2	1	(NO)	(NA)
Spec Ed 29.0.0	The student teacher demonstrates an understanding of the impact of a child with disabilities on the family system.	3	2	1	(NO)	(NA)
Spec 30.0.0	The student teacher involves the family in the instructional process.	3	2	1	(NO)	(NA)
Spec Ed 31.0.0	The student teacher demonstrates an understanding for different cultural customs and differing educational values of the family social system.	3	2	1	(NO)	(NA)
Spec Ed Influence on Student Learning	The student teacher influences student learning to ensure high level achievement among all students. <b>Comment required.</b>	3	2	1	(NO)	(NA)

Influence on Student Learning (**Comment Required**):

General Comments (optional):