



Education Specialist Student Teaching Handbook

2009-2010





WELCOME!!

Dear Education Specialist Student:

Welcome to Saint Mary's College Kalmanovitz School of Education. It is with great pleasure that we extend a warm welcome on behalf of all faculty and staff in the Kalmanovitz School of Education. The faculty and staff in the Education Specialist Credential Program take special pride in welcoming you to our program. It is important to us that you know that you each have our support during this journey. Of course we hope that your classes prove to be both productive and enjoyable but our hopes for you extend beyond. You are now a part of the Saint Mary's family—a community of learning and growth. As you progress through your teaching career, the associations that you make here during your teacher training will support you in the community. Please take advantage of programs and activities that are available to you. And please let us know how things are going for you as you move along—in short, stay in touch! Your advisor and others are here to help so let us know of your needs.

This manual in combination with the Saint Mary's College Course Catalogue should provide you with all the information that you need regarding policies and procedures. Should you have any questions or concerns, please refer to these reference guides for information. It is recommended that you schedule an appointment with your advisor early in the term to plan ahead.

Have a wonderful year!

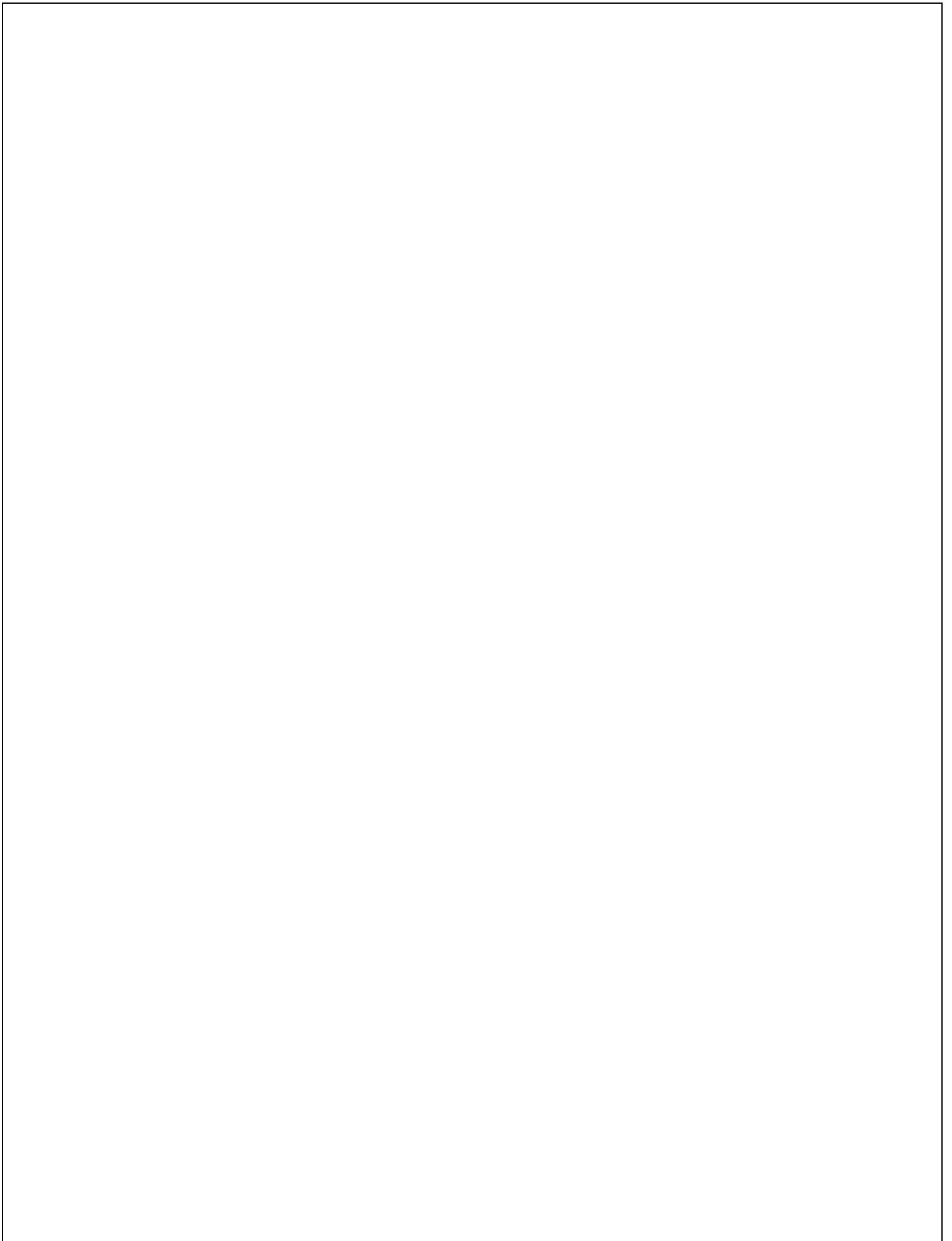
Sincerely,

Gail Kirby, Ed.D.
Director, Education Specialist Credential Program



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KALMANOVITZ SCHOOL OF EDUCATION

VISION

The Kalmanovitz School of Education at Saint Mary's College is a vital community of learners committed to the discovery, application, and integration of knowledge about education and human services. The vision of the Kalmanovitz School of Education is evolving and dynamic. Our pre-eminent value, and the cornerstone upon which the School rests, is the quality of the interaction between our students and teachers. Ideals of excellence, service, and collaboration animate our work. Reflecting an educational tradition that descends to us from Socrates, through our teaching we seek to engage students in dialogue, to treat them with respect and compassion, and to give form to the educational ideals espoused by St. Jean Baptiste de LaSalle more than 300 years ago.

Our distinctive identity as a school of education situated in a Catholic college with a strong liberal arts tradition informs our understanding of purpose. We believe that student excellence accrues from rich academic preparation coupled with the cultivation of practical competencies, habits of mind, ways of knowing, and the ability to integrate theory and practice.

Faculty, students, staff, and administrators strive to extend the boundaries of the School beyond the grounds of the campus into the diverse multilingual, multiethnic, and multicultural communities served by the College. Our collaborative linkages with schools, school personnel, and agencies inform not only our understanding of educational practice and human services, but also our capacity to contribute measurably to social betterment and human welfare.

MISSION STATEMENT

The mission of the Kalmanovitz School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change.

ADMINISTRATION AND FACULTY

DEAN	Nancy Sorenson, Ph.D.	925.631.4309
Assistant to Dean	Edy Bizot	925.631.4033
Associate Dean.....	Mary Parish, Ed.D.....	925.631.4249
Director of Special Education.....	Gail Kirby	925.631.8177
Program Assistant	Cyndie Paul.....	925.631.4725
Placement Coordinator.....	Kelly Stack.....	925.285.6682
Faculty.....	John Gerdtz, Ph.D.	925.631.4054
Faculty.....	Gemma Niermann, Ph.D.	925.631.8298
Faculty.....	Mary Kay Moskal, Ed.D.....	925.631.4726
Receptionist/Front Desk.....	Adrienne Lipman	925.631.4700
Credential Analyst	Mel Hunt, Ph.D.	925.631.4727
Supervisor	Elaine Campbell	925.383.7848
Supervisor	Keith Debro	510.390.5347
Supervisor	Bree Evans	412.600.5362
Supervisor	Sally Jess	925.890.3737

EDUCATION SPECIALIST CREDENTIALS

AREAS OF SPECIALIZATION

Mild/Moderate Disabilities includes specific learning disabilities, mild to moderate mental retardation, attention deficit disorder and attention deficit hyperactivity disorder, and serious emotional disturbance and authorizes serving individuals in kindergarten, grades one through twelve, and in classes organized primarily for adults through age 22.

Moderate/Severe Disabilities includes autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and serious emotional disturbance and authorizes serving individuals in kindergarten, grades one through twelve, and in classes organized primarily for adults through age 22.

REQUIREMENTS FOR THE LEVEL I CREDENTIAL¹

- **Baccalaureate or higher degree** from a regionally accredited institution of post-secondary education
- Passage of the **California Basic Educational Skills Test (CBEST)**
- **An accredited professional preparation program completed in California** (individuals with out-of-state preparation or credentials should contact either Mel Hunt in the SOE or the California Commission on Teacher Credentialing)
- **Verification of subject matter competence.** Subject matter competence can be demonstrated by passing the California Subject Examination for Teachers (CSET) in Multiple Subjects or by passing CSET in a core academic discipline as identified by the No Child Left Behind (NCLB) legislation or by successfully completing a CTC approved subject matter program (SMP) in a core academic discipline. Verification of subject matter competence can be complicated, and requirements can change, so it is best that applicants consult their academic advisor, Special Education Program Director, or the Credential Analyst for information. Applicants are encouraged to complete their subject matter requirements through CSET or SMP as soon as possible, preferably before entering the credential program. None of the course work in the credential program is designed to address subject matter competence.

¹ Additional options exist for out-of-state special educators. Contact the California Commission on Teacher Credentialing for more information.

- **Completion of a comprehensive** reading instruction course which is incorporated in the program of study
- **Passage of the Reading Instruction Competence Assessment (RICA)**
- Passage of a course of at least two semester units in the provisions and principles of **The United States Constitution** or passage of an approved examination.
- **An offer of employment.** If applicant has no offer of employment, a Certificate of Eligibility will be issued.

REQUIREMENTS FOR THE LEVEL II CANDIDATE²

- Completion of an **Individualized Induction Plan** designed by the specialist In collaboration with the specialist's employing agency and a California IHE with an accredited program
- Completion of **Health Education** course
- Completion of a course in **Computer Education**
- Verification of a minimum of **two years of successful experience** in a public school (or private school with equivalent status) while holding the Preliminary level I Education Specialist Credential.
- A **Formal Recommendation** from IHE through which the Individualized Induction Plan was completed.

² Additional options exist for out-of-state special educators. Contact the California Commission on Teacher Credentialing for more information.

EDUCATIONAL SPECIALIST CREDENTIAL
PROGRAM—MILD/MODERATE OR MODERATE /
SEVERE DISABILITIES

Course

EDUC 310	Foundations in Education	3 units
SPED 230	Introduction to Inclusive Education	3 units
SPED 349	Overview of the General Education Curriculum for the Educational Specialist	3 units
SPED 233	Behavioral Supports in the Learning Environment	3 units
EDUC 541	Assessment and Program Planning	3 units
SPED 362 or SPED 363	Student Teaching I	4 units
SPED 260	K–12 Literacy Instruction and Assessment	3 units
SPED 242A or B	Best Practices in Inclusion Education: Mild/Moderate or Moderate/Severe	3 units
SPED 364 or SPED 365	Student Teaching II	7 units
SSTE 274	Universal Access to Education—English Learners Module	1.5 units

SPECIAL EDUCATION PROGRAM **STUDENT TEACHING EXPERIENCES**

A vital component of the training program is student Teaching or Field Experience. Candidates are able to choose their cooperating teachers. The student teaching and field experience components are described below.

SUPERVISED STUDENT TEACHING

Four units of Student Teaching I and 7 units of Student Teaching II are required. Student teaching is required at both the elementary and secondary levels for a total of twelve units. Student Teaching I requires 90 hours of classroom experience. Student Teaching II requires 200 hours of classroom experience. Fulfillment of the total twelve units may be accomplished in one semester with six weeks at the elementary level and six weeks at the secondary level.

A one-week ½ day takeover is required for Student Teaching I and a one-week all day take-over is required for Student Teaching II. During the take-over week the student teacher has responsibility for all aspects of the classroom, including lesson planning, supervising instructional assistants and other personnel, teaching students, and all day-to-day activities. The cooperating teacher should be out of the room but on campus during the take-over. Specific arrangements for the take-over should be discussed and agreed upon by the student teacher, cooperating teacher and supervisor prior to the beginning of the take-over.

A final three-way conference is conducted at the end of the supervised teaching experience for both Student Teaching I and II. The candidate, the supervisor and the cooperating teacher jointly discuss the competencies of the candidate.

A required seminar and related assignments accompany both of these student teaching options. Seminars meet weekly during the candidate's student teaching experience.

Candidates may be placed in a classroom with a cooperating teacher or may receive supervision in both options while actually teaching in a classroom. Selection of cooperating teachers is conducted jointly by the Special Education Student Teaching Placement Coordinator and the candidate, following observations in selected classrooms.

Supervision of student teaching or field experience is provided by a faculty member of the College. Supervisors are professional educators who have had practical experience as teachers, administrators and curriculum specialists. Supervisors work with the Student Teaching Placement coordinator and meet as a group on a regular basis (at least once a semester) to be trained in procedures and to refine and improve the supervisory process.

The spirit of the supervised teaching experience is a collaborative one with the candidate, supervisor, cooperating teacher and administrator working together to insure the success of the credential candidate.

THE ROLE OR THE MENTOR TEACHER

Preparation Before the Student Teacher Arrives

- Prepare your students for the arrival of another teacher who will gradually assume many of the teaching tasks.
- Collect curriculum materials for the student teacher's use.
- Plan to gradually involve the student teacher in the design and implementation of classroom instruction and activities.

Orientation: Topics to Discuss When the Student Teacher Arrives

- Background of the students and community
- Orientation to the school, personnel, policies, and procedures
- Explanation of daily routines and weekly schedule as well as classroom management system
- Student teacher's course requirements and other obligations to the Kalmanovitz School of Education
- Mentor teacher's teaching style and curricular goals.
- Work and storage space for the student teacher
- Use of duplicating equipment, copy machines, computers, AV equipment, as well as clerical procedures within the school.
- A scheduled time for regular planning and conferencing between the mentor teacher and the student teacher.

Suggested Activities for the Student Teacher during the First Week

- Observation of students and of mentor teacher teaching prior to working with the students.
- Review of cumulative records, IEPs and other pertinent student information.
- Call roll, tutor individual students, conduct assessments, correct assignments, arrange bulletin boards or displays, supervise small groups, prepare supplies or equipment for lessons.
- Instruct a small group of students.

To Support Student Teaching Requirements of Student Teacher

- Review lesson plan with student teacher prior to supervisor observing lesson.

- If possible, observe lesson being taught and provide constructive feedback to the student teacher using the Mentor Teacher Observation Report form.
- If possible, participate in the conference following the observed lesson. Sign the observation form. A copy will be provided for you to keep.
- Allow the student teacher to assume increasing responsibility throughout the placement in preparation for the five day take-over period at the end of the student teaching assignment
- Participate in final three-way conference.

Throughout the Student Teacher's Placement

Assist your student teacher in the development of the strategies and skills to:

- Link and convey subject matter concepts with accuracy and coherence.
- Use instructional materials appropriately.
- Collect resource materials.
- Consider students' prior knowledge, skills, abilities, interest and experiences when designing lessons and learning experiences.
- Present content in a variety of ways.
- Consider parent/caretaker needs and desires when designing instructional goals. Communicate with parents regarding student progress.
- Design lessons that include manipulatives, artifacts and meaningful activities, including community-based activities, when appropriate.
- Develop long-range plans and create a lesson plan book.
- Purposefully structure room environment to maximize classroom management.
- State clear expectations (behavioral and learning) for students.
- Facilitate smooth transitions between activities.
- Handle disruptive behavior appropriately, including the development of individual behavior plans, if necessary and appropriate.
- Develop positive relationships with and among students. Support and bolster student self-esteem.
- Assure equity in the classroom.
- Affirm the positive value of students' linguistic, cultural and learning differences.

- Use a variety of instructional activities to respond to diverse learning styles, needs and levels of English language proficiency and/or non-oral communication.
- Develop a repertoire of instructional strategies.
- Recognize when a lesson is not going well and adapt accordingly.
- Assess student work in a variety of ways to insure that instructional goals are met.
- Collect student work and provide appropriate feedback.
- Become knowledgeable about mentor teacher's grading and/or evaluation practices.
- Participate in school-wide planning or curriculum development activities.
- Recognize the value of working with the community including CCS, Regional Center, etc.
- Build professional relationships with other teachers. Seek guidance, when appropriate.
- Demonstrate effective interpersonal skills.
- Participate in parent-teacher communications, conferences and IEPs.
- Convey own learning in progress.

Evaluation

- Review, as appropriate, your student teacher's portfolio.
- Complete the Student Teaching Evaluation form prior to the final three-way conference. (Remember to evaluate the performance of the candidate as a student teacher, rather than as an experienced teacher).
- Write a letter of recommendation and give one copy to your student teacher, and one copy to the placement coordinator as soon as possible after the placement has ended.

NOTE: A three-way conference (master teacher, student teacher and supervisor) may be requested at any time if you have concerns or questions about the process, the performance of the student teacher or the supervisor. Any problem areas should be addressed early in the student teaching experience.

THE ROLE OR THE COLLEGE SUPERVISOR

Representing Saint Mary's College

- Reflect the philosophy of the college, school and program.
- Present a professional attitude and appearance.
- Attend supervisor and/or faculty meetings.
- Coordinate the needs of the College, the School and the student teacher.
- Complete forms, letters and other written materials in a timely fashion.

Communicate with College Administration and Staff

- Contact Placement Coordinator if potential difficulties arise that could result in a recommendation for termination of placement or removal from the program.
- If a strike occurs, contact Placement Coordinator to determine whether a new placement is necessary.

Initial Contact with School Site

- Call the principal of the cooperating school to confirm the placement of the student teacher before the assignment begins. Clarify the length of the placement and expectations for take-over.
- Make personal contact, either by phone or in person, with the master teacher prior to or during the first week of the placement.

Initial Contact with Student Teacher

- Make personal contact, either by phone or in person, with the student teacher prior to the beginning of the placement.
- Ask student teacher about his/her previous experience and tell the student teacher about yourself.
- Discuss your communication procedures.
- Review your expectations and discuss course expectations related to all courses the student is currently taking.

First School Visit

- Check in at the school office; introduce yourself to the school principal and the secretary. Leave your business card.
- Have a three-way conference with the student teacher and cooperating teacher. Review expectations and clarify any necessary information. Review the following:
 - The goals for the placement
 - Integration of the student teacher into the classroom
 - Course expectations, assignments
 - Observations, take-over and final conference
 - Evaluation process

During Observations

- Review the lesson plan and, if included, a task analysis.
- Observe the student, write comments and make constructive suggestions on the designated Observation and Conference form.
- Hold a follow-up conference. Encourage the student to self-evaluate. For your discussion use the lesson plan, task analysis (if used) and observation notes.
- Encourage student to incorporate your suggestions into future planning. Be specific about what you would like to see on your next visit (writing on the observation sheet, if necessary).
- Encourage the cooperating teacher to participate in the conference, if at all possible, reinforcing the role of the teacher in monitoring the lesson plans and sharing insights.
- Distribute the Observation form after it has been signed by all parties.
- Provide resources, when appropriate, to support the student teacher.
- Confirm the date, time and lesson content for the next observation.

The Final Conference

- Complete your Student Teaching Evaluation form prior to the meeting.
- Facilitate participation from each person in the conference regarding the student teacher's growth progress and areas of need. Encourage participants to refer to their evaluation forms.
- Have the student share portfolio entries, if appropriate.
- Complete the Consensus form for the three-way evaluation process.
- Express appreciation to the mentor teacher.

Final Procedures

- Write a letter of recommendation for the student teacher and give it to him/her.
- Within two weeks after the final three-way conference, submit to the Placement Coordinator the file with all necessary documentation.
- Write short letters of appreciation to the mentor teacher and, if appropriate, the principal.
- Provide information to other supervisors, as appropriate, concerning students you have previously supervised.
- Provide encouragement for students during their job search.

SPECIAL EDUCATION STUDENT TEACHING CLASSROOM OBSERVATION GUIDELINES AND INSTRUCTIONS

1. During observation visits the following general competencies will be noted and discussed:

- ♦ interactions with students
- ♦ interactions with instructional assistants and other support personnel, e.g., volunteers, parents, therapists, peer or cross-age tutors, administrators,
- ♦ classroom control and student management techniques.
- ♦ curriculum content, activities and materials
- ♦ instructional strategies
- ♦ communication skills
- ♦ classroom organization: scheduling, room arrangement, transition procedures

(For details regarding competencies, see the Final Three-Way Competency Evaluation in the Appendix)

2. For each scheduled observation, prepare a lesson plan. Use one of the Lesson Plan forms in the Appendix. Lessons should include group instruction. In classrooms for students with severe disabilities, where group instruction may not be appropriate, lesson plans may be modified accordingly.

- ♦ Allow 5-10 minutes prior to the lesson to review the lesson plan with the supervisor
- ♦ Allow 20-30 minutes for discussion following the observation.

3. Prepare a written task analysis for one of the objectives for one of your observed lessons. Submit the task analysis with the lesson plan to the supervisor.

4. Following the final observation, a three-way evaluation conference will be held. The meeting will include the supervisor, the student teacher and the mentor teacher (or an administrator familiar with the student teacher's teaching if s/he is the master teacher).

Prior to the meeting each member will complete the Student Teaching Evaluation Form (see Appendix). The ratings on the form reflect the candidate's competence as a mentor teacher.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

*California Department of Education
California Commission on Teaching Credential
January 1997 (Field Review Version, 1998)*

STANDARD ONE: Engaging & Supporting all Students in Learning

- 1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1.4 Engaging students in problem solving. Critical thinking, and other activities that make subject matter meaningful
- 1.5 Promoting self-directed, reflective learning for all students

STANDARD TWO: Creating & Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively

STANDARD THREE: Understanding & Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR: Planning Instruction & Designing Learning Experiences for all Students

- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs

STANDARD FIVE: Assessing Student Learning

- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting and using multiple sources of information to assess student learning
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students, families, and other audiences about student progress

STANDARD SIX: Developing as a Professional Educator

- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice

EDUCATION SPECIALIST FIELD EXPERIENCE AND STUDENT TEACHING

Supervised Teaching Seminar I

Credential candidates will:

1. Participate in discussion and collaborative problem-solving relating to issues in the teaching experience. (2.2.2.1, 2.2.3.2)
2. Document self-reflections on the teaching experience. (2.2.4.4)
3. Formulate personal objectives to be accomplished during the supervised teaching experience. (2.2.4.4.)
4. Attend, view and critique an IEP meeting. (2.2.4.2)
5. Demonstrate the ability to complete and execute lesson plans using the format provided.
6. Demonstrate the ability to complete a task analysis. (2.1.1.2)
7. Plan and implement an individual and/or small group on-going instructional program using formative assessment. (2.1.1.2, 2.1.1.3, 2.1.2.1, 2.1.3.1, 2.2.1.4)
8. Write a mini case-study of one student.

Supervised Teaching Seminar II

Credential candidates will:

1. Participate in discussion and collaborative problem-solving relating to issues in the teaching experience. (2.2.2.1, 2.2.3.2)
2. Formulate personal objectives to be accomplished during the supervised teaching experience. (2.2.2.1, 2.2.3.2)
3. Complete a personal-professional development plan that contains a way to implement and document the development. (2.2.4.4)
4. Present detailed project report to the class on the above plan.

APPENDIX



SPECIAL EDUCATION PROGRAM PLACEMENT VERIFICATION

Thank you for agreeing to have one of our student teachers work at your school with a cooperating teacher. This supervised teaching placement will last from _____ to _____. If you have any questions or concerns, about the program or our students, please contact Kelly Stack (Special Education Placement Coordinator) at 925.285.6682. You may also contact the Program Director, Gail Kirby, at 925.631.8177.

Principal's Signature _____

Cooperating Teacher _____ **Grade Level** _____
(Must be approved by the Principal)

District _____

School _____

Address _____ **Zip** _____

Phone _____

Student Teacher _____

Address _____ **Zip** _____

Phone _____ **Date** _____

SPEDPlacementVerification
2008

PROFESSIONAL DEVELOPMENT PLANNING

1. List three topics/areas you would like to know more about:
 - a.
 - b.
 - c.
2. Describe a personal assumption or belief that you would like to test:
3. Write a goal that involves improving an area in which you are already very skilled or knowledgeable one in which you would like to become a recognized expert.
4. Write a goal that involves becoming proficient in an area in which you feel relatively weak.
5. Write a goal that is challenging which might involve some degree of risk.
6. Choose one of the goals above that you would like to pursue.

- a. Look at that goal and indicate how you will know whether or not you have achieved it.

- b. How long would you estimate would be needed to accomplish the goal?

- c. What resources would be needed to accomplish the goal?

- d. What do you anticipate the reactions, attitudes and support would be from your colleagues and administration regarding this goal?

- e. What is the likelihood that you (and others) might benefit from your work on this goal? Explain.

- f. Having addressed the foregoing questions, do you wish to modify your goal in any way? If so, please describe the modification below.

INFORMATION FOR SUBSTITUTE TEACHER

Format #1

Welcome to:

Room

Class

Teacher

Your Assignment

Additional Duties (*e.g., yard duty*)

Neighboring Teacher

Discipline Policies:

Location of School Rules/Policy Book/Lesson Plan Book:

Audio/Visual Resources:

Location of Teacher Lunchroom

Restrooms

Supplies

Work Room

Library

CLASSROOM INFORMATION
(Elementary)

Daily Program (*include library, academic periods, recess, etc.*):

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Pupil Information

Health considerations (<i>seizures, medication, etc.</i>)	
Individual Behavior Management Plans	
Dependable Students	

ROOM PROCEDURES

(Elementary)

Method of Classroom Control

Where to meet the students

Manner of Leaving Room:

At Recess

At Noon:

After School

Use of Bathroom during Class Time

Other Classroom Procedures (*Sharpening Pencils, etc.*)

Rainy Day Procedures

Bell Signals

Quiet Games and Their Locations

INFORMATION FOR SUBSTITUTE TEACHER

Format #2

Principal	Secretary
Assistant Principal	Nurse

For information on classroom procedures or these students:

Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #

Daily Schedule:

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>

Recess:

Morning		Noon		Afternoon	
From	To	From	To	From	To

Student with Special Needs	Physical, Emotional, Medical, etc.
Student with Special Needs	Physical, Emotional, Medical, etc.

Students Who Go to Therapy

_____	_____	_____	_____
Name	Time	Name	Time
_____	_____	_____	_____
Name	Time	Name	Time

Where to Find

Teacher Edition of Texts _____

Lesson Plans _____

Extra Pencils and Crayons _____

School Supply Room _____

AV Equipment _____

Class List _____

Procedures

Openings (*lunch count, attendance, chores, etc.*) _____

Lunch (*time, duty, do you eat w/students?*) _____

Dismissal (*exact time, buses involved*) _____

Fire Drill (*where class reports, how it gets there*) _____

Discipline (*specific information on all procedures*) _____

Student Illness During Day: _____

Rainy Days _____

Class signals (*voice, light, etc.*) _____

Parents or Helpers

_____	_____
Name	Duties
_____	_____
Name	Duties

Supportive People in Times of Need

_____	_____
Name	Name
_____	_____
Name	Name

DAILY LESSON PLAN

Class _____

Grade level _____

Date _____

Academic Learning Goals/Objectives For Lesson: (*What do you want students to know or to do?*)
Students will be able to...

Academic Content standards addressed in lesson:

Set: How will you begin the lesson: sponge/hook/review or recall from day before, board problem, etc.

Body of Lesson: (*Such as directions, mini lecture, questioning, graphic organizers, whole group discussion, pair-work, paper/pencil activities, brainstorming, etc.*)

Estimated Time
(for each step)

Check for Understanding: How will you know if students are progressing and/or learning content? What evidence will you collect during the lesson and/or at the end that will show student learning? (*Includes summations by teacher or students, pencil/paper responses, questions from students, etc.*)

Closure:

Accommodations: What accommodations will you need to make, including English learners?

Homework: *(Extending lesson and practice. What should students think about or do for tomorrow?)* (If applicable)

Resources: *(Materials, texts, technology, equipment needed for lesson)*

Reflection *(What went well, what did not, changes for next time, observations?)*



GOALS TO BE COMPLETED

Credential Candidate

Date

Grade Level (M/M or M/S)

School

GOALS TO BE COMPLETED DURING THIS PLACEMENT (*MATCH GOALS TO THE THREE-WAY EVALUATION FORM, AND TO SPECIFIC COMPETENCY NUMBERS.*):

1. **Standard** _____

2. **Standard** _____

3. **Standard** _____

Supervisor

Credential Candidate

Resident Teacher

White: Credential Candidate

Yellow: Resident Teacher

Pink: Supervisor



STUDENT TEACHER REVIEW FORM

1. To be completed and forwarded immediately following the second visit.
2. Use with the Three-way Evaluation form

Strengths:

Areas of Concern:

Additional Comments:

<hr/> Credential Candidate <hr/>	<hr/> Grade Level (M/M or M/S) <hr/>
<hr/> Resident Teacher <hr/>	<hr/> School <hr/>
<hr/> Supervisor <hr/>	

White: Credential Candidate Yellow: Resident Teacher Pink: Supervisor



OBSERVATION AND CONFERENCE REPORT

Special Education

Credential Candidate	Date	
Academic Subject/Grade Level	School	
Time from	Time to	Size of Group

Comments and Suggestions:

Observed During the Lesson:

- | | | |
|-------------------------|---------------------------|---|
| — Clear directions | — Smooth transitions | — Develops group dynamics |
| — Pro-active management | — Makes modifications | — Motivates students |
| — Engages students | — Enthusiasm for teaching | — Demonstrates flexibility and responsiveness to students |
| — E.L. accommodations | | |

College Supervisor

Mentor Teacher

Candidate

White: Credential Candidate Yellow: Resident Teacher Pink: Supervisor



OBSERVATION AND CONFERENCE REPORT

Educational Specialist

MENTOR TEACHER OBSERVATION REPORT

Check the statement below according to your analysis of the candidate during his/her lesson:

Candidate:	Yes	No	Partially
Provided Readiness			
Gave Clear Directions			
Was enthusiastic			
Used Pro-active management			
Motivated students			
Made smooth transitions			

Students:	Yes	No	Partially
Paid attention			
Completed task			
Met Objectives			
Behaved appropriately			

List three or four strengths of the lesson (*What went well?*):

List areas for growth (*What could be improved upon?*):

Additional comments:



SUPERVISED STUDENT TEACHING I AND II

Credential Candidate _____
Date

Grade Level (M/M or M/S) _____
School

Progression of goal obtainment: Complete at the end of each observation by the supervisor as an update of goal progression. Also copied onto the Observation Form under "GOALS" with each observation and signed by all parties.

Observation One **Date** _____

Observation Two **Date** _____

Observation Three **Date** _____

Observation Four **Date** _____

Observation Five **Date** _____

Observation Six **Date** _____

Supervisor

Credential Candidate

Resident Teacher

White: Credential Candidate Yellow: Resident Teacher Pink: Supervisor

I. Engaging and Supporting All Students

Differences Among Learners:

- _____ Is aware of diverse needs of students
- _____ Plans instruction according to developmental levels and interests of students
- _____ Understands the effects of medications on learners

1 2 3 4 N

Instructing English Language Learners:

- _____ Understands first language development and the effects of disabilities upon language
- _____ Modifies instruction to accommodate the needs of English Language learners
- _____ Uses a variety of instructional strategies, including the use of technology, to enhance learning
- _____ Is familiar with resources available to assist E.L.L. students and their parents

1 2 3 4 N

II. Creating and Maintaining Effective Environments

Classroom Environment:

- _____ Organizes and manages class affectively
- _____ Maintains a positive climate
- _____ Develops and refines procedures and routines
- _____ Identifies students communication styles and modifies learning environment to meet their needs
- _____ Involves students as members of the learning community
- _____ Promotes self advocacy for students that encourage personal and social responsibility and independence
- _____ Builds social networks for students
- _____ Modifies instruction and materials for students in a mainstreamed setting
- _____ Establishes a learning environment that promotes positive behavior
- _____ Establishes a safe learning environment
- _____ Establishes a climate that promotes fairness and respect

1 2 3 4 N

Management and Intervention:

- _____ Has positive behavior plans and techniques
- _____ Knows legal limitations and responsibilities in dealing with acting out and/or violent behavior
- _____ Uses a variety of proactive strategies to prevent problem behavior in the least restrictive environment
- _____ Identifies antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behavior
- _____ Teaches appropriate self-regulatory and coping strategies
- _____ Differentiates between emergency interventions, on-going positive behavioral support and age-appropriate, least intrusive strategies
- _____ Gathers information to determine appropriate behavior intervention plans
- _____ Understands the use of functional analysis to determine behavior intervention plans
- _____ Can create behavior intervention plan in collaboration with the I.E.P. team

1 2 3 4 N

III. Understanding and Organizing Subject Matter

Designing Curriculum:

- _____ Uses prior knowledge
- _____ Relates subject matter to real life
- _____ Implements curricula to promote development of language, motor, academic, and functional life skills
- _____ Develops curricula that is appropriate to meet the I.E.P. or I.T.P.
- _____ Uses a variety of strategies, techniques, and technologies to enhance learning

1 2 3 4 N

Legal Mandates:

- _____ Understands various legal mandates for equity in special education
- _____ Is knowledgeable about current issues in special education

1 2 3 4 N

IV. Planning Instruction and Designing Learning Experiences

Lesson Planning:

- _____ Adapts materials
- _____ Sequences lessons appropriately
- _____ Uses a variety of materials and instructional strategies in lessons for individual and group settings
- _____ Presents lessons across a range of instructional settings
- _____ Articulates subject matter content
- _____ Uses appropriate strategies to teach the subject matter
- _____ Develops strategies and evaluates procedures to determine effectiveness of instruction
- _____ Develops clearly stated lesson plans
- _____ Uses a variety of approaches to provide access to general education core curricula
- _____ Develops and facilitates Individualized Education Plans (I.E.P.) based on comprehensive assessment information
- _____ Modifies instruction using student outcome data
- _____ Uses a variety of peer-mediated and group instructional strategies
- _____ Uses instructional time effectively
- _____ Engages students in problem solving and critical thinking

1 2 3 4 N

V. Assessing Student Learning

Formal and Informal Assessment:

- _____ Uses a variety of assessment tools to measure student understanding
- _____ Has knowledge of basic test and measurement principals
- _____ Uses on-going evaluation procedures to determine effectiveness of instruction

1 2 3 4 N

VI. Developing as a Professional Educator

Ethics:

- _____ Is aware of own cultural and personal biases
- _____ Serves students honestly, protecting their privacy and rights
- _____ Respects cultural, heritage, religious, gender and lifestyle orientation of students
- _____ Respects age, language and socioeconomic status of students

1 2 3 4 N

Professionalism:

- _____ Is a good role model for students
- _____ Is professional in manner and dress
- _____ Accepts advice and constructive criticism
- _____ Reflects on their teaching practice and professional development
- _____ Establishes professional goals and pursues opportunities to grow professionally

1 2 3 4 N

Collaboration:

- _____ Collaborates with parents
- _____ Collaborates with the school community
- _____ Directs paraprofessional, peer tutors and other support personnel
- _____ Works with the I.E.P. team to develop behavior plans

1 2 3 4 N

Communication:

- _____ Communicates effectively with administrators, teachers, parents, paraprofessionals and related service personnel
- _____ Communicates results of assessments and I.E.Ps to general education teachers, parents, and related service personnel
- _____ Communicates to students with dignity and respect

1 2 3 4 N
