### ASSESSMENT OF PERFORMANCE FOR WITHDRAWAL SESSION (AP-WS)

Diploma in Special Education – Allied Educator (Learning & Behavioural Support) [DISE-AED (LBS)] PROGRAMME

Name of AED (LBS): __________________________     Programme/ Intake: DISE AED-LBS / ________________   School:________________________________________

Focus area of session: ________________________      Date/time of session: _______________   Observer: ___________________   Observation#: 1/ 2/ 3/ 4/ 5/ 6/ 7/ 8 (circle one)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Exemplary</td>
<td>Trainee demonstrated all listed competencies with confidence; processes were completed smoothly; problem-solved immediately and effectively</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>Trainee demonstrated most of the competencies; can do better in one or more areas</td>
</tr>
<tr>
<td>2 = Acceptable (developing)</td>
<td>Performance is slightly above beginner’s level where trainee applied some of the competencies; however, needs to demonstrate better understanding and application</td>
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<tr>
<td>1 = Emerging (needs to improve)</td>
<td>Performance is at beginner level where competencies have not been applied appropriately</td>
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### Processes

**1. Pre-session Planning (writing of WS plan can be assessed prior to start of session)**

- Provides brief description of student(s) needs and context for session
- Includes a rationale for selecting focus area and connect it to student’s learning (big picture)
- Develops clear (and measurable) objectives for student(s)
- Plan for evaluating session is aligned with objectives, content of session, and focus skill

**2. Setting up for instruction**

- Communicates clear behaviour expectations
- Includes a positive and proactive approach to behaviour management; and consequences for failure to comply
- Effectively uses physical space to structure session with minimal distractions
- Effectively uses resources, visuals, work systems, and schedules (if appropriate)

**3. Implementation of plan and activities**

- Stimulates student’s interest and draws focus to session; makes connection to prior learning
- Uses clear, developmentally appropriate language
- Presents content/instructions in sequential manner to facilitate student learning
- Methods/strategies are research-based, appropriate, and a good match to skills being addresses in focus area

<table>
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<tr>
<th>Processes</th>
<th>Competencies Place a tick (✓) when the competency is a strength</th>
<th>Rating</th>
<th>Comments (strengths, areas for improvement and suggestions)</th>
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| 1. Pre-session Planning (writing of WS plan can be assessed prior to start of session) | [ ] Provides brief description of student(s) needs and context for session  
[ ] Includes a rationale for selecting focus area and connect it to student’s learning (big picture)  
[ ] Develops clear (and measurable) objectives for student(s)  
[ ] Plan for evaluating session is aligned with objectives, content of session, and focus skill | | |
| 2. Setting up for instruction | [ ] Communicates clear behaviour expectations  
[ ] Includes a positive and proactive approach to behaviour management; and consequences for failure to comply  
[ ] Effectively uses physical space to structure session with minimal distractions  
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| 3. Implementation of plan and activities | [ ] Stimulates student’s interest and draws focus to session; makes connection to prior learning  
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[ ] Presents content/instructions in sequential manner to facilitate student learning  
[ ] Methods/strategies are research-based, appropriate, and a good match to skills being addresses in focus area | | |
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| **4. Skill/ strategy instruction and session wrap-up** | □ Models skill steps, provides guided practice (scaffolds with gradual removal of adult support)  
□ Provides student with independent practice  
□ Conducts frequent checks of student’s understanding to guide activities in session (continue or modify)  
□ Summarizes key points/ critical attributes of session; provides follow-up activities; preview next steps | | |
| **5. Evaluation & self-reflection (assessed after post-session conference with trainee)** | □ Trainee analyses data and describes extent to which student(s) met desired session objectives  
□ Explores multiple hypotheses for why objectives were not met  
□ Reflects on lesson execution  
□ Provides ideas for redesigning objectives, activities, or assessment components | | |

**Overall Rating Scale**
- 18-20 – Exemplary
- 14-17 – Proficient
- 10-13 – Acceptable (developing)
- 0-9 – Emerging (need to improve)

The overall rating for this withdrawal session is: __________

General comments/ feedback: ________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

__________________________________________    ___________________________
Name of Cooperating Teacher/ NIE Supervisor                                                                 Signature/ Date

AED (LBS) Trainee’s Comments:

__________________________________________                          ____________________________
Name of AED(LBS) Trainee                                                                                         Signature/ Date