Purdue University
College of Education

Guidelines for Student Teaching In Special Education
EDPS 461/Dual Majors

Mild Intervention
Fall, 2011

Sarah J. Templin
stemplin@purdue.edu
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**INTASC Principles/ CEC Knowledge and Skill Standards**

**IMPORTANT NEWS!!**

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INTASC Principles
Interstate New Teacher Assessment and Support Consortium (INTASC)
Model standards for Beginning Teachers

During your student teaching experience, you will have the opportunities to develop knowledge, performance and disposition standards addressed in all of the following INTASC principles:

** Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

** Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

** Principle 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

** Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

** Principle 5:** The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

** Principle 6:** The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

** Principle 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

** Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

** Principle 9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

** Principle 10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

CEC Knowledge and Skill Standards

CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums
(most closely aligns with a Mild/Moderate licensure framework)
Guidelines 4

All 10 CEC Knowledge and Skills Standards will be addressed throughout your student teaching semester. These standards may be found at http://web.ics.purdue.edu/~stemplin/cec.htm

**Important News!!!**

Please *read* all information contained in this guideline booklet thoroughly before you begin your special education student teaching placement. As you are reading, please note any questions and/or concerns and address these with the University Supervisor (US) that has been assigned to you.

**Welcome to Student Teaching in Special Education!**

Whether you are a cooperating teacher (CT), student teacher (ST) or university supervisor (US) you have reached an important phase as a professional educator. This booklet has been prepared to help you make the most of the student teaching experience.

This booklet will give you specific information related to Special Education student teaching, which supplements the rules and regulations in The Student Teaching Handbook developed by the Office of Field Experiences. Please refer to *The Student Teaching Handbook* for general information related to student teaching in Purdue University’s College of Education. This may be purchased at the Purdue Memorial Union, room 157 or found on the web at http://www.education.purdue.edu/fieldexp

This booklet is organized into four sections.

I. The Student Teaching Experience
II. The Student Teacher’s Assignments
III. Important Information
IV. Communication/Evaluation Forms
## Section I: The Student Teaching Experience

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The Student Teaching Experience

Course Description

EDPS 461 - Supervised Teaching in Special Education. Sem. 1 and 2. SS. Cr. 6 hrs.
Teaching in a special education classroom under the mentorship of a cooperating teacher and a university supervisor.

Objectives of Student Teaching

Student Teacher

The primary objective of the student teacher (ST) is to become a reflective-confident teacher. (See p. 28 for the section on “Levels of Professional Development” for a description of a reflective-confident teacher.) The ST will observe the cooperating teacher in the classroom and gradually assume direct teaching responsibilities in the classroom. The student will fill both university and cooperating school requirements.

Cooperating Teacher

The major objective for the Cooperating Teacher (CT) is to enable the Student Teacher (ST) to become a competent beginning teacher. During the student teaching experience, the CT will guide the ST, facilitate observations in the classroom, and, as soon as is possible, allow the student to teach. The CT will maintain open communication with the ST, confer with the US as needed, and conduct evaluations (including the midterm and final evaluations).

University Supervisor

The primary objective of the University Supervisor (US) is to serve as a facilitator and consultant. Throughout the semester the US will visit the site at least seven times (more if necessary). The US will conduct performance evaluations and in collaboration with the CT assign the ST's grade. The ST's course grade is ultimately the responsibility of the US.

Readings

Required

Purdue University Student Teaching Faculty. (2011). School of Education Student Teaching Handbook (10th ed.). Purdue University. This information can be accessed on the web at http://www.education.purdue.edu/fieldexp

Course Evaluation

Assessment of the student teacher is a continuous process by the cooperating teacher and the university supervisor. To succeed in this course, you will need to complete the required number of classroom hours, receive a passing grade on all assignments and the final portfolio and the expectations of your cooperating teacher and university supervisor.

A letter grade is given by the US at the end of the semester. This grade is given in conjunction with the CT. Criteria for letter grades is as follows:

A = Outstanding performance in all respects. Utilizes effective, creative teaching methods and classroom management techniques. Will be an excellent teacher in the first year of experience with very little supervision. Unit plans and lesson plans are thorough, appropriate, and completed on time. Exemplary when compared to other student teachers.

B = Superior performance. Effectively utilizes skills and knowledge expected of a beginning teacher. Will be a very good teacher with normal supervision provided during the first year of teaching.

C = Performance which is termed “competent”, but there are notable deficiencies as a teacher. Problems may be encountered as a first-year teacher and close supervision will be necessary.

D = Inferior performance. Not eligible for certification. Additional experience is necessary before being able to function as a teacher.

F = Failing performance. Not eligible for certification. Student does not possess the professional competencies, personal characteristics, or motivation necessary to become a “competent” teacher.
Roles and Responsibilities of the Student Teacher

Arrival Hints:

1. If at all possible, meet with the cooperating teacher (CT) as soon as your assignment has been determined. Arrange to meet the principal and secretaries during your first visit; do not neglect to meet the support personnel (e.g., lunchroom and custodial staff, paraprofessionals) as well as other teachers in the building.

2. Locate the first aid office, copy room, supplies/materials room, visual aids, cumulative records, etc.

3. Become aware of classroom and school rules and routines (for both students and teachers). Request a school handbook if available.

4. Be open and candid with the CT regarding your strengths, fears, hopes, and perceived limitations (e.g., you may have concerns about teaching micro-biology).

During The Experience:

1. Arrive to school early enough so that you’ll be available when the students begin to come into the building/classroom. Try to have materials ready for your next visit when you leave in the afternoon.

2. Always be professional when using cumulative records of students or when discussing the children with parents or appropriate professionals. Remember confidentiality.

3. Inform the university supervisor (US) and the cooperating teacher (CT) as well as the school secretary when you will not be present or may need to be late.

4. Write lesson plans for all lessons taught. The plans for the lessons you will teach during the US's visits will be more detailed than the daily plans and should be made available to your US upon his/her arrival to your school.

5. Make every effort to perform tasks directly related to mastery of competencies; keep a record of these to discuss with the US (e.g., helping to write and implement I.E.P goals, selecting material, providing guided practice).

6. Maintain regular communication with the CT and meet with the CT on a regular basis to discuss progress and to plan for subsequent visits.

7. Maintain a journal of experiences; include observations, your responsibilities for each visit, insights, nature of student responses, and anecdotal statements.
8. Record critical incidents, including the date, the incident, your response, and the outcome.

9. Inform the CT of any critical incidents that concern the CT's students, other professional personnel, and/or parents.

10. Develop a professional working relationship with the classroom aide or paraprofessional. Discuss with the CT how to best utilize the aide's time and strengths.

11. Maintain weekly communication with your US.

12. Dare to try something new each day.

**Other School Activities:**

1. Accept assigned teaching responsibilities and, when possible, participate in extra-curricular activities at the school.

2. Interact with school personnel, both professional and support.

3. Attend school related meetings whenever possible, including faculty meetings, case conferences and I.E.P. meetings.

**Assignments and Responsibilities of the Student Teacher to the University Supervisor**

1. Complete the Information Sheet (See Section IV: Communication/ Evaluation Forms on p. 37) as soon as possible and return it to the coordinator as directed at your orientation meeting.

2. Complete the Class Schedule Form (from Special Education ST Packet, p.38) as soon as possible. Include such information as planning periods, recess, special events, times for particular content lessons or special groups (e.g. "first grade reading", "English study hall - 10th, 11th graders"). Give the Schedule Form to your US at the first visit (or as SOON thereafter as possible). Clearly indicate the schedule you have finalized with your cooperating teacher.

3. Have your journal available for your US to read when he/she comes to visit.

4. Time Sheets are to be completed and signed by the student teacher, the cooperating teacher and the university supervisor at the end of the semester. It is your responsibility to complete the sheet, obtain the signatures, and return the time sheet to your course coordinator. Time sheets will be distributed to you at the beginning of the semester.

5. Make every effort to have at least one lesson video or audio-taped. Critique the tape yourself, and then share the critique and the tape with both your CT and your US. Remember to adhere to confidentiality procedures. Ask your CT about procedures to attain parental permission before
videotaping. You may also want to consider ways to video tape by focusing on yourself while teaching without focusing on the students. Tapes should only be accessed by your CT, US and you.

6. Complete lesson plans should be developed for the taped lesson and for the lessons taught during your US's observation visits. Prepare a copy for your US (and your CT if that is your agreement).

7. Complete the following assignments during the course of your student teaching experience: Prepare a portfolio which includes a) a copy of your information sheet and schedule form, b) a journal, including any critical incident notes, c) the lesson plans as explained in item #5 and #6, d) documentation of your involvement in IEP conferences, e) documentation of your involvement in writing an I.E.P. and f) description of your involvement in 2 volunteer or extra curricular school activities g) a description of the student teacher evaluation form you developed for your students and the student responses j) a synthesis of your student teaching experience. Your US may give you alternate or additional assignments, as he or she deems necessary. See Section II for details on assignments.

8. Participate and/or assist in the preparation of professional development seminars throughout the semester. Ask your US for information about the time and location of the seminars.

9. In cooperation with your CT and US, complete a midterm self-evaluation and discuss your insights and observations with your CT and US.
Roles and Responsibilities of the Cooperating Teacher

Introduce Your School to the Student Teacher:

1. Acquaint the ST with other professional personnel in the school

2. Help the ST locate visual aids, copy/materials' center, supplies, first aid room, students' records, etc.

3. Explain your schools: a) organizational structure, b) philosophy, c) administrative procedures (e.g. obtaining AV materials, sick children, etc.), d) records/regulations (e.g. attendance, milk/lunch, phone use, hall passes, etc.)

4. Describe your philosophy of teaching and acquaint your ST with your classroom management approaches and the workings of your class (e.g. schedules, rules, rewards, etc.).

5. Describe your working relationship with your classroom aide or paraprofessional; help your ST develop a professional relationship with the paraprofessional.


7. Schedule an opportunity for you and the ST to confer during each visit. You may also wish to employ a written communication log.

8. Serve as teaching model.

Making It Work:

1. Treat the ST as a professional co-worker. Introduce the ST as a co-teacher or assistant teacher to your class and colleagues.

2. Establish a climate, which fosters the development of planning and organizational skills.

3. Look forward to helping the ST test “theory in practice" in a variety of situations; this is a chance for the ST to see how those new ideas might really work. Foster an enthusiastic attitude about trying new teaching strategies.

4. Make student records available and help the ST become aware of the cultural, educational, and familial background of each student.

5. Explain methods of evaluation used in the classroom.
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6. Allow time for observations within and outside your classroom.

7. Gradually increase the amount of responsibility given to the ST from individual, to small group, to whole group instruction.

8. Examine lesson plans periodically; establish routine communication opportunities. It is easy to get "too busy".

9. Provide opportunities for extra-instructional growth activities (e.g. observations, visitations, faculty meetings, and - whenever possible – I.E.P.s and case conferences).

10. Discuss with the ST possible solutions and alternatives to situations arising within the classroom.

11. Provide opportunities for the ST to determine which content or materials might be most appropriate for a variety of grades or instructional levels.

12. Keep channels of communication open with the ST and with the university supervisor; remember that the university supervisor depends upon you for insight into the ST’s progress.

**Conferencing/Evaluation:**

1. Establish climate for student teacher's growth in self-evaluation.

2. Help ST understand the benefits of continuing/formative evaluation.

3. Provide regular conferences with the ST to review progress and plan for the upcoming visits.

4. Meet periodically with the university supervisor

5. Include the ST in all school related meetings whenever possible.

6. Complete final evaluations as requested by the Office of Field Experiences.
Roles and Responsibilities of the University Supervisor

1. Communicate with the cooperating teacher and personnel at the cooperating school.

2. Serve as a facilitator and consultant, rather than as the in-service instructor. The cooperating teacher will be the primary "trainer" for the student teacher.

3. When possible, meet with the student teachers and with the cooperating teachers before the beginning of the student teaching experience.

4. Attend university-sponsored supervisors' orientations

5. Obtain class schedule form and data information sheet from each student teacher

6. Arrange a minimum of six formal observations during the student teachers 14 week experiences.

7. Conference with the student teacher after each observation and include at least the following: a) lesson plan, b) competencies (i.e. teacher effectiveness variables), c) strengths and needs, and d) goals for the next two weeks.

8. Conference with the cooperating teacher after each observation.

9. Complete midterm evaluation; give one copy each to the student teacher and cooperating teacher.

10. Collect all assignments

11. Maintain a file/folder for each of your student teachers. Include all observations, evaluations, observation and phone logs, information sheet, schedule, and other pertinent data. The file folders will be turned into the coordinator at the completion of the semester.

12. Be alert to any problems and communicate both problems and successes to the coordinator.

13. Complete final evaluations as requested by the Office of Field Experiences. Final evaluations MUST be typed in black ink on the forms provided or may be accessed and completed electronically with a hard copy downloaded. File one copy of the evaluation in the student teacher's folder, which you have maintained. The original copy of the evaluation is given to the student teacher and a copy is returned to the special education student teacher coordinator.

14. Give a copy of the grade sheet you receive from the Office of Field Experiences to the coordinator as soon as you have completed it. The departmental grade sheets will be completed and submitted to the departmental secretary by the coordinator.

15. Participate in and/or assist in the preparation of Professional Development Seminars throughout the semester.
Professional Development Seminars

The Professional Development Seminars are required group meetings of student teachers held periodically throughout the semester. The Professional Development Seminars are designed to give the beginning professional the opportunity to learn from the experiences of his/her peers, share individual needs and insights, gain information about certification requirements and employment opportunities, and practice leadership and collaborative skills. Activities include focus groups, mini-lectures, role-playing, guest speakers, and problem-solving sessions with videotaped vignettes and individual conferences with his/her US.

Seminar Objectives

1. Inform the ST on the normal processes of professional development and issues related to the transition into full-time teaching.

2. Provide opportunity for collegial support.

3. Encourage personal responsibility for professional growth.

4. Assist the formation of collaborative networks.

Scheduling

Seminar dates, times, and places will be announced at the beginning of each semester. Special Educators are often required to attend case conferences or other work-related activities during instructional time. If these seminars occur during the time that you are scheduled to be at your school, you will need to plan effectively for these absences.
Frequently-Asked Questions

When does the university supervisor (US) make the initial contact with the student teacher (ST)?

The university supervisor will make an initial classroom visit during the first few weeks of the semester. It is the student teacher's responsibility to make a contact with their university supervisor and be sure that the US is aware of their finalized schedule. This schedule is determined by the student teacher and their cooperating teacher.

Does the US document the contacts with the ST and CT?

Yes, documentation of contacts with both STs and/or CTs is vital. This documentation serves many purposes (e.g. record of progress, evidence of interventions, documentation of difficulties).

When does the student teaching officially begin and end?

The special education student teaching experience is based on the number of hours completed in an assigned placement. Student teachers will complete a total of 96 hours in their assigned classroom throughout the semester.

With whom does the US and ST communicate within an assigned cooperating school?

The initial contact will probably be with the school secretary. Arrange, if possible, to speak with the CT prior to the initial meeting. Please make every effort to also introduce yourself to the principal at the time of your first visit. The US will consult with both the ST and the CT to arrange subsequent visits.

When does the US's first visit to the schools take place and how many visits are required?

The first school visit usually occurs within the first week or two and is a less formal observation since the ST may have minimal contact with the students at that time. At least six more visits should be scheduled. We'll attempt to schedule these visits on different days of the week, at varying times, with different content areas, and with different groups (e.g. one-to-one, small group, large group). It is possible that additional visits may be required or desired (e.g. struggling ST or special event).
Is there any need for the US, CT and ST to have contact between visits?

Yes, it would be a good idea to maintain at least weekly contact. During the weeks when the US is not in the school, phone or e-mail contact should be established. Often there is no "real" business to be conducted during this contact, but it provides an opportunity to develop effective communication.

How long do visits/observations from the US last?

Usually about one hour. The observation usually includes at least one complete lesson as well as transition time. The US will also want to talk with both the ST and the CT.

What is usually included in a US's visit/observation?

The following is a sample order of events: a) US greets CT and ST (and class or group of students, if appropriate). b) US obtains the lesson plan from the ST, and a copy of the STs journal. c) US conducts the observation (the actual manner of the observation will vary from school to school and from "passive" to "participative"). d) The US may give observation notes to the ST. e) US conferences with the ST (or schedules a conference time). It is good to plan time for private conversation between the US and CT as well. If schedules permit, a three-way conference is beneficial.

Does the US have follow-up conferences with the ST?

Yes, in most cases. Some conferences are held while at the school; other times the US may arrange for the ST to meet later in the day. Although there is much to be said for immediacy of feedback, circumstances often make meaningful conferences at the school impossible (e.g., student’s schedule, lack of privacy). A workable compromise is for the US to leave with the student a copy of the written observations and to hold the conference as soon afterward as possible. The students generally appreciate both the greater privacy and the opportunity to reflect before the conference.

Is there any standard format for the conference?

Conference formats and styles will vary, but it is important that the conferences involve input from all persons attending. See Section III for tips on effective conferencing.

When are ST's projects/assignments due?

Projects and assignments are due throughout the semester. The US will schedule due dates with each student teacher. The IEP assignments require at least some time for the ST to become familiar with the students in the class. All projects and assignments will become part of the student teachers portfolio which will be turned into US at the end of the semester.
How are evaluations conducted?

The CTs are expected to confer informally with the ST throughout the experience. We ask that the CT conduct more formal evaluations at least every two weeks. (See Section IV for forms to aid in this process). Purdue requests that the CT conduct a midterm evaluation and a final evaluation. It is suggested that at the time of the midterm evaluation, the ST do a self-evaluation, and confer with the CT, comparing the self-evaluation with the CT's evaluations. The US conducts a mid-term and final evaluation and is expected to submit a copy of the final evaluation along with the final grade at the end of the semester.

What is the policy if the US, CT, or ST is experiencing unusual difficulties during the student teaching experience?

The ST and/or CT should discuss difficulties with the US in a confidential, professional manner. The US will work with the Coordinator to resolve the issues. If the US is having difficulties, the Coordinator is available for consultation. If issues are not dealt with satisfactorily at the local supervisory level, faculty or appropriate administrators will be called upon for assistance.

Should the ST expect to assume building duties such as recess, lunchroom and bus duty?

Yes, if the CT normally is expected to perform building duties during the ST’s visit, the ST should gradually phased into these aspects of teaching. During "solo" times the ST may act in the place of the CT as long as the building principal is in agreement with the arrangement.

What is the role of the ST with regard to supervision of paraprofessionals who work in the classroom?

The ST should take over as much of this responsibility as possible under the guidance of the CT. If either the CT or the ST has concerns in this area the US should be contacted as soon as possible for advice. It is important that these types of close, personal working relationships be respected. All parties involved should model professional ethics.
Top Tips for a Great Student Teaching Experience

Five days before I was supposed to begin my student teaching experience, I had a surprise tonsillectomy. It was something I hadn't planned and certainly not how I wanted to start my teaching career. Calling my cooperating teacher and supervisor to let them know I needed emergency surgery wasn't something I looked forward to. But, to my surprise, both were very understanding, and the whole thing wasn't as big of a disaster as I thought it would be when I was sobbing in the doctor's office.

Student teaching is one of the most important steps in preparing to enter the special education profession. And it is an opportunity to learn from seasoned professionals and your students in a safe environment. But any number of things can derail the experience, from health problems such as that described above to professional issues.

To help you make your student teaching experience as positive as possible, Student CEC is presenting a wide range of suggestions for making the most of this experience. Here are the top 10 tips.

1. Before you begin student teaching, meet with your cooperating teacher to discuss expectations, plans, and general goals. Introduce yourself to the school's principal as well.

2. Be honest with your cooperating teacher. Let him or her know any special circumstances that will occur during your student teaching. Establishing a good rapport with your cooperating teacher from the beginning is important and will make it easier to discuss ideas, strategies, and your performance. By creating a comfortable environment, you will also be able to ask for help when you need it.

3. Learn some of the skills your cooperating teacher uses to get students back on track without reinforcing negative behavior. Watch for techniques to connect lessons with activities.

4. Keep a journal or notebook of things you see and do that you like don't like, or that you would do differently the next time around. Also note behavior management strategies and begin collecting materials that your cooperating teacher uses successfully.

5. Participate in an IEP conference. Take the opportunity to do some testing or work one-on-one with a student so you are able to put together an IEP yourself.

6. Take photographs of your work (bulletin boards, projects, cooperative learning in action) and put together a portfolio to show principals during interviews.

7. Follow a student around for a day to experience school from his or her perspective. You have probably forgotten what it is like to sit for six hours, eat in the lunchroom, and get to class on time.

8. Learn discipline techniques. Interview different teachers to find out how they run their classes and discipline their students. This will help you when setting up your own classroom and working with your students.

9. Be flexible! Have back-up lessons and be prepared for many changes in schedules and plans. Don't be surprised or frustrated with “bad” days. It doesn't mean you've chosen the wrong career, it just means you are human. When reviewing the outcome of a lesson, first think about how many students “got it” and then plan what you can do to work with those who need more help.

10. Remember that you are there to teach. It is nice be liked by your students, but first you need their respect.

(Council for Exceptional Children Today)
**Section II: The Student Teacher's Assignments**

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**Student Teaching Assignments**

The assignments for student teachers are intended to help the student teacher "make connections" between concepts presented in completed course work and the teaching experience. Each CT is encouraged to ask the ST to undertake activities that will help the ST perform well in daily teaching. These assignments are based upon the placement and the ST's individual background experience. Many STs also give themselves "assignments" they feel are needed to complete their own knowledge base.

The US requires the following items to be assembled into a portfolio for evaluation at the end of the fourteen-week placement:

- Information Sheet
- Class schedule
- Journal
- IEP/Case Conference meetings
- Observation Feedback & Lesson Plans from US visits
- Video-taped* (or audio-taped) lesson, lesson plan, and self-evaluation
- Volunteer or extra curricular school activities (minimum of 2)
- Student teacher evaluation forms for student use
- Synthesis of Student Teaching Experience

The US may give additional assignments as deemed necessary and/or give alternate assignments.

*Adhere to your placement school's protocol for ensuring students' rights regarding confidentiality. This may include procuring signed permission slips from parents/guardians, so ask about this early in your experience.
## Model Fourteen-Week Student Teaching Calendar

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<th>Begin individual/small group instruction</th>
<th>Conduct active observation. Become familiar with student records/case histories. Learn class/school routines. Help prepare materials</th>
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<td>WEEK 3</td>
<td>Increase number of small groups and amount of individual instruction.</td>
<td>Participate in planning. Prepare materials for increased teaching Conduct two-week evaluation.</td>
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<td>WEEK 4/5</td>
<td>Continue individual/small group instruction. Begin some large group instruction.</td>
<td>Continue cooperative planning</td>
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<td>WEEK 6/7</td>
<td>Increase teaching responsibilities. Discuss the opportunities to write IEPs and attended conferences Continue cooperative planning.</td>
<td>Conduct mid-term evaluation.</td>
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<td>WEEK 8/9</td>
<td>Assume some supervision of paraprofessionals. Increase teaching responsibilities. Continue cooperative planning</td>
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<td>WEEK 10/11</td>
<td>Solo Weeks (ST responsible for full instruction during the time of their visit) Plan for IEP assignment. Confer regularly with CT. Plan for other setting observations</td>
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<td>WEEK 12/13</td>
<td>Solo Weeks (ST responsible for full day of instruction during the time of their visit) Continue IEP assignment Confer regularly with CT. Plan transitions of final week.</td>
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<tr>
<td>WEEK 14</td>
<td>Decrease instructional time. Complete IEP. Complete evaluation for student use-developed by ST CT and US complete final evaluations. Observe other settings</td>
<td></td>
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</tbody>
</table>

- Indicates proportion of time spent in teaching

The CT and ST should complete a Teaching Calendar like this one at the end of the first week or the beginning of the second week. (The form can be found in Section IV). A copy of the completed form should be given to the US. This is only a model; each placement will need to make the changes necessary in order to meet course objectives.
Suggested Topics for Special Education Journal

PURPOSES FOR THIS JOURNAL:

- A tool for professional growth & evaluation
- A resource for updating and expanding your resume
- Preparation for interviews

SUGGESTIONS FOR JOURNALING:

- Write throughout the placement, and be sure to include lots of detail!!!
- Briefly summarize the assessed difficulties of your students and their IEP goals
- Describe the size and socioeconomic profile of your class
- Give specific names and descriptions of teaching methods and curricular materials you use
- Describe special project
ts and enrichment activities you develop
- Describe thematic units you use
- Describe and evaluate the classroom management techniques you use
- Describe all aspects of the school environment
- Give brief accounts of memorable students and experiences
- Tell about what works for you in teaching . . . and what doesn't
- Describe the interactions and outcomes of conferences
- Describe management systems for record-keeping, time, communications
- Describe school policies and procedures.
- Give brief accounts of support staff responsibilities.
- Explain the organization of the special education cooperative and how it relates to the local school.
I.E.P. /Case Conference Write-ups

Date:

Location:

Attendees:

Observations:

- Organization of the meeting – Who was in charge?
- How were decisions made?
- Parental and/or student involvement
- Collaborative efforts between those who attend

If applicable, your specific contributions to this process:
LESSON PLAN FORM
(Submitted by Fran Feinberg)

Your Name and the Date on which the plan will be taught
Grade Level:
Length of Lesson:
Primary Subject Area(s):
  Standard(s):
Integrated Subject Area(s):
  Standard(s):

PURPOSE(S):

LEARNING OBJECTIVES: At the end of this lesson, students will be able to:

RECALL PREVIOUS LEARNING/LESSON: “What did we learn about or work on yesterday?” [Focus should be on main concepts stated in the previous lesson’s objectives as well as reflected in its closure. Desired answers should be identified on the plan.]

ATTENTIONAL PROMPT(S):

MOTIVATION for the academically unmotivated students:

ACTIVE LEARNING-LISTENING STRATEGY/IES (ALLS):

PROCEDURES:

Recall: See above

Additional Prompts: See above

Motivation: See above (State prior to teaching)

Order of Teaching:
  Words used to tell the children the purpose of the lesson:
  Words used to tell the children the objective of the lesson:
CLOSURE: What did we learn about or work on today? [This should directly parallel the objectives. Desired answers should be identified on the plan.]

FORMATIVE ASSESSMENTS: Analysis of students’ learning during the lesson

SUMMATIVE ASSESSMENT: Assessment of students’ unaided performance [After each assessment, write the kind of assessment it was and attach the assessment tool that will be used.]

DIFFERENTIATION OF INSTRUCTION:

High:

Low:

SUPPORTS AND ACCOMMODATIONS FOR SPECIAL NEEDS INCLUDING ENL/ELL:

MATERIALS:
ANALYSIS AND REFLECTION

WHAT WORKED WELL:
[Should only identify the one or two most successful factors.]

ADJUSTMENTS THAT WERE IMPLEMENTED DURING THE LESSON TO MAKE IMPROVEMENTS AND RESPOND TO MONITORING:

WHAT DIDN’T WORK WELL DESPITE ADJUSTMENTS AND MONITORING:
[Should only identify the one or two most significant problems.]

HOW THIS LESSON COULD/SHOULD BE IMPROVED BEFORE FUTURE USE:

MY PROOF THAT THIS LESSON DID OR DID NOT IMPACT STUDENT LEARNING.
Unit Assignment
Special Education Student Teachers
(supplied by Fran Feinberg)

You are to design some interrelated lessons and implement this unit plan in your classroom.

Options
1. Design a two-week unit.
2. Design 2, one-week unit plans.

For either option:
- The topic of the unit must have the approval of your cooperation teacher.
- You must create a minimum of 2 formal lesson plans.
- You teach the whole unit.
- Your University Supervisor must observe one lesson from your unit (formal plan).
- The first formal plan can be your any day of your unit.
- The second plan submitted must be your last day of your unit. This should have a culminating activity in addition to a summative assessment of the unit. Analysis and reflection of this unit will be part of the plan you submit to your US.

Format choices:
- You may create 10 formal lessons.
- You may create a unit sketch and 2 or more formal lessons. One must be your last lesson of the unit. An example of a Unit sketch is below.
- Both lessons from either option must be sent to your University Supervisor.
- The last lesson should include you analysis and reflection of your unit.
- If you are creating and implementing 2 one week plans you can either do a unit sketch for both and 2 formal lessons from one plan, 10 formal lessons, or 5 formal lessons and a unit plan sketch. You must write 2 lessons from the unit of your choice.
- Units can be thematically designed with a number of content areas having equal importance.
- Units must address state standards.
- Your unit should address no more than 3 Learning Goals/Objectives.
- Your plans and/or unit sketch must be placed in your notebook.

The following are components that should be in your unit.
1. Standards directly relate to goals/objectives.
2. Learning activities directly relate to goals/objectives.
3. Learning activities are significant and varied.
4. The learning activities address the learning modalities, seeing, hearing, and doing.
5. Each day builds off the previous day.
6. There are student-centered activities.
7. The unit contains innovative and creative ideas.
8. Your first lesson activity is designed to excite and engage your students

Unit Sketch – (TITLE – Grade )

Your Name____________________________

Learning Goals/Objectives (3 or less)
1.
2.
3.
Standards: (Should be more than one subject)
List the order of instruction and the activities you are doing and below.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</table>
Remember you must have your US observe 1 formal lesson from this unit.  
You must write another formal lesson plan for your culminating activity. (Last day)  
Include analysis and reflection of this unit.  
Send 2 or more plans to your US along with your unit sketch.
**Sample Behavior Modification Plan**

*FOR INFORMATION ONLY – NOT REQUIRED*

**Statement of Problem**

Don Giovani has difficulty remaining on task when he is doing seatwork in arithmetic and/or English. He engages in a variety of self-distracting behaviors including: (a) staring into space, (b) twirling his pencil or ruler, (c) rocking his chair back on two legs, and (d) humming to himself. Don rarely completes a seat work task on the day it is assigned although the level of the work is appropriate both in level of difficulty and the nature of the task.

**Identifying Target Behavior**

Since Don has a consistent amount of time (20 minutes daily) devoted to English seatwork, I decided to concentrate on increasing Don's level of on-task behavior for his English seatwork. The targeted on-task behavior was defined as follows. Don is actively engaged with his English seat work (on-task) in the following manners: (a) chair flat on the floor, feet on the floor, seat on the chair; (b) book or instruction sheet in his hands or before him on the desk, with his eyes focused on the text or on the worksheet/notebook paper; (c) pen or pencil in hand engaged in writing or correcting written work, (d) directly and appropriately (e.g. hand raised, making eye contact) seeking help from teacher or tutor.

**Procedure**

First, to acclimate Don to my data collecting, I observed him for one week during his English seatwork period but discarded the data. Second, I collected one week's worth of baseline data. Finally, I implemented the intervention and collected two weeks' worth of data (due to the conclusion of student teaching, I was unable to collect more).

- **Baseline.** The data was collected during the 20-minute English seatwork period from Monday through Friday. Don was present each day and the English period was held as usual. I used a 15-second interval recording method for the 20 minutes of English seatwork each day. If I observed on-task behavior during the 15-second interval, I recorded a "plus"; if I did not, then I recorded a "dash". Don had an average on-task rate of 23% across the week.

- **Intervention.** Don was trained in self-monitoring behavior. During each 20 minute English seat work session, a timer was set to beep softly every 3 to 5 minutes (six times each period). If Don believed he was on-task when the beeper sounded, he gave himself a "plus"; otherwise he gave himself a "dash". This was to continue for the next two weeks. We prepared a contract stating that Don was working to improve his on-task behavior, would employ his self-check program, and could "claim a reward" if the first Friday's "plus total" were greater than the first Monday's, if the second Monday were greater than the first Friday, and if the second Friday were greater than the second Monday. Don agreed to the plan. In addition to Don's self-monitoring, I continued my
15-second interval recording. The 15-second interval recording is reflected on the attached chart.

Discussion

For the two-week intervention period, the average percent of on-task/engaged time during Don's English seatwork was 45%. Although the percent of time Don was on-task (more or less) steadily increased during implementation of the self-monitoring, the rate of improvement appears to have decreased. Don did successfully complete his 2-week contract; we will renegotiate his next contract for a 3-week period. If I were able to continue working with Don, I would steer the contract in a direction that would encourage greater gains and a rather high target percentage (in the neighborhood of 90% on-task). We'd move then to maintenance and uncued self-monitoring. I'd like to see whether the self-monitoring is having an impact on Don's arithmetic seatwork on-task behaviors.

Wednesday of the first week of the intervention period was the English test; no regular seatwork was given. The seatwork on Tuesday of the second week of intervention was much too hard for Don and his on-task performance dropped.
* Test on this Wednesday
**Synthesis of the Student Teaching Experience**

Your special education student teaching portfolio will include a Synthesis of your student teaching experience.

**Purpose**
The purpose is for you to reflect on your student teaching experience, evaluate it, and write a synthesis of it.

**Writing Style**
This section of the portfolio is informal in writing style (however, headings always add clarity, so think seriously about using them). Keep a professional tone, but feel free to express your personal thoughts and feelings. Remember to **NEVER** use actual teacher or student names or give information that would clearly identify an individual person or school. Your Synthesis should be between 2 and 4 typewritten pages in length.

**Content**
Re-read your journal to help you reflect upon your student teaching experiences. Then recount your most vivid experiences. Do not share every little detail, but rather focus on pulling your thoughts together in 4 or 5 salient points. For example, perhaps you noted that the special educators you worked with were excellent communicators; you may wish to discuss communication as one point.

**Here are some questions that would be appropriate to address in your synthesis:**

- What had the greatest impact on your thinking about the role and responsibilities of a special educator?

- How was your thinking changed, redirected, or confirmed about teaching?

- How have your beliefs about student behaviors been effected by your experiences?

- What priorities would you set for yourself as a Special Educator? Why?

- What professional growth goals do you think would be appropriate for you as a first year teacher? Why?

Use this assignment to help yourself grow! It isn't enough to observe or participate in an experience; you must internalize and personalize it before it can belong to you.
# Section III: Important Information

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<th>Page Number</th>
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<td>Effective Instruction</td>
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<tr>
<td>Managing Classroom Behavior</td>
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<td>Effective Conferencing</td>
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<td>Sample Conference Agenda</td>
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</table>
Levels of Professional Development

Becoming a master teacher is the result of training, experience, and personal motivation. Authors have observed and described four distinct levels or stages of Professional Development for Teachers. These levels are as follows:

Level IV: Analytical-Professional Teacher
Level III: Prescriptive-Experienced Teacher
Level II: Reflective-Confident Teacher
Level I: Intuitive-Survival Teacher

The path to being a master teacher is NOT a single ascent of a straight staircase; it is a climb to a distant mountain peak. Teachers involved in professional development will find the path changes with the environment and with experience. There are points in the journey when one finds the path, doubles back to revisit an earlier level, or discovers that elements of several levels can be found in the current experience. Each teacher's professional development path is a unique and an individual experience. The following descriptions provide an overview of what is believed to be common experience.

Teaching as a Developmental Process

Level I: Intuitive-Survival Teacher

May be a student teacher or one who is working in a new situation.

Characteristics:
- Responds Intuitively
- Has limited repertoire of techniques
- Is permissive then harsh (waffles)
- Is uncomfortable with the necessary controlling techniques

Focus:
- Own teaching performance

Concerns:
- Will my learners like me & listen to what I say?
- What will parents and teachers think of me?
- Will I do well when observed by supervisors?
- Will I ever have time to myself?
Level II: Reflective-Confident Teacher

May have 3 or more years teaching experience at this level

Characteristics:
- Has effective discipline methods and a solid feeling of success.
- Still finds a very difficult child hard to handle and resents the amount of time this child requires.

Focus:
- Task = improving skills & mastering content

Concerns:
- How good are my instructional materials?
- Will I have enough time to cover all of the content?
- How can I add variety to my presentations?
- What's the best way to teach?

Level III: Prescriptive-Experienced Teacher

May have taught for many years and have a master's degree

Characteristics:
- Is totally confident in his or her own teaching abilities.

Focus:
- The learner's individual needs

Concerns:
- How can I increase my learner's feelings of accomplishment?
- How do I meet my learner's social -emotional needs?
- What is the best way to challenge my unmotivated learners?
- What skills do they need to prepare them for the next grade?
Level IV: Analytical-Professional Teacher

May be mid-career, have a master's degree plus advanced training in a specific area(s), and be able to supervise the work of peers.

Characteristics:
- Can raise ethical and moral issues regarding school practices as they relate to the welfare of students.
- Is a leader for students
- Mentors younger teachers

Focus:
- The impact of education on society

Concerns:
- What is the best way to support my students' parents/community?
- How can I contribute to improving my school?
- How can I help students face their challenges?

(Wolfgang, C. H.,).
Effective Instruction

The university supervisor and cooperating teacher will be evaluating the student teacher's growth in effective instruction. Evidence exists to support the value of employing the following "effective instruction variables":

**Maintain Quality Time on Task:** INVOLVE students immediately; begin each lesson with a brief, focused DAILY REVIEW, to alert the students to the relevant information from previous lessons; EXPLICITLY state the relationship between the previous and current lessons.

**Attend to Lesson Presentation:** Inform students of the purpose of the lesson and target those parts of the lesson which are most important; presentation formats will vary, but the ~SCREAM" list will help you evaluate your presentation:
- **Structure:** Provide overview and review new information, follow your objective, be sure that students understand sequence and purpose of your presentation.
- **Clarity:** Avoid digressions, use clear examples, give instances and non-instances, and use language that is clear and direct.
- **Redundancy:** Include enough repetition to allow students to gain familiarity with new concepts, to reinforce new learning, and to permit students to practice and test their understanding.
- **Enthusiasm:** Students pay more attention, show more interest, apply themselves better, and learn more when the teacher is obviously (and genuinely) enthusiastic. Faked enthusiasm won't cut it.
- **Appropriate Pace:** Adjust your pace - too fast, you lose them; too slow, you bore them.
- **Maximize Engagement:** Students learn best when they are directly engaged with the teacher. Ask lots of direct, related questions; choose questions that check understanding, require active thinking and reasoning, and provide opportunities for application. Be sure to use (and train students to take advantage of appropriate wait time. Govern your question asking - vary the level of your questions, target variety of students, provide corrective feedback, give specific academic praise.

**Involving Students in Guided and Independent Practice**
- **Guided Practice** - Give students an opportunity to practice applying the new information while receiving corrective feedback; this gives you an opportunity to check comprehension and, if necessary, re-instruct.
- **Independent Practice** - Following guided practice, the students should have the opportunity to demonstrate competence by using the new information in some activity that requires direct application. This gives students a chance to master the skill, procedure, or information and to develop fluency.

**Conduct Frequent Formative Evaluations** - At least twice a week. Use these results to determine student understanding as well as to evaluate the pace and format of your own instruction. Make any necessary changes.

(Mastropieri and Scruggs).
Managing Classroom Behavior

This section includes some suggestions for managing typical classroom behaviors.

Environment: Evaluate the classroom environment and analyze activities occurring just prior to and immediately following the inappropriate behavior. Environmental factors to consider include:

- The rate and format of presentation of content
- The demands of the response format being used
- Physical classroom organization and seating arrangements
- Time allocated for the lesson
- The teacher's (your own) response to inappropriate behaviors
- Peer responses to inappropriate behaviors

Sometimes altering only one of these environmental factors can make a difference in the level of severity and rate of occurrence of inappropriate behaviors.

Simple Management Strategies: a variety of simple strategies may be employed to foster appropriate behaviors; these include:

- Establish rules of behavior (explain these, post them, and refer to these rules periodically)
- Be consistent
- Private, direct appeal (e.g. "I know you are having trouble paying attention . . . I know you want to be able to do well . . . Today I'd like to see you try extra hard to listen to each direction . . . Will you try?")
- Proximity - being physically near the offending student, or touching the student can remind the student of behavioral expectations
- Use positive reinforcement
- Reward attending or other targeted appropriate behaviors
- Use a group reward system
More Complex Strategies: These more complex management strategies often involve multiple sessions with the student and/or support personnel in the school and at home; however these strategies are often well worth the time. The following is a listing of these strategies; consult your US for more information on classroom management as the need arises.

- Individual contracting (a written agreement between the student and the teacher, specifying targeted behaviors, contingencies, and consequences/rewards)

- Self-monitoring (effective both for increasing targeted social and academic behaviors)

- Token systems (effective for increasing task completion and on task behavior)

- Response cost systems (loss of reinforcers for inappropriate behavior; when reinforcers are all gone, this system has no more "power")

- Level systems (students earn rights and responsibilities according to a system of "levels" and in response to their own behaviors)

- Time out (immediately removing student from situation and providing a "cool down" time; check with the school/your cooperating teacher before implementing such a system)

- Various combinations of group/individual systems

- School wide or district wide systems (check with your cooperating teacher about the existence of such a system in your school)
Effective Conferencing

The following characteristics are often associated with effective communications in supervisory conferences/meetings:

- Maintenance of appropriate body language (e.g. eye contact, awareness of relative body positions necessary for establishing responsive climates, body attitudes, etc.)

- Use of "inclusive" language (e.g. open ended questions that invite participation), try "I" statements when necessary (e.g. "I have concerns about." rather than "You really messed that up!"), engage in active listening vs. planning own response

- Use of effective and specific praise (e.g. expand "That was an excellent lesson" to "Your use of an advance organizer with the activity on Punnett squares was excellent")

- Willingness to pursue alternatives (e.g. encourage student teacher to generate solutions and alternative responses to identified areas of need, refrain from giving direct unsolicited advice, etc.)

- Recognition of appropriate research and empirical knowledge bases which could be applied to student teacher's situation, willingness to share this information and to find and gather this information when necessary

- Ability to keep conference relevant and current (e.g. avoid "war stories", focus on current and future sessions)

- Awareness of the need to keep the conference within reasonable time limits (unless unusual circumstances arise, an hour is usually as long as you would wish to confer)

- Willingness to recognize the impact of and deal with intervening feelings and attitudes (e.g. toward students, supervisor, particular programs)

- Awareness of need to devise plans for addressing identified areas of concern between conferences

- Use active listening which includes restatement of the speaker's message with opportunities for clarification offered

- Use both verbal and written statements of conference outcomes and action plans
Sample Conference Agenda

The following is an agenda for a hypothetical student teaching conference occurring in the middle of a fourteen-week session:

**Beginning** - Greet each other (have your copy of your observation notes, student's lesson plan, & your evaluation forms in reach, have a "friendly" spot for the student, look pleasant, expectant)

**Self-Evaluation** - Student teacher evaluates strong point(s) and weak point(s) of the observed lesson(s); student identifies reasons for strengths and attempts to generate suggestions for strengthening the weak areas. Through affirmations, questions, and "remember" statements, the supervisor (CT or US) confirms and expands upon student's ideas. At this point, the supervisor might suggest other sources and resources as well.

**Questions** - Student teacher is encouraged to surface any questions or problems regarding any aspect of the student teaching.

**Progress Check** - Areas to check include student teaching portfolio, IEP, management plan, progress toward "solo weeks" (i.e. being responsible for the entire class all day), and - LAST BUT NOT LEAST - progress in regard to the goal/objective set at the previous conference.

**Set goal** for next conference/observation.

**Check schedules** to verify date and time for next conference and go your merry ways.
## Section IV: Communication/Evaluation Forms

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***NOTE: Forms in this section may be photocopied as needed***
# Student Information Sheet

**EDPS 498**

**Semester:** ____________________________

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<th>STUDENT ID #:</th>
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<td>PHONE:</td>
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**Student Teaching Placement**

SCHOOL: __________________________________________________________

ADDRESS: ________________________________________________________

PHONE: _________________________________________________________

COOP TEACHER: _________________________________________________

Note: You may use additional paper to complete questions.

- List ALL experiences you have had working with children & youth:
- What is your professional career goal?
- How do you think this course will move you towards your professional goal?
- What are your personal objectives for this course? (What do you expect to be able to do as a result of this learning experience?)
- When you think of teaching, what is your main concern or fear?

On the reverse side of this page answer the following:

1) What are three (3) important things your University Supervisor should know about you as a student?

2) List all vacation dates, conference days, or other times, when your school's schedule makes you UNAVAILABLE for a visit from your University Supervisor.

3) Give directions for finding your school (draw a map if necessary).
# Class Schedule Form

Name: ____________________________  School: ____________________________

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# Fourteen-Week Student Teaching Calendar

For (Student) ______________________  Dates: _______________________

<table>
<thead>
<tr>
<th>WEEK 1/2</th>
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<tbody>
<tr>
<td>WEEK 3</td>
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<td>WEEK 4/5</td>
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<td>WEEK 6/7</td>
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<td>WEEK 8/9</td>
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<td>WEEK 10/11</td>
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<td>WEEK 12/13</td>
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<td>WEEK 14</td>
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</tbody>
</table>

**Indicates proportion of time spent in teaching**
EDPS 461/Student Teaching

Time Sheet

Name: __________________________________________

School: _________________________________________

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Date</th>
<th>Times</th>
<th>Hours this Visit</th>
<th>Cumulative Hours</th>
<th>Teacher’s Initials</th>
</tr>
</thead>
</table>
Questions for Self-Evaluation

Directions: Please try to complete the following questions at least once every other week. Use these questions to guide your own evaluation of your performance and progress. The US may require the ST to submit this form periodically during the semester.

1. What new elements of teaching (e.g., idea, strategy, discipline method, interaction style) have you tried this week?

2. What area will you target for improvement next week (e.g., instructional technique, gesture, strategy, question types, discipline style)?

   What are the specific plans you will utilize to make this improvement?

3. Describe a "peak moment" of the week and your part in it (e.g., an outstanding lesson you planned and executed, a student's sudden insight and your reaction, an insight you experienced):

4. Check your fourteen-week calendar; are you "on track"?
# DIRECT INSTRUCTION OBSERVATION FORM

**Student:**

**Teacher:**

**Observer:**

**Date:**

**Lesson Description:**

---

**Time:**

<table>
<thead>
<tr>
<th>Begin</th>
<th>End</th>
</tr>
</thead>
</table>

**Rating Code**

1 = Inadequate  
2 = Weak  
3 = Fair  
4 = Good  
5 = Excellent  
NA = Not Applicable

---

**Comments**

1. Maintains quality time on task:
   - ___ a. Involves students immediately
   - ___ b. Begins with brief, focused daily review
   - ___ c. Explicitly relates new info to old info

2. Attends to lesson presentation
   - ___ a. Informs students of purpose of lesson
   - ___ b. Targets key/important lesson parts

3. Structure (follow objective, sequenced)

4. Clarity (clear examples & language)
   - ___ a. Examples/samples/procedures
   - ___ b. Model/demonstrate/explain

5. Redundancy (enough appropriate repetition)

6. Enthusiasm
7. Appropriate pace

8. Maximized student engagement
   a. With teacher
   b. With task

9. Governs question asking
   a. Varies level of questions
   b. Uses direct, related questions
   c. Targets variety of students
   d. Uses appropriate wait time
   e. Gives (frequent) specific praise

10. Involve students in guided/independent practice
    a. Provides guided practice
       1. Gives corrective feedback
       2. Re-teaches/adjusts instruction in response to observed student performance
    b. Provides independent practice
       1. Direct application of lesson
       2. Clear directions

11. Conducts formative evaluations

12. Overall observations/other:

Instructional/Improvement goal for next observation:

Note: Supervisor and student please initial after conference
Collaboration/Consultation Feedback Outline

DIRECTIONS: Use the outline below to structure narrative comments written on additional sheets of paper.

1) Briefly describe the situation in which collaboration and/or consultation is being implemented.

2) What are the specific roles/responsibilities of the student teacher in this situation?

3) For each of the following aspects of collaboration/consultation comment on the student teacher’s performance giving strengths and areas for improvement:

Planning for Collaborative Teaching

- Development of personal ~ team plans
- Identifying & communicating specific goals
- Discussing ~ evaluating teaching roles/ responsibilities
- Planning & scheduling for teaching
- Planning for communication with staff, parents, community

Designing & Delivering Instruction

- Identifying learning/social needs of students
- Constructing ~ using performance assessments
- Lesson delivery
- Use of strategies that enhance existing instructional practices
- Collaborative skills
- Modifying curricular, instructional ~ assessment practices to meet individual student needs

Evaluating Instruction/Setting

- Identifying appropriate sources for evaluating collaborative teaching
- Developing/ selecting tools for collecting and communicating data
- Using data to set new instructional goals

Goals for Improvement
## Planning for Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>MASTERY</th>
<th>COMPETENCY</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNSATISFACTORY</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes data from various sources to formulate written instructional plans that include behavioral/performance objective</td>
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<tr>
<td>Formulates written unit plans</td>
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<tr>
<td>Provides for individual differences among pupils in planning</td>
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<tr>
<td>Plans a variety of teaching strategies including problem-solving techniques</td>
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<tr>
<td>Provides evidence of command of up-to-date subject matter</td>
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<tr>
<td>Designs individual educational plans</td>
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## Instructional Techniques

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<th>NEEDS IMPROVEMENT</th>
<th>UNSATISFACTORY</th>
<th>NOT APPLICABLE</th>
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</thead>
<tbody>
<tr>
<td>Secures pupil participation in class activities, and accepts student ideas and opinions</td>
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<tr>
<td>Organizes/instructs: one-to-one</td>
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<tr>
<td>Small groups</td>
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<tr>
<td>Large groups</td>
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<tr>
<td>Transmits personal knowledge and subject matter into meaningful, relevant experiences for the learner</td>
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<tr>
<td>Uses appropriate instructional techniques (modeling of responses, attention and memory cueing, shaping, and fading of preceding stimuli when skills are learned)</td>
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<tr>
<td>Demonstrates ability to adapt content areas to pupils’ skills (e.g. reading and writing)</td>
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<tr>
<td>Is willing to try new techniques</td>
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</table>

## Classroom Management and Organization

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<thead>
<tr>
<th>Description</th>
<th>MASTERY</th>
<th>COMPETENCY</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNSATISFACTORY</th>
<th>NOT APPLICABLE</th>
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<tbody>
<tr>
<td>Teaches and reinforces rules and consistently reinforces appropriate behaviors</td>
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<tr>
<td>Consistently manages inappropriate behaviors</td>
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<td>Appropriate pacing - moves quickly on easy tasks and between tasks</td>
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<td>Adequately monitors independent seat work, especially when working with individuals or small groups</td>
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<tr>
<td>Organizes classroom space, time and materials to match instructional plan and individual needs</td>
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<tr>
<td>Implements long term behavior interventions for individuals and groups that include self-management training</td>
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<tr>
<td>Takes the initiative in working with students (proactive rather than reactive)</td>
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</table>
Communication Skills

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<th></th>
<th>MASTERY</th>
<th>COMPETENCY</th>
<th>ACCEPTABLE</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNSATISFACTORY</th>
<th>NOT APPLICABLE</th>
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<tbody>
<tr>
<td>Communicates effectively with parents, peers, regular educators, supervisors, and community agency personnel</td>
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<tr>
<td>Gives clear, concise instructions</td>
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<td>Explains subject matter at the age/ability level of the learner(s)</td>
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<tr>
<td>Writes legibly in an organized manner on the chalkboard, students’ papers and duplicated materials</td>
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<tr>
<td>Uses several questioning techniques and is a good speaking model</td>
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<tr>
<td>Uses effective non-verbal communication techniques</td>
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Evaluation

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<tbody>
<tr>
<td>Pre and post tests lessons to assess teaching objectives</td>
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<tr>
<td>Constructs and analyzes a criterion-referenced test using a variety of questions</td>
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<td>Has knowledge of and uses normative tests and procedures accurately</td>
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<td>Develops and uses data recording systems for ongoing assessment of pupils</td>
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<tr>
<td>Gathers reliable direct observational data on target behavior</td>
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<td>Is able to interpret student failure through task or learner analysis such that the next lesson is altered</td>
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Human Relations Skills

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<th></th>
<th>MASTERY</th>
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<th>UNSATISFACTORY</th>
<th>NOT APPLICABLE</th>
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<tbody>
<tr>
<td>Demonstrates a positive attitude towards teaching, children and youth</td>
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<tr>
<td>Provides positive and informative feedback to students</td>
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<td>Exhibits a sense of responsibility in meeting deadlines and following school policy</td>
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<td>Seeks, accepts, and implements suggestions for improving instructional performance</td>
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<td>Displays enthusiasm and appreciates humor in the classroom</td>
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It is suggested that this evaluation be discussed with the student

______________________________
Supervising Teacher Signature
**Student Teaching Portfolio**

Student:__________________________
School:___________________________
Semester:_________________________

___  Student Information Sheet
___  Class Schedule Form
___  Journal
___  IEP/ Case Conference meetings
___  Observation Feedback and Lesson Plans
___  Video-taped Lesson, Lesson Plan and critique
___  Volunteer or extra curricular school activities (minimum of 2)
___  Student teacher evaluation forms for student use
___  Synthesis of Student Teaching Experience
___  Other material included:

__________________________________
__________________________________

Comments:

Grade for this fourteen-week student teaching placement __________

__________________________________
University Supervisor

__________________________________
Date
Guidelines 55