

UNIVERSITY OF DETROIT MERCY
COLLEGE SUPERVISOR OBSERVATION FORM
SPECIAL EDUCATION

College of Liberal Arts and Education

Date: _____

Student Teacher Name: _____ Student ID # _____

Cooperating Teacher: _____ Grade/Subject _____

College Supervisor: _____ School: _____

Key	1	2	3	4	5
Exceptional Competency		Highly Skilled	Skilled	Needs Improvement	Not Competent

COLLEGE SUPERVISOR'S OBSERVATION FORM

PERFORMANCE RESPONSIBILITIES

A. PLANNING

- A 1. Plans effectively for instruction by designing daily lesson plans which
incorporate short –term objectives 1 2 3 4 5
- A 2. Demonstrates proactive planning of instruction for a diversity of
Student needs 1 2 3 4 5
- A 3. Develops appropriate short-term objectives and/or goals based on
continuous assessment 1 2 3 4 5
- A 4. Conducts initial and/or review IEP conferences as appropriate 1 2 3 4 5

B. INCLUSION/ MANAGEMENT

- B 1. Insures appropriate scheduling of students into regular classes
as indicated on IEP 1 2 3 4 5

B 2. Conducts conferences assessing student progress to assist
parents and regular education teachers in their supporting roles 1 2 3 4 5

B 3. Completes and maintains in a timely manner all required records
(e.g. monthly class rolls, IEP forms, confidential records, requisitions,
progress reports) 1 2 3 4 5

B 4. Completes re-evaluation forms in a timely manner according to
eligibility requirements 1 2 3 4 5

B 5. Creates classroom environment conducive to learning and appropriate
to the functioning levels of students 1 2 3 4 5

B 6. Maximizes the time available for instruction 1 2 3 4 5

B 7. Performs duty assignments 1 2 3 4 5

C. INSTRUCTION

C 1. Delivers instruction effectively 1 2 3 4 5

C 2. Monitors the progress of short-term objectives/goals as indicated by the IEP 1 2 3 4 5

C 3. Employs a variety of instructional methods, techniques, and materials 1 2 3 4 5

C 4. Integrates technology into instruction 1 2 3 4 5

C 5. Assesses to present appropriate content 1 2 3 4 5

C 6. Engages students in the learning process 1 2 3 4 5

C 7. Assesses student progress on an on-going basis and accommodates
instruction accordingly 1 2 3 4 5

C 8. Exhibits mastery and knowledge in content instruction 1 2 3 4 5

C 9. Incorporates the skills of language and literacy to promote learning 1 2 3 4 5

C10. Develops lessons that reflect content, State, and Common Core Standards 1 2 3 4 5

D. PROFESSIONAL GROWTH AND DEVELOPMENT

- D 1. Displays evidence of professional growth and participation in Special Education in-service sessions 1 2 3 4 5
- D 2. Demonstrates awareness of current trends in Special Education 1 2 3 4 5
- D 3. Provides in-service on Special Education Services to school staff upon request 1 2 3 4 5
- D 4. Plans for professional self-development 1 2 3 4 5

E. PERSONAL TRAITS

- E 1. Poise, self-confidence, enthusiasm and optimism 1 2 3 4 5
- E 2. Punctuality 1 2 3 4 5
- E 3. Dependability 1 2 3 4 5
- E 4. Acceptable speech and grammar 1 2 3 4 5
- E 5. Effective communication with students, parents and other adults 1 2 3 4 5
- E 6. Discreet handling of confidential information 1 2 3 4 5
- E 7. Unbiased attitude (e.g. race, creed, sex, religion or disability) 1 2 3 4 5
- E 8. Utilizes suggestions for improvement 1 2 3 4 5
- E 9. Flexibility 1 2 3 4 5

SPECIAL EDUCATION TEACHER’S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

EVALUATOR’S NARRATIVE COMMENTS: (Attach supplemental sheet if necessary)

EVALUATOR'S SIGNATURE _____ DATE _____

TEACHER'S COMMENTS : (Attach supplemental sheet if necessary):

STUDENT'S SIGNATURE _____ DATE _____

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the rating or comments.