

The University of Tennessee at Martin
Department of Educational Studies
(Fall, 2003)

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No text required. See recommended resources attached.

I. COURSE NUMBER AND TITLE

Special Education 387/587
Practicum in Teaching Exceptional Children (Birth-6)
Prereq: SPED300

II. SEMESTER CREDIT HOURS

3 semester credit hours/ 75 clock hours in the field; by appointment with instructor as needed

III. CATALOG DESCRIPTION

The practicum professional field-based experience at UTM. Emphasis on direct observations and participation with students in special education in a public school setting under a state certified special education teacher.

IV. RATIONALE

Field experience is an integral part of any teacher education program. This course allows students the opportunity to interact with children, develop materials, practice classroom management techniques, practice teaching strategies, etc. This allows practicum students an early opportunity to put theory into practice by observing an experienced special education teacher.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an

integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to *diverse learners* and the *use of technology* as an additional *communication* tool to enhance student learning. The following are the three primary components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing *Teachers as Facilitators of Learning*:

- A. Reflective Practitioner
- B. Pedagogical Skills
- C. Professional and Ethical Behavior

VI. GOALS/OBJECTIVES

Cognitive Objectives:

The student will be able to:

1. demonstrate systematic observation skills in describing pupil behavior, instructional activities, behavioral management systems, and other facets of a special education classroom (Alberto and Troutman, 1990; Wood, 1989; Polloway, et. al., 1989; Smith, 1989; Special Education Student Evaluation Manual, 1985; Blalock, et. al., 1989; Walker and Shea, 1988; Davis and Rimm, 1989; Gearheart and Gearheart, 19??; Hallahan and Kauffman, 1991; Hammill and Bartel, 1990)
2. increase awareness of special education procedures such as referral, identification, placement, and the role of the "paper trail" in instructional efforts to increase student learning (Special Education Student Evaluation Manual, 1985; Hallahan and Kauffman, 1991; Strickland and Turnbull, 1990; Bateman, 1982; Heron and Harris, 1987)
3. complete assessment activities relevant to special education services (Special Education Student Evaluation Manual, 1985; Strickland and Turnbull, 1990; Wood, 1989; McLoughlin and Lewis, 1986; Tindal and Marston, 1990; Swanson and Watson, 1989; Salvia and Ysseldyke, 1988)
4. develop Individualized Education Programs (IEP) (Special Education Student Evaluation Manual, 1985; Strickland and Turnbull, 1990; Tennessee State Department of Education required forms and LEA forms; Hallahan and Kauffman, 1991; Deno and Mirkin, 1977; Mager, 1975; Wood, 1989)
5. prepare lessons based on principles of effective instruction, including components of the Tennessee Instructional Model (Wood, 1989; Polloway, et. al., 1989; Ysseldyke and Marston, 1990; Lerner, 1988; Bickel and Bickel, 1986; Wittrack, 1986; Hunter, 1984; Manley and Levy, 1981)
6. plan and implement effective instructional strategies appropriate for the skills of the exceptional learner (Lerner, 1988; Wood, 1989; Polloway, et. al., 1989; Alberto and Troutman, 1990; Banks, 1988; Blalock, et. al., 1989; Davis and

- Rimm, 1989; Gearheart, et. al., 1988; Hammill and Bartel, 1990; Lloyd, et. al., 1988)
7. examine components of instructional management, including classroom arrangement, behavior management, scheduling, and the collection of data to document student performance (Polloway, et. al, 1989; Wood, 1989; Kauffman, 1989; Parke, 1989; Santag et. al., 1977; Wang, et. al., 1987; Pullen and Kauffman, 1987; Lloyd, et. al, 1988; Gearheart, 1988; Guralnick and Bennett, 1987; Hanson and Harris, 1986; Cole and Cole, 1989; Chalfant and Kirk, 1984; Blalock, et. al., 1989; Bickel and Bickel; Alberto and Troutman, 1990)
 8. demonstrate skills in communicating with teachers and/or parents of pupils involved with special education services (Elksnin and Elksnin, 1989; Gearheart, et. al., 1988; Hallahan and Kauffman, 1991; Turnbull an Turnbull, 1990; Wehman, et. al., 1988; Davis, 1983; Heward and Orlansky, 1988; Parsons and Meyers, 1984; Speece and Mandell, 1980)
 9. examine professional issues related to special education, including stress management and the relationship of special education services to other special services offered in the district (Davis, 1983; Bateman, 1982; Martin, 1978; Hallahan and Kauffman, 1991; Heward and Orlansky, 1988; Marozas and May, 1988; Cole and Cole, 1989; Flynn and Nitsch, 1980; Fraser and Hensinger, 1983; Osborne, 1984; Turnbull and Turnbull, 1990; Wehman, et. al., 1988, Wood, 1989)

Affective Objectives:

The student will be able to:

1. accept and program for the individual learning needs students bring to the classroom (Smith, 1989; Bateman, 1982; Baca, 1989; Banks, 1988; Bickel and Bickel, 1986; Cole and Cole, 1989; Davis and Rimm, 1989; Gartner and Joe, 1986; Lipsky and Gartner, 1987; Pullen and Kauffman, 1987; Sisk, 1988)
2. recognize and manage the complexity of the special education classroom in a positive and constructive manner (Polloway, et. al., 1989; Marozas and May, 1988; Heron and Harris, 1987; Walker and Shea, 1988; Davis, 1983; Alberto and Troutman, 1990; Bickel and Bickel, 1986; Hammil and Bartel, 1990)
3. be committed to the continual improvement of teaching and delivery of special education services (Davis, 1983; Baca, 1989; Banks, 1988; Carnine and Kameenui, 1990; Dunst, et. al., 1988; Turnbull and Turnbull, 1990; Wehman, et. al., 1988; Nelson, et. al., 1987; Knowlton and Clark, 1987)

VII. Competencies

1. The teacher demonstrates an awareness of individual differences among people. I.D., E., F., II.A., B., H.
2. The teacher adapts the environments—physical, social, and emotional to facilitate learning. I.B., IIB., C. III.A., B., C., D., E., F., IV.B., C.
3. The teacher designs and utilizes strategies based on cognitive and developmental theories. I.B., G., II.A., C., III. A., B., C., D., K., IV.E., G.

4. The teacher employs skills that facilitate learning. I.A., G., IIA., B., D., III. A., F., J., K., IV.C.
5. The teacher communicates effectively with students, parents and professionals. I.A., D., F., II.B., II.B., C., E., K., IV.A., D.
6. The teacher reflects self-understanding and human relation skills necessary for coping with chosen profession. I.C., D., II.D., II.E., IV.A., E., F., G., H.
7. The teacher encourages the development of student participation, responsibility, and critical thinking skills. I.B., F., D., III.B., D., J., K., IV.B., F.
8. The teacher practices ethical standards of the profession and utilizes these principles in professional relationships. I.A., d., II.D., IV.A., D.
9. The teacher understands foundations of public education in America and the importance of ongoing research. I.B., F., G., II.D., II.G., IV.A., B., F.

VIII. COURSE CONTENT/ACTIVITIES

It is important that the practicum student participate in a wide range of activities as directed by the cooperating teacher. The practicum student and university supervisor will work closely with the cooperating teacher to insure the practicum experience does not disrupt the functioning of the classroom.

- A. Observation in the special education classroom for familiarization.
 1. observe and record task-related and social behaviors of the pupils-see Student Observation Form. Include at least one running observation and one time-check observation. This will be explained at the initial meeting.
 2. observe and record instructional activities used by the teacher - see Instructional Activities Observation form. If possible, the observation should include a variety of activities and content areas.
 3. examine special education procedures for district, including administrative duties of teachers, such as Census - pay close attention to sections pertaining to evaluation; IEP development; due process; and parent notification, permission, and involvement requirements. List the major sections included in the procedures and summarize the requirements contained in each section.

- B. Discussions with the teacher
 1. review procedures and strategies for parent and teacher communication; including IEP updates, written progress reports, communicating with regular class teacher about what going on in each room - typed discussion summary.
 2. examine referral (Child Find), evaluation, and placement process, including the paper trail of forms and documentation. Obtain parent permission first.
 3. review evaluation processes: different methods for evaluating student learning, for example, standardized testing, documentation of student

progress in curriculum and on IEP goals and objectives (daily and periodic performance recording), grading systems - typed discussion summary.

- C. With parent permission, review assessment reports on two pupils selected by the practicum student and cooperating teacher. If possible, the pupils selected should be those for whom IEP's and instructional programs have been developed.
- D. Observe an IEP-team meeting and/or participate in at least one parent conference focusing on, for example, reviewing student's progress. Participation in conferences during regularly scheduled school-wide parent conference sessions will fulfill this requirement. In all other situations, i.e., observing an IEP-team, participating in "Parent Conference Night", the student will type a summary of the conference process. Without revealing names and the specific information discussed, the summary should include the topics on the agenda (purpose of meeting, performance in classroom in reading and math, ways to help pupil, etc.), communication techniques (clarity of information, focusing on topic at hand, avoiding jargon, etc.), and techniques for parent involvement (questioning, soliciting parent comments, etc.). The student should be exposed to the IEP-team meeting process if at all possible.
- E. Meet with the principal and/or special education supervisor to discuss the continuum of special education services provided by the district and the role of special education in the school. Include a description of the integration of special education and regular education services. Type a summary of the meeting(s).
- F. Demonstrate skills in instructional management:
 - 1. physical arrangement of classroom - develop a diagram of the classroom in which you would like to work.
 - 2. behavior management system, including development and communication of rules - develop a set of classroom rules and strategies for communicating the rules to the pupils.
- G. If possible, attend at least one school faculty meeting - no written summary required.
- H. Observe in a special education setting different from placement, for example, resource practicum students in CDC class, elementary practicum students in secondary class, students working with handicapped students in gifted program.
- I. Write two written reflections of the practicum experience. One will be completed after the first visit for each site and one will be completed after completion of each site. This should be a written narrative of your impressions of the practicum experience and your development as a teacher.

- J. Any written products referring to pupils in the classroom should contain fictitious names when referring to the pupil. For example, the assessment reports, IEP's, and progress reports should not contain the pupil's real name. Be sure to keep track of the name you use so as not to become confused about which pupil's data are being discussed.

IX. EVALUATION PROCEDURES

- A. The Practicum Notebook contains the written documents noted in VII and the timesheet with the Cooperating Teacher's initials following each session and her signature at the bottom following completion of the practicum. The University Supervisor will complete two formal instructional observations and the Cooperating Teacher will complete a written evaluation, including an instructional observation.

- B. Grading:

Practicum Notebook	100 points
Observations by Supervisor	50 points
Cooperating Teacher Evaluation	<u>50 points</u>
Total Pts.	200 points

- A = 180 - 200 points
- B = 160 - 179 points
- C = 140 - 159 points
- D = 120 - 139 points
- F = Below 120 points

- C. Attendance

Students in Special Education 386 are required to participate in a functioning special education setting for a minimum of 75 hours. The student and his cooperating teacher should develop a schedule of practicum sessions. A student who knows he/she will not be able to attend a scheduled session should notify the cooperating teacher. Except in cases of extreme emergency, a warning will be issued to a student who misses a session and does not contact the cooperating teacher. If there is a second absence without notification of the cooperating teacher, the practicum will be terminated.

Attendance at the seminars is required. Except in cases of extreme emergency, absence from more than one seminar without prior notification of the instructor will result in a grade of Incomplete. In any case, a student absent from a seminar will be responsible for any material discussed during that session.

D. As stated in the University catalog, "The student must provide proof of current liability insurance coverage to the College of Education and Behavioral Sciences prior to receiving permission to enroll in courses and/or practica which will necessitate interaction between the undergraduate student and children in K-12 schools or other assigned settings." In other words, the instructor of this course cannot give practicum placements until proof of liability insurance has been presented.

X. TEXTBOOK(S)

NONE

XI. OTHER RESOURCES

Cooperating Teacher's classroom materials

School District's special education procedures

Alberto, P. A., and Troutman, A. C. Applied Behavior Analysis for Teachers. Columbus, OH: Merrill, 1990.

Baca, L and Cervantes, H. The Bilingual Special Education Interface. Columbus, OH: Merrill, 1989.

Banks, J. A. Multiethnic Education: Theory and Practice. Boston: Allyn and Bacon, 1988.

Bateman, B. "Legal and Ethical Dilemmas of Special Educators," from Exceptional Education Quarterly, 1987, Vol 2, pp. 57-67.

Bickel, W. E. and Bickel, D. D. "Effective Schools, Classrooms and Instruction: Implications for Special Education," from Exceptional Children, 1986, Vol 52, pp. 489-500.

Blalock, G., Polloway, E. A. and Patton, J. Strategies for Teaching Students with Learning and Behavior Problems. Columbus, OH: Merrill, 1989.

Carnine, D. and Kameenui, E. J. "The Regular Education Initiative and Children with Special Needs: A False Dilemma in the Face of True Problems," from Journal of Learning Disabilities. 1990, Vol 23, pp. 141-144.

Chalfant, J. C. and Kirk, S. A. Academic and Developmental Learning Disabilities. Denver, CO: Love Publishing Co., 1984.

- Cole, M. L. and Cole, J. T. Effective Intervention with the Language-Impaired Child. Rockville, MD: Aspen Publications, 1989.
- Davis, G. A. and Rimm, S. B. Education of the Gifted and Talented. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Davis, W. E. The Special Educator: Strategies for Succeeding in Today's Schools. Austin, TX: Pro-Ed, 1983.
- Deno, S. L. and Mirkin, P. K. Data-Based Program Modification: A Manual. Minneapolis, MN: Leadership Training Institute/Special Education, 1977.
- Dunst, C. J., Trivette, C. M. and Deal A. Enabling and Empowering Families. Cambridge, MA: Brookline Books, 1988.
- Flynn, R. J., and Nitsch, K. E. Normalization: Integration and Community Service. Austin, TX: Pro-Ed, 1980.
- Fraser, B. A. and Hensinger, R. N. Managing Physical Handicaps: A Practical Guide for Parents, Care Providers and Educators. Baltimore: Paul H. Brookes, 1983.
- Gartner, A., and Joe, T. Images of the Disabled/Disabling Images. New York: Praeger, 1986.
- Gaylord-Rodd, R. Integration Strategies for Students with Handicaps. Baltimore: Paul H. Brookes, 1989.
- Gearheart, B. R., Weishahn, M. W. and Gearheart, C. The Exceptional Student in the Regular Classroom. St. Louis, MO: Mosby Publishing Company, 1988.
- Guralnick, M. J. and Bennett, F. C. The Effectiveness of Early Intervention for At-Risk and Handicapped Children. New York: Academic Press, 1987.
- Hallahan, D. P. and Kauffman, J. M. Exceptional Children. Englewood Cliffs, NJ: Prentice Hall, 1991.
- Hammill, D. D. and Bartel, N. R. Teaching Students with Learning and Behavior Problems. Austin, TX: Pro-Ed, 1990.
- Hanson, M. J. and Harris, S. R. Teaching the Young Child with Motor Delays. Austin, TX: Pro-Ed, 1986.
- Heron, T. E. and Harris, K. C. The Educational Consultant. Austin, TX: Pro-Ed, 1987.
- Heward, W. L. and Orlansky, M. D. Exceptional Children. Columbus, OH: Merrill, 1988.

- Hunter, M. "Knowing Teaching and Supervising," in P. L. Hosford (ed), What We Know About Teaching. Alexandria, VA: Association for Supervision and Curriculum Development, 1984.
- Kauffman, J. M. Characteristics of Children's Behavior Disorders. Columbus, OH: Merrill, 1989.
- Knowlton, H. E. and Clark, G. M. "Transition Issues for the 1990's," from Exceptional Children, 1987, Vol 53, pp. 562-563.
- Lerner, J. Learning Disabilities: Theories, Diagnosis and Teaching Strategies. Boston: Houghton Mifflin, 1988.
- Lipsky, D. K. and Gartner, A. "Capable of Achievement and Worthy of Respect: Education for Handicapped Students as if They Were Full-fledged Human Beings," from Exceptional Children, 1987, Vol 54, pp. 69-74.
- Lloyd, J. W., Crowley, E. P., Kohler, F. W. and Strain, P. S. "Redefining the Applied Research Agenda: Cooperative Learning, Pre-referral, Teacher Consultation, and Peer-mediated Interventions," from Journal of Learning Disabilities, 1988, Vol 21, pp. 43-52.
- Mager, R. Preparing Objectives for Instruction. Belmont, CA: Feron, 1975.
- Manley, S. C. and Levy, S. M. "The IEP Organizer: A Strategy for Turning IEP's into Daily Lesson Plans," from Teaching Exceptional Children, 1981, Vol 14, pp. 70-72.
- Marozas, D. S. and May, D. C. Issues and Practices in Special Education. New York: Longman, 1988.
- Martin, R. "The Teacher's Rights in P. L. 94-142: A Conversation with Attorney Reed Martin," from Journal of Learning Disabilities, 1978, Vol 6, pp. 4-14.
- McLoughlin, J. A. and Lewis, R. B. Assessing Special Students: Strategies and Procedures. Columbus, OH: Merrill, 1986.
- Nelson, C. M., Rutherford, R. B. and Wolford, B. I. Special Education in the Criminal Justice System. Columbus, OH: Merrill, 1987.
- Parke, B. N. Gifted Students in Regular Classrooms. Boston: Allyn and Bacon, 1989.
- Parsons, R. D. and Meyers, J. Developing Consultation Skills. San Francisco: Jassey - Bass, 1984.

- Pullen, P. L. and Kauffman, J. M. What Should I Know about Special Education? Answers for Classroom Teachers. Austin, TX: Pro-Ed, 1987.
- Salvia, J. and Ysseldyke, J. Assessment in Special and Remedial Education. Boston: Allyn and Bacon, 1988.
- Sisk, D. A. "Children at Risk: The Identification of the Gifted among the Minority," from Gifted Education International, 1988, Vol 5 pp. 138-141.
- Smith, D. Teaching Students with Learning and Behavior Problems. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Sontag, E., Smith, J. and Certo, N. Educational Programming for the Severely and Profoundly Handicapped. Reston, VA: Council for Exceptional Children, 1977.
- Special Education Student Evaluation Manual. Nashville, TN: Division of Special Programs, Tennessee Department of Education, 1985.
- Speece, D. L. and Mandell, C. J. "Interpersonal Communication Between Resource and Regular Teachers," from Teacher Education and Special Education, 1980, Vol 3, pp. 55-60.
- Strickland, B. B. and Turnbull, A. P. Developing and Implementing Individualized Education Programs. Columbus, OH: Merrill, 1990.
- Swanson, H. L. and Watson, B. L. Educational and Psychological Assessment of Exceptional Children. Columbus, OH: Merrill, 1989.
- Tindal, G. A. and Marston, D. B. Classroom-based Assessment. Columbus, OH: Merrill, 1990.
- Turnbull, A. P. and Turnbull, H. R. Families, Professionals, and Exceptionality: A Special Partnership. Columbus, OH: Chas E. Merrill, 1990.
- Turnbull, H. R. and Turnbull, A. P. Parents Speak Out: Then and Now. Columbus, OH: Chas E. Merrill, 1985.
- Walker, J. E. and Shea, T. M. Behavior Management: A Practical Approach for Educators. Columbus, OH: Merrill, 1988.
- Wang, M. C., Reynolds, M. C. and Wahlberg, H. J. Handbook of Special Education: Research and Practice. Vol 2: Mildly Handicapped Conditions. New York: Pergamon Press, 1988.

Wang, M. C., Reynolds, M. C., and Wahlberg, H. J. Handbook of Special Education: Research and Practice, Vol 1: Learner Characteristics and Adaptive Education. New York: Pergamon Press, 1987.

Wood, J. W. Mainstreaming: A Practical Approach for Teachers. Columbus, OH: Chas E. Merrill, 1989.

Ysseldyke, J. E. and Marston P. "The Use of Assessment Information to Plan Instructional Interventions: A Review of the Research," in T. Gutkin and C. Reynolds (eds), The Handbook of School Psychology. New York: Wiley, 1990.

XII. PREREQUISITE/COREQUISITE

Special Education 400

XIII. FACULTY FREQUENTLY TEACHING COURSE

Michelle Arant
Cris Whitlow

XIV. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Special education major: Preschool/Early Childhood

<p>Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.</p>

Practicum in Teaching Exceptional Children
Student Behavior Observation
(Syllabus section VII. A. #1)

The first part of the observation is an anecdotal record of student behaviors during independent academic work with the teacher, and social interactions with other students. Seat yourself in an unobtrusive location and summarize the following information for at least one student:

1. How does the student act when he/she is working on an assignment at his/her seat? Does he/she work continuously on the assignment? Does he/she work for a short period of time and then start doing something else? Does he/she repeatedly raise his/her hand to ask a question? Does he/she talk to other students in the class?
2. How does the student act when he/she is working with the teacher in a group or individual lesson? Does he/she pay attention to the teacher for the entire period of time? Does he/she pay attention to the teacher for the first part of the class and then start looking at classmates? Does he/she answer the teacher when asked a question or requested to do a task?
3. How does the student interact with his/her classmates during social or non-academic activities? Does he/she dominate the group by his/her comments or actions? Does he/she listen to his/her classmates when they are talking? Does he/she stay on the outside of the group and not participate in the activity?

Practicum in Teaching Exceptional Children
Instructional Activities Observation
(Syllabus section VII. A. #2)

Briefly describe the activities the teacher uses in working with the students. The activities can include games, commercial materials, lecture/explanation, student projects, cooperative learning, independent seatwork, use of concrete/manipulative objects, and question and answer strategies. Include a description of what the student is required to do during each of these activities and provisions that are made for student practice.

Also note the types of cues and prompts the teacher uses, including modeling, pictures and graphic prompts, verbal prompts such as descriptions, color coded words or numbers, diagrams, examples, and hand or vocal signals. Finally, note how the teacher provides both verbal and nonverbal feedback to the students, for example, writing notes on their papers or making feedback statements orally.

Practicum in Teaching Exceptional Children
Behavior Management System Observation
(Syllabus section VII. F. #2)

1. List the classroom rules utilized by the teacher.
2. List the consequences for following or not following the rules.
3. List examples of types of feedback to students related to their adherence to the classroom rules.
4. List how the rules are communicated to the students, for example, on posters or discussed by the teacher.

RUNNING OBSERVATION

Select one child to watch. For the next 5 minutes, record everything the child does. Write what you SEE and HEAR in objective terms. For example, don't write: "He is mad." Instead write: "slams fist on desk, shouts 'give me that', loud voice, eyebrows furled, mouth tight, " Don't write in complete sentences, instead jst describe what you see.

TIME CHECK OBSERVATION

Select a child. Record the time in 5 minute intervals. Every five minutes, look at the child and write down what the child is doing. Total: 30 minutes (minimum) Example:

9:05 Playing cooperatively with teacups with another child

9:10 Parallel play in dress up area

9:15 Getting a drink of water

9:20 Getting a drink of water

9:25 Reading a book alone on the pillow

9:30 Getting a drink of water

PORTFOLIO ASSESSMENT

Write a brief explanation regarding Portfolio Assessment (TCAP-ALT). Who is it for? How does it work? What is in it? How is it used? After writing your explanation, give a brief opinion about the TCAP-ALT Portfolio Assessment.

Evaluation Form

Student's Name _____ School _____

Teacher's Name _____ Date of Observation _____

E= Excellent/ NI= Needs Improvement/ S= Satisfactory/ U= Unsatisfactory/ NO= Not Observed

I. Relationship with Teacher

- A. Cooperativeness
- B. Enthusiasm
- C. Flexibility

II. Relationship with Children

- A. Interest in Children
- B. Control
- C. Children's reaction to student

III. In-class Assistance

- A. Tutorial Ability
- B. Supervision of children
- C. Housekeeping
- D. Initiative

IV. Teaching Skills

- A. Lesson Planning
- B. Lesson Implementing
- C. Evaluating Learning
- D. Classroom Management
- E. Discipline

Comments:

Date _____ Signature of Observer _____

Signature of Student _____

