



CALIFORNIA STATE UNIVERSITY
Stanislaus
DEPARTMENT OF TEACHER
EDUCATION

Education Specialist Credential Program

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STUDENT TEACHING

A Handbook for Student Teachers

And

Cooperating Teachers

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I. GENERAL INFORMATION

The Special Education Credential Programs at California State University, Stanislaus are based upon the belief that field experiences afford an opportunity for the student teacher to utilize research-supported practice in the classroom. Student teaching provides an opportunity to design and modify instruction, curriculum, and manage learning environments that meet the learning, academic, and social needs of students with and without disabilities. To facilitate a successful student teaching experience, cooperating teachers, university supervisors and student teachers form a team to explore issues of teaching in the elementary school classroom. Since the supervision of prospective teachers is a complex activity, it is our hope that this handbook will provide relevant guidelines for the supervision of student teachers.

If there are problems or questions concerning student teaching, please feel free to contact the University Supervisor or you can contact the Program Coordinator at (209).664-6743.

A. Eligibility for Student Teaching

Only candidates in good standing who have only student teaching and student teaching seminar to complete are eligible to enroll in EDSE 4815 or EDSE 4816. Before student teaching, students must have:

- Applied for student teaching by the Field Services deadline
- Complete all Preliminary Credential Program requirements with a minimum GPA of 3.0; no grade lower than "C" in any course.
- Verification of subject matter competency. All student teachers must demonstrate subject matter competency **before** student teaching. Subject matter competence can be verified by examination (CSET Multiple Subjects or Single Subject) *or* by subject matter waiver (Single Subject only).
- On file, the Certificate of Clearance or valid emergency permit. *Without exception*, an individual working in the schools must be fingerprinted and cleared by the State of California.

B. Student Teaching with a Cooperating Teacher

For students placed with a cooperating teacher, student teaching involves a gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with teaching. The sequence of responsibilities includes: Orientation and introduction, gradual increase in teaching responsibility, full-time teaching, and gradual release of teaching responsibility.

Student teachers follow the public school calendar and are in attendance each day and each hour that other teachers at the site are in attendance. The exception is if the student teacher must leave to attend the required weekly Student Teaching Seminar.

C. Students Teaching with an Emergency Permit (Credential) or an Individualized Internship Certificate

Teaching with an emergency permit, waiver, or Individualized Internship Certificate (IIC) does not count in lieu of student teaching. Persons teaching with emergency permits, waivers, or IICs must enroll in student teaching.

NOTE: Emergency personnel and interns can use their own classrooms for their special education placement **if a minimum of 5 students are enrolled in the special day class or a minimum of 15 students are on the caseload of the resource specialist.**

II. PROFESSIONAL LIABILITY INSURANCE

The University does not provide professional liability insurance to students. Therefore, it is the responsibility of the student to obtain the insurance if he/she so wishes. If a school requires students to carry professional liability insurance before entering into student teaching, it is the responsibility of the student to obtain the insurance.

The following are some of the sources available for securing professional liability insurance. Student subscription rates are often available.

- Student California Teachers Association
- American Federation of Teachers
- Council for Exceptional Children
- National Education Association

III. REQUIREMENTS AND RESPONSIBILITIES

A. The Student Teacher

For student teachers placed with a cooperating teacher, teaching responsibilities will be added gradually. The university supervisor will meet regularly with the student teacher and the cooperating teacher to determine a schedule designed to integrate the student teacher gradually into the classroom routine. **NOTE:** You may NOT be used as a substitute teacher during student teaching.

With approval from the Special Education Program Coordinator, interns or emergency personnel may use their own classroom as their student teaching placement. **NOTE:** There are a minimum number of students and a minimum number of hours required if you are using your own classroom. Approval of your advisor or the program coordinator before your job site can be used to fulfill the student teaching requirement.

It is the responsibility of all student teachers to:

- complete duties assigned by the cooperating teacher and/or university supervisor
- meet the legal, ethical, and professional standards expected of a special education teacher
- adhere to university and district policies and procedures
- recognize that continuation as a student teacher is contingent on satisfactory progress in the student teaching placement. The cooperating teacher, district, and/or university can exercise their professional judgment and terminate the assignment of a student teacher
- communicate professionally with school personnel, families, and others with whom they interact
- seek clarification of expectations regarding teaching plans, rules governing student conduct, record keeping, etc.
- submit written input for the midterm and final evaluation reports and participate in conferences with the cooperating teacher and/or
- initiate discussions with the cooperating teacher and/or university supervisor if in doubt concerning their readiness for, or successful progress in student.

B. The Student Teaching Placement

If you require a placement, submit a student teaching application to Field Services or contact the program coordinator two months *before* the semester begins. As much as possible, the university will arrange to place you near your residence. The university supervisor will meet with you and the cooperating teacher at the placement site before or in the first two weeks of the semester.

C. Student Teacher Information Sheet and Class Profile

By the 2nd seminar meeting, submit the **Student Teacher Information Sheet (Appendix A1)** and **Class Profile (Appendix A2)** to the University Supervisor. If you are not the teacher of record, complete questions 5-11 on the **Class Profile** in collaboration with your cooperating teacher.

D. Attendance and Absences

1. You are required to maintain the contract hours required of all teachers at the school. Make sure to allot time to meet with the teacher and prepare for lessons.
2. If you are ill or for other reasons are unable to student teach, immediately inform your cooperating teacher, the university supervisor, and any other persons designated by the principal.
3. Notify your university supervisor of your absence on the day of a scheduled observation.
4. Keep a daily log of the dates and times of your attendance and absences.

E. Scheduling

Keep your university supervisor advised of any changes in your teaching schedule.

F. Student Teaching Binder

1. Maintain a three-ring binder (8-1/2" x 11") with the following tabbed sections:
 - **Student Teacher Information Sheet (Appendix A1)**
 - **Class Profile (Appendix A2)**
 - Daily Log of Your Attendance (dates and times at the site)
 - **Assessment of Student Teaching Form (Appendix A3)**
 - Daily Planner
 - Lesson Plans (sequenced with the most current lesson plan on top) (See **Appendix – A4**)
 - Cooperating Teacher and University Supervisor observations
 - Projects
2. Place the binder in a prearranged location in the classroom so that the university supervisor and cooperating teacher can refer to it.
3. Keep copies of all lesson plans in your binder. Keep the most current lesson plan on top.

4. Remember to review periodically the competencies evaluated on the **Assessment of Student Teaching** form.
5. Always secure the approval of your cooperating teacher prior to presenting a lesson.
6. Your binder provides a written record of your progress. Place all observations of the university supervisor and the cooperating teacher in your binder.

G. Professional Development Activities

1. Plan professional development activities so that you gain as much knowledge and experience as possible. For example:
 - Talk with other special education and general education teachers, school nurse, psychologist, principal, etc.
 - Observe selected activities in which the administrators, teachers, children, and parents participate, e.g., Student Study Teams, IEP meetings.
 - With permission, attend in-services, staff meetings, parent-teacher conferences
 - Observe and participate in the school activities, e.g., before and after school functions, recess, lunch, field trips.
2. Required reading includes:
 - School policies and procedures
 - District policies and procedures
 - Student policies and procedures
 - School rules
 - Classroom rules

H. Hours

1. The contract hours of your teacher are your *minimum* hours. You are expected to attend school functions (such as open house, class field trips). If these functions conflict with the Student Teaching Seminar, you should contact the class instructor, university supervisor, and/or cooperating teacher to resolve the conflict. (**See Appendix A5**)
2. You must remain at the school during school hours except for field trips or other school sponsored activities.
3. In addition to the scheduled student teaching seminar, you are required to attend all meetings called by your university supervisor, cooperating teacher, and/or school site administrator.

I. Seminar

Seminars are held once a week and you are expected to arrive on time. Please inform your cooperating teacher of your seminar schedule. Attendance at the seminars is mandatory. Attendance will be taken and an absence from **more than one seminar** will result in a grade of "No Credit."

J. Daily Planner

The daily planner is a brief overview of the day's classroom activities while the lesson plan is a more detailed description of the lessons, goals, and assignments of the day. You are expected to keep a daily planner during your student teaching placement.

K. Lesson Plans

1. If you are placed with a cooperating teacher, you are required to write a lesson plan and submit it to the cooperating teacher at least **two days prior to its presentation**. All lesson plans may be written and included in your Student Teaching Binder. (**See Lesson Plan Template, A-4**)

Daily lesson plans are the backbone of teaching. Detailed lesson plans are required until your supervisor determines that you can use an abbreviated form.

All lesson plans must include:

- a. Instructional objective(s) for the lesson
- b. An introduction or set
- c. Instruction (describe the sequence of events which will take place as the lesson is delivered. Include what you plan to do and say)
- d. Supervised practice to ensure students understand instruction
- e. Closure
- f. Independent practice
- g. An assessment to determine whether students have met the objective(s)
- h. List of materials and media and how they will be used.

Written plans are considered a necessary and vital part of the teacher's performance. Inadequate planning may account for at least 75% of classroom problems.

2. All student teachers are required to schedule a **minimum** of four **Focused Observations** with their university supervisor, (See **Appendix A6**). For each placement the observations are "focused" because you are required to complete the "Instruction Plan" prior to the scheduled observation. Without exception, one of the **Focused Observations** must be observed with a rating of "acceptable" or better before the 5th week of the semester.

L. Candidate Competence

1. Student teachers must demonstrate all the competencies identified on the **Assessment of Student Teaching** form *before* the end of the semester.
2. Individual objectives may be outlined for student teachers. If the university supervisor identifies objectives for a student teacher, the objectives must be met by the end of the semester in order to receive credit for the course.
3. In the classroom setting, the student teacher will be observed teaching individual students, small groups, and large groups in content area instruction appropriate to the population and the setting. Observations must be evaluated as "acceptable" (3 on a 4-point scale). The observation forms are included in (**Appendix A7 and A8**).
4. A total of three assignments must be completed with a grade of "B" or better. You must secure the approval of your supervisor before you implement an assignment. During

implementation, the university supervisor and/or cooperating teacher will observe the student teacher. Each of the assignments requires a **written product**. The deadline and format for each project is described in (**Appendix A9 through A11**).

M. Student Teacher Confers with Cooperating Teacher and/or University Supervisor

1. The student teacher will meet regularly with the cooperating teacher to confirm each student teacher's progress and plan the lessons for the upcoming week. Interns or teachers on emergency waivers or permits will receive constructive and written feedback from the university supervisor.
2. A midterm and final conference will be held with the university supervisor to discuss the progress of the student teacher.

N. Assignment of Grades

The University supervisor will determine the final grade of the student teacher. The grade is based on observations, assessments of the cooperating teacher (if applicable), and completion of seminar requirements. Student teachers must satisfactorily complete all seminar requirements in order to pass student teaching. The supervisor consults with the cooperating teacher, seminar instructor(s), and other professionals (e.g., school principal) involved in the experience. While the University supervisor confers with the cooperating teacher about the student teacher's work, the cooperating teacher is not expected to grade the student teacher.

O. Withdrawal from Student Teaching

The student teacher will be subject to removal from student teaching for the remainder of the semester for:

- unprofessional conduct;
- uncooperative or disrespectful attitude
- ongoing personal difficulties; or
- inability to work professionally with exceptional children and youth.

If a change in the student teaching placement seems advisable, the University supervisor will inform the student teacher and cooperating teacher of this decision immediately. In case of withdrawal, all parties will be informed and consulted.

P. Applying for the Preliminary Education Specialist Credential

Student teachers can apply for the Preliminary Education Specialist credential once grades of "CR" are posted in EDSE 4815 and EDSE 4816 for Mild/Moderate, and EDSE 4915 and EDSE 4916 for Moderate/Severe. Applications are available in Credential Services, (DBH 303). The Credential Services office is responsible for evaluating, verifying, and recommending all basic multiple, single subject, and preliminary education specialist teaching credentials.

IV. RESPONSIBILITIES OF THE COOPERATING TEACHER AND THE UNIVERSITY SUPERVISOR

A. The Cooperating Teacher

CSU Stanislaus appreciates the professional services of the cooperating teachers who assist students to entering the profession. The cooperating teacher serves as a professional model. The success of the student teaching experience depends greatly on the professional judgment of the cooperating teacher in developing with the student teacher activities that guide the acquisition of knowledge, skills, and dispositions needed by competent beginning teachers. To the student teaching experience, the cooperating teacher provides information; time, support and commitment; curricular assistance; support; and assessment and evaluation.

1. Information

The cooperating teacher will orient the student teacher to the:

- school and the staff
- responsibilities and role of the special education teacher at the school
- school policies and procedures regarding attendance, discipline, etc.
- all appropriate staff development opportunities
- availability and use of curricula, instructional media, and other school resources

2. Time and Commitment

The cooperating teacher will:

- observe the student teacher during instruction explain clearly the nature and scope of the student teacher's duties and responsibilities. In particular, the cooperating teacher should clarify his/her expectations regarding the writing of formal lesson plans, the securing and organizing of instructional materials, and the evaluating of student work.
- provide regular feedback conferences
- ensure interactions between the student teacher and the cooperating teacher and other teachers
- complete the **University Supervisor's Record of Observation and Conferences (Appendix A12)**

3. Curricular Assistance

The cooperating teacher will:

- serve as a resource person to the student teacher, e.g., share teaching materials and files
- assist and advise the student teacher in the development of lessons plans
- review all lesson plans of the student teacher
- assist in evaluating the student teacher
- model instructional and classroom management techniques

4. Support

The cooperating teacher will:

- emphasize support and guidance rather than evaluation
- work with the student teacher to solve problems

- collaborate with the university supervisor and the student teacher to ensure a successful student teaching experience.

5. Assessment

The cooperating teacher will:

- consider that the student is a pre-service teacher and consider the student teacher's potential for teaching and his or her capacity for growth
- meet regularly with the university supervisor and cooperating teacher to report on the progress of the student teaching and any problems
- provide feedback to the student teacher
- provide tools and strategies to address any areas of weakness
- monitor the attendance of the student teacher
- complete the **Assessment of Student Teaching, (Appendix A3)** form at midterm and at the end of the semester

B. The University Supervisor

1. Role

The role of the university supervisor is to:

- assist the student teacher to realize their full potential by making clear the expected standard of performance.
- provide the student teacher with regular feedback of their progress with emphasis on strengths as well as areas in need of improvement.
- support the professional development of the student teacher
- facilitate communication between the cooperating teacher and the student

2. Observations

The university supervisor will:

- observe and critique the student teachers in their placements
- provide timely and constructive feedback regarding the student teacher's progress
- At a minimum, complete 2 Focused Observation; rate the Classroom Environment; observe the implementation of the behavior change and instructional sequence projects.

3. Assessment and Evaluation

The university supervisor will:

- confer regularly with the cooperating teacher
- approximately midway through the semester, assess the students' progress
- along with the grade assigned to each student teacher, submit the following information to the Program Coordinator at the end of the semester: **Student Teaching Observation; Assessment of Student Teaching** signed by the student teacher, the cooperating teacher, and/or the university supervisor; and the **University S70**.
- evaluate the design and implementation of seminar projects

CALIFORNIA STATE UNIVERSITY, STANISLAUS
Special Education Credential Program
Student Teacher Information Sheet and Schedule

Student Teacher's Name: _____

Home Phone: _____

Home Address: _____

Email Address: _____

Student Teaching Assignment

District: _____ Superintendent: _____

School: _____ Principal: _____

School Phone Number: _____ School Secretary: _____

Grade Level: _____ Room Number: _____ Class Designation (SDC, RS, MM, MS) _____

School Address (street address; town and zip code) _____

Name of Cooperating Teacher: _____

Contact Phone Number of Cooperating Teacher: _____

Email Address of Cooperating Teacher: _____

University Supervisor: _____

Contact Phone Number of University Supervisor: _____

Email Address of University Supervisor: _____

Binder Location: _____

University Class Schedule (List courses, other than student teaching and seminar, you are enrolled this semester.)

Course Number	Course Name	Units	Meeting date	Meeting Time

CALIFORNIA STATE UNIVERSITY, STANISLAUS
Special Education Credential Program
Class Profile

Date of Observation _____ / _____ / _____

Student Teacher _____

Observer Name _____

School Site _____ Cooperating Teacher/LST _____

Grade _____ Room #/Location _____

Attach:

1. A **seating chart** with a list of students for the class to be observed; and
2. A **schedule** that identifies the time of each activity, the students assigned to various groups or activities; and the teacher/paraprofessional assignments.

Please attach a **seating chart** with a list of students for the class to be observed.

1. How many students are enrolled in your class?
2. What is age range of the students? What is the grade level of the students?
3. How many students are identified as English Language Learners?
4. How many of the following exceptionalities are placed in your classroom: blind or visually impaired; deaf or hearing impaired; emotionally disturbed; learning disabled; orthopedic ally or physically handicapped; mentally retarded; autistic, deaf-blind; multiply disabled; other health impaired?

Answer Questions 5-10 in Detail.

5. How do you become familiar with what your students already know in terms of skills they bring to the classroom?
6. How do you communicate with parents or guardian of students in this class? For what purpose(s) do you communicate with parents?
7. If you are a resource specialist, how do you monitor the students' academic progress of your classroom?
8. What are the most **important classroom procedures, rules, and expectations for student behavior** that will be in operation during the observed lesson (e.g., collecting papers, reviewing homework, safety precautions)?
9. Are there any **special circumstances** the observer should be aware of in order to understand what will occur during the scheduled observation (e.g., school-wide routines or policies, interruptions, behavior patterns of studies)? If so, please explain.
10. Provide a general description of the students' physical, social, and/or emotional development that may influence instruction.

ESCP Scope and Sequence of MINIMUM Student Teaching Expectations

University Supervisors, please review the following with your Student Teachers and Cooperating Teachers during the first three-way meeting of each placement. Teacher candidates may progress at a more rapid pace than the suggested scope and sequence, contingent upon the approval of University Supervisors AND Cooperative teachers.

Cooperative Teachers and University Supervisors should model:

1. Organizational skills
2. Effective teaching and error correction procedures (i.e. re-teaching strategies)
3. Flexibility and problem-solving
4. Professional consulting and collaboration
5. Think-aloud: articulate the rationale behind the lesson plans, teaching practice or other professional judgments
6. Questioning strategies and alternative ways to evaluate students' learning
7. How to give feedback to students and parents about learning progress (observable and specific feedback)
8. Mindful use of student assessment data to inform teaching

First 8-week Placement:

Week 1:

- Begin reflective notes, which will include: mentor teacher observations, teacher meetings (i.e., PLC, grade-level teams, IEP meetings, etc.), and personal teaching.
- Observe mentor teachers and other classes as assigned by mentor teachers
- Attend all meetings with your Consulting Teacher (i.e., IEP meetings, parent-teacher conferences, etc.)
- Describe class routines and procedures
- Learn about the curriculum used in class
- Learn about your students' strengths, weakness, preference and interests

Week 2:

- Gain understanding about school cultures
- Co-teaching:
 - Teach one lesson designed by mentor teacher
 - Conduct side-by-side lesson planning with mentor teacher
 - Teach a lesson co-designed with mentor teacher
- Identify the target students for behavioral project and IEPs
- Submit the plan for behavioral project to University Supervisor and mentor teacher for approval.

Week 3-8:

- Design one's own lesson plans; write a detailed lesson plan for each focused observation
- Focused observation begins. Debrief and reflect one's teaching with university supervisors and mentor teachers after observations
- Week 3: Collect baseline data for behavioral change project
- Week 3: Begin IEP study*
- Week 3: Be a lead teacher for 1-3 sessions
- Week 3: Begin to implement the behavior change project with the permission from university supervisor and mentor teacher
- Week 5-6: Be a lead teacher for all sessions
- Week 7: Administer posttest of Behavior Change Project.
- Week 8: Gradually phase out the teaching responsibility to mentor teachers.

Second 8-week Placement:

Week 1:

- Begin your reflective notes on the following domains
- Observe mentor teachers and other classes as assigned by mentor teachers
- Describe class routines and procedures
- Learn about the curriculum used in class
- Learn about your students' strengths, weakness, preference and interests

Week 2:

- Gain understanding about school cultures
- Co-teaching:
 - Teach one lesson designed by mentor teacher
 - Conduct side-by-side lesson planning with mentor teacher
 - Teach a lesson co-designed with mentor teacher
- Identify the target students for Instructional Sequence
- Submit the plan for Instructional Sequence to University Supervisor and mentor teacher for approval.

Week 3-8:

- Design one's own lesson plans; write a detailed lesson plan for each focused observation
- Focus observation begins. Debrief and reflect one's teaching with university supervisors and mentor teachers after observations
- Week 3: Collect pretest data for Instructional Sequence
- Week 3: Be a lead teacher for 1-3 sessions
- Week 3: Begin to implement the instructional sequence project with the permission from university supervisor and mentor teacher
- Week 5-6: Be a lead teacher for all sessions.
- Week 6/7: Pending on approval of university supervisor and mentor teacher, candidates in GE placement will teach independently for a week.
- Week 7: Administer posttest of Instructional Sequence.
- Week 8: Gradually phase out the teaching responsibility to mentor teachers
- (Concurrent Students ONLY): Modify the instructional sequence to meet the requirements for TPA 4

Observation Forms and Schedule:

- University Supervisors will complete a total of eight student teaching Formal Lesson Observations (four at each placement) during weeks: 3, 5, 6, and 7 (or alternate schedule).
- Cooperating Teachers will complete two student teaching Formal Lesson Observations during weeks 4 and 7 (completed during both placements).
- University Supervisors and Cooperating Teachers will complete a Summative Assessment Observation Form by the final week of each student teaching placement (i.e., weeks 8 and 16).
- University Supervisors and Student Teachers should have a copy of all observation forms (i.e., 8 Formal Lesson Observations from University Supervisors; 4 Formal Lesson Observations from Cooperating Teachers; 2 Summative Assessment Observation Forms from both University Supervisor and Cooperating Teacher at each placement). Cooperating Teachers will have a copy of all observations forms during the student teachers current placement.
- Student teacher should place copies of all observation forms in their student teaching binders.

 Direct Instruction	ESCP Lesson Plan Template Author: [Insert Your Name Here]	
Chronological Grade Level: _____		
Class or Group Size: _____		
Special Populations in class/group: (Check all that apply.) <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with special needs <input type="checkbox"/> High-performing students		
Program Used and Lesson #		
Instructional Goals: (What can students do after the instruction?)		
California Common Core Standards Addressed:		
California ELD Standards Addressed:		
Technology Used or Assistive Technology Used:		
Instruction or Anticipatory Set: (Include “teacher wording” and examples. Tell students what they are going to learn and why is it important to learn it.)		
Supervised Practice: (Include the error correction procedures for content errors.)		

Closure: (Remind students what they have learned so far. Give them feedback on their practice of good reading behaviors.)

Independent Practice

An assessment to determine whether or not students have met the instructional goal(s).
A self-assessment for students to determine whether or not they are making good progress.

Classroom management plan: (What behavioral problems do you anticipate during the lessons? How do you prevent or address those problems?)

List of materials and media and how they will be used.

**California State University Stanislaus
Special Education Program
Student Teaching Hour Log**

Student Teacher		Semester/Year	
Cooperative Teacher		School	
University Supervisor		Grade/ Placement	

Describe the typical or routine activities at this placement:

SAMPLE:

Date	Time	Hour	*	Additional or Special Activities
4/16/2015	7:30am -3:30pm	8	X	PLC meeting (Common Core Math)
4/17/2015	7:30am -3:30pm	8	X	Assessing students; working with student with ASD
4/18/2015	7:30am -3:30pm	8	X	

* Place an X in the cell if you performed typical routine activities on that date.

**California State University
Special Education Program
Student Teaching Hour Log (Cont.)**

Student Teacher		Semester/Year	
Cooperative Teacher		School	
University Supervisor		Grade/ Placement	

Date	Time	Hour	*	Additional or Special Activities
Accumulated Hours:		Hours		Page:

* Place an X in the cell if you perform typical or routine activities on that day. Please make additional copies of this page as needed.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
Special Education Credential Program
Preparing for Focused Observation

Directions: Interns/student teachers will complete a **minimum** of FOUR focused class (i.e., lesson) observations during a fourteen-week semester. This will involve the student teacher and university supervisor completing the following process:

- Step 1:** Student teacher, mentor teacher, and supervisor confer at three-way meeting to schedule future observation dates. Student teachers must be observed in different teaching contexts.
- Step 2:** Student teacher completes the [Classroom Profiles] (see page X) and submits it to the university supervisor *prior* to the first observation date.
- Step 3:** Student teacher completes the "detailed lesson plan", using the attached lesson plan template or equivalents (e.g., the ones used by your school district, with the permission of US).
- Step 4:** Student teacher implements the lesson while the supervisor observes.
- Step 5:** Student teacher meets with the supervisor.
- Step 6:** Student teacher write a follow-up reflection on their own teaching and subsequent debriefing.

PREPARING FOR THE OBSERVATION

The following are the guided questions that can help you planning for instruction and reflecting the efficacy of your teaching. Review the formative and summative assessment before planning your lesson.

I. INSTRUCTION PLAN	
1. LEARNING GOALS/OBJECTIVES	
1.1	What are your goals for the students in this lesson? What specifically do you expect students to know or be able to do as a result of the lesson?
1.2	How does the content of the lesson connect to the content of previous and subsequent lessons?
1.3	List the state-adopted content standards for students this lesson will address:
2. STUDENT GROUPING	
2.1	How did you group students for instruction?
2.2	What specific information/data did you use to establish this grouping?
3. DEVELOPING THE LESSON	
3.1	Individualization In all your planning, how have you addressed the needs of this particular group of students: (Consider gender, culture, language proficiency, exceptionalities, parental concerns, skill level, individual preferences, etc.)
3.2	Procedure and Activities Describe in detail how you will teach this lesson. What activities have you planned? How much time will you allocate to each activity?
3.3	Materials What instructional materials will you use, if any? Why have you chosen these materials?
3.4	Evaluation What evidence will you collect <i>during</i> and at the <i>end</i> of the lesson that will show the extent to which students have made progress toward the learning goal? (<i>Attach recording sheet</i>)
3.5	What specific information/data did you use in the selection of this procedure?
4. WRITING THE LESSON PLAN	
4.1	Prepare your lesson plan. Follow the format in 10.2 of this Handbook
5. IMPLEMENTING THE LESSON	
5.1	Implement the lesson as planned.
5.2	Record data to evaluate the progress of your students.
II. REFLECTION	
1.1	To WHAT EXTENT DID STUDENTS MAKE PROGRESS TOWARD THE LEARNING GOALS? Cite <i>specific examples</i> from evidence of student learning you collected
1.2	How well did the lesson connect with students' background knowledge? Cite <i>specific examples</i>

2. STUDENT GROUPING

2.1 How would you group students for similar instruction in the future? Why?

3. DESIGNING THE LESSON

3.1 How do you know your teaching was effective? How do you know?

3.2 In what ways were your activities effective? How do you know?

3.3 In what ways were your materials effective?

3.4 Did all students participate actively and equally during the lesson?

3.5. How will you use the information from the evaluation to plan future instruction?

4. IMPLEMENTING THE LESSON

4.1. Did you depart from anything you planned for today? If no, why not?

4.2. What accounted for the performance of the student or the group? What will you do for the students who did not achieve the learning goals? Were students aware of their learning progress?

4.3. Add any other comments, reactions, or questions about the lesson. For example, is anything that you felt particularly good, frustrated, or confused about?

**Formative Assessment of Student Teaching
Education Specialist Credential Program**

Observation (Circle One): **1** **2** **3** **4** **5** **6** **7** **8** **Semester/Year:** _____

Date: _____

Student Teacher Name:	ID #:
Cooperating Teacher:	University Supervisor:

Rating: **2** = Meets Expectations **1** = Below Expectations **0** = Not Acceptable **N** = Not Observed

TPE 1: Engaging and Supporting All Students in Learning

Teacher Candidates (TC) are able to:	2	1	0	N
Observe mentor teacher teaching and take copious reflective notes				
Check for understanding / monitor on-going progress when teaching				
Help students engage in purposeful learning; teach the relevancy of the skills learned				
Ask students clarifying questions (TC should model this for students)				
Engage all students; motivate challenged and/or reluctant learners				

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Teacher Candidates are able to:	2	1	0	N
Establish and maintain multi-tiered classroom management system where all students learn in a safe, fair and respectful environment.				
Know how to redirect/intervene challenging behaviors (other than token economy)				
“They don’t care about how much you know until they know how much you care;” Focus on teaching students trust and mutual respect.				

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Teacher Candidates are able to:	2	1	0	N
Demonstrate understanding of the content of the curriculum				
Demonstrate basic understanding of content and language standards				
Demonstrate basic competency in the use and understanding of instructional strategies.				

TPE 4: Planning Instruction and Designing Learning Experience for all Students

Teacher Candidates are able to:	2	1	0	N
Design curriculum/lesson plans				
Implement a lesson plan with fidelity				
Modify a lesson based on learners’ responses				
Provide students opportunities to practice and maintain proficiency of learned skills				
Have plans to reteach lessons (i.e., parts or whole) when needed.				

TPE 5: Assessing Students for Learning

Teacher Candidates are able to:	2	1	0	N
Demonstrate basic understanding of different assessments (i.e., formative and checking for understanding) and how to use assessment data to inform teaching.				
Give students specific and immediate praise and/or feedback of their learning				

TPE 6: Developing as a Professional Educator (TPE-Domain F)

Teacher Candidates are able to:	2	1	0	N
Participate in at least 5 PLC/grade-level meetings or equivalent				
Interact with and direct paraprofessionals effectively				
Interact with stakeholders professionally				
Keep reflective notes on feedback/advice received and/or teacher observations				
Ask mentor teachers clarifying questions about teaching practices				

Signature Section

Name of Student	Signature (Signature means it was received)	Date
Name of Cooperative Teacher	Signature	Date
Name of University Supervisor	Signature	Date
District:	School:	Setting/Grade level:

Additional Comments:

Areas that Exceed Expectations

Areas that Meet Expectations

Areas that Need Improvement

Education Specialist Credential Program Summative Field Work Assessment Form

Summative Assessment Week: 8 - 16

Semester/Year: _____

Date: _____

Student Teacher Name:	ID #:
Cooperating Teacher:	University Supervisor:

Rating: 4 = Always 3 = Usually 2 = Occasionally 1 = Never

CSTP 1: Engaging and Supporting All Students in Learning (TPE-Domain C)				
Teacher Candidates (TC) are able to:	4	3	2	1
Observe mentor teacher teaching and take copious reflective notes				
Check for understanding / monitor on-going progress when teaching				
Help students engage in purposeful learning; teach the relevancy of the skills learned				
Ask students clarifying questions (TC should model this for students)				
Engage all students; motivate challenged and/or reluctant learners				

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE-Domain E)				
Teacher Candidates are able to:	4	3	2	1
Establish and maintain multi-tiered classroom management system where all students learn in a safe, fair and respectful environment.				
Know how to redirect/intervene challenging behaviors (other than token economy)				
“They don’t care about how much you know until they know how much you care;” Focus on teaching students trust and mutual respect.				

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE-Domain A)				
Teacher Candidates are able to:	4	3	2	1
Demonstrate understanding of the content of the curriculum				
Demonstrate basic understanding of content and language standards				
Demonstrate basic competency in the use and understanding of instructional strategies.				

CSTP 4: Planning Instruction and Designing Learning Experience for all Students (TPE-Domain D)				
Teacher Candidates are able to:	4	3	2	1
Design curriculum/lesson plans				
Implement a lesson plan with fidelity				
Modify a lesson based on learners’ responses				
Provide students opportunities to practice and maintain proficiency of learned skills				
Have plans to reteach lessons (i.e., parts or whole) when needed.				

CSTP 5: Assessing Students for Learning (TPE-Domain B)				
Teacher Candidates are able to:	4	3	2	1
Demonstrate basic understanding of different assessments (i.e., formative and checking for understanding) and how to use assessment data to inform teaching.				
Give students specific and immediate praise and/or feedback of their learning				

CSTP 6: Developing as a Professional Educator (TPE-Domain F)				
Teacher Candidates are able to:	4	3	2	1
Participate in at least 5 PLC/grade-level meetings or equivalent				
Interact with and direct paraprofessionals effectively				
Interact with stakeholders professionally				
Keep reflective notes on feedback/advice received and/or teacher observations				
Ask mentor teachers clarifying questions about teaching practices				
During student teaching or internship, Teacher Candidates are able to:	4	3	2	1
Participate in and observe the pre-referral and IEP process				
Compose legal and educationally useful IEPs and BIPs				
Participate in Back to School Night/ Open House or Interview mentor teacher about the process (CSTP 6)				
Participate in district or school sponsored professional development (CSTP 6)				

In your professional opinion, is this teacher qualified and ready to enter the teaching profession?

Yes or No (If no, please explain.)

Additional Comments:

Signature Section		
Name of Student	Signature (Signature means it was received)	Date
Name of Cooperative Teacher	Signature	Date
Name of University Supervisor	Signature	Date
District:	School:	Setting/Grade level:

Special Education Credential Program

Assignment 1: Behavior Change

The Behavior Change requires the student teacher to design a program for one student in an academic or nonacademic area. You must document that a problem exists and that the problem is one that is important in the educational program of the child.

1. Rationale: Evidence that the individual's instructional level determined, prerequisite skills identified, curriculum analyzed as potential source of the problem
 - a. describe the student (e.g., age and grade, special education placement, present level of performance in academic and nonacademic areas, strengths and deficits)
 - b. state how the student's disability affects his or her progress
 - c. describe the problem behavior
 - d. provide data and relevant information on the problem behavior (e.g., previous attempts to solve the problem).
 - e. state the outcome you wish to achieve.

NOTE: A written proposal must be submitted to your University supervisor. Proceed to step 2 only if you have approval from your University supervisor.

2. Develop Assessment Instrument
 - a. operationally define the target behavior.
 - b. describe your data collection method
 - c. describe when and how the data will be recorded.
- NOTE:** Proceed to step 3 only if you have approval from your University supervisor.
3. Assess the Student
 - a. report the baseline data you collected
 - b. based on the data you collected, develop a hypothesis
4. Develop goal
 - a. specify instructional objective and mastery criterion
 - b. provide evidence that goals appropriate to skill levels of the students
5. Design the Intervention
 - a. provide evidence that methods, strategies and materials matched to skill level of the student
 - b. lesson plan that clearly specifies the intervention
 - c. lesson plan includes prompts and/or models of desired responses
 - d. lesson plan included procedures to review and/or firm skills related to the lesson
 - e. lesson plan stated how teacher will monitor student performance; guided practice; how instruction will be modified or changed based on student performance.
 - f. lesson plan specified procedures used if there are repeated errors
6. Implement
 - a. implement the program for a minimum of 15 instructional days
 - b. evidence that student teacher systematically analyzes errors and data used to make instructional decisions.
7. Results
 - a. report data
 - b. summarize, in narrative form, the results
 - c. display the data in graphs.
8. Reflection
 - a. Discuss why your intervention was successful or unsuccessful.
 - b. Indicate what you would do similarly or differently.

Special Education Credential Program

Assignment 2: Instructional Sequence

Each student teacher must complete develop an instructional sequence for a group of students. The project must be implemented for a minimum of 15 days. *The university supervisor and/or the cooperating teacher must approve the project before it is implemented.* The university supervisor must evaluate the implementation of the project.

The instructional sequence must be sequenced and carefully planned to target an area of documented need. Include the following information in your written report.

1. **Initial Assessment:** Develop a criterion-referenced test for the area you targeted. Before you design the project, the cooperating teacher and university supervisor must approve the topic/area and the CRT. After the assessment, analyze the data and identify the instructional objectives.
2. **Instructional Sequence:** Prepare lessons to address the instructional goals that were specified. For each objective, prepare detailed lesson plans or formats. Clearly specify the examples, wording, mastery criteria, and correction procedures.
3. **Data Collection Procedures:** Specify how student progress will be monitored. Collect data/information on a regular basis.
4. **Implementation:** The project must be approved *prior to* implementation. To receive credit for the project, lessons must be delivered effectively and efficiently (e.g., lesson appropriate for objectives, presentation clear, behaviors managed).
5. **Results.** Report student scores on the post-test, graph the data (pre- and post-test) and
6. **Evaluation and Discussion.** Evaluate the strengths and weaknesses of the project.

Sequence Checklist: The purpose of this checklist is to provide a list of the basic components of the project and a number of desired characteristics. It also provides a basis for feedback on the assignment. The feedback will be in the form of comments and suggestions on the individual parts of the project. If you need clarification or additional information, please make an appointment to see me.

STATEMENT AND POPULATION		Meets Criteria	Comments
• Identification of subject/content area			
• Statement of specific topic			
• Target population			
• Educational/instructional level of students			
• Number of students			
• Prerequisite skills			
• Time per meeting			
• Number of class meetings			
• Topic appropriate for 3-week period			
OBJECTIVE - REFERENCED TEST			
• Items keyed to objectives			
• Directions clear and precise			
• Sufficient number of test items			
• Not identical to objectives			
INSTRUCTIONAL OBJECTIVES			
• Stated in terms of student behavior			
• Observable and measurable			
• Clear and concise			
• Appropriate criteria specified			
• Levels of objectives identified			
• Objectives sequenced from lower to higher and building on one another			
• Adequate number of objectives for topic			
• Objectives appropriate for population			
INSTRUCTION and MATERIALS			
• Instruction and materials directly related to instructional objectives			
• Instruction and materials addressed all topic areas			
• Instruction and materials keyed to objectives			
• Instruction appropriate for population			
• Instruction provides sufficient practice (active responding/ feedback)			
• No gaps in instructional sequence			
• Good use of prompts			
• Good application of characteristics of effective teaching			
DATA COLLECTION			
• Data collected before, during, and following implementation			
• Evidence that data used to make instructional decisions			
• Data recorded and graphed			
• Data used to evaluate the effectiveness and efficiency of the project			

Special Education Credential Program

Assignment 3: IEP

The IEP process is the centerpiece and the heart and soul of IDEA. It is the procedure for devising the free and appropriate public education to which every eligible child with a disability and needs special education is entitled. In *Better IEPs*, Bateman and Linden provide information to develop IEPs that are both legally correct and educationally useful. This student teaching assignment requires you to develop an IEP and evaluate the IEP process at your school. This assignment should be written in narrative form and your answers to the questions below must include citations from the Bateman and Linden text.

I. The IEP Process in Practice

A. The Student

- Assign a fictitious name to the student.

B. The IEP Meeting

Attend an initial, triennial, or annual IEP meeting.

- Who were the participants? Which general education teachers attended the IEP meeting? Who was the district representative?
- When and where was the meeting held?
- To what extent were parents involved in the determination of the IEP meeting time, date, and place?
- How long was the IEP meeting?
- Was it a complex or disputed IEP? Why or why not.
- When did the parent obtain a copy of the IEP?
- If this were an initial IEP, what information was gathered and discussed to determine whether the child has one of the disabilities defined in IDEA?

C. The Development of the IEP

- Describe how the IEP was developed?
- What are the student's unique characteristics or needs that require individualization? Whose observations and what tests and assessments were considered in the development of the IEP?
- What special education, related services, and modifications did the district provide to address all of the student's unique needs? Who was involved and what information was considered when determining the instructional and statewide assessment modifications the student required?
- Are the annual goals and objectives written so they evaluate the effectiveness of the services and modifications are appropriate and effective? Remember, writing goals and objectives begins with asking, "If the service we are providing is effective, what will we see in the student's behavior that tells us so?"
- Was there a transition component to the IEP? Did the IEP team reach agreement about the individual student's needs with regard to instruction, community experiences, and employment and other post school living objectives?
- In the development of the IEP were the student's interests and preferences discussed. Were the parent's concerns discussed?
- How much discussion was there about the placement of the student?

II. The IEP

Using the forms used in your district, develop a “legal and educationally useful” IEP for the student. Be sure to attach a copy of the IEP with your narrative report. In addition to information and data in the student’s cumulative file, the IEP you develop must be based on assessments you administered and your observations. For teachers in the classroom, the IEP must be one that you developed this semester.

III. Evaluate the IEP

To what extent is the IEP developed at your school site legally correct and educationally useful. Your discussion must include, but is not limited to, role of the parent and decision-making related to the 3 components of the IEP process evaluation and identification, program, and placement. Be sure to refer to Bateman and Linden’s *Better IEPs* or other peer-reviewed publications.



UNIVERSITY SUPERVISOR'S RECORD OF OBSERVATIONS AND CONFERENCES

Student Teacher _____ University Supervisor: _____

Cooperating Teacher _____ Principal _____

Semester/Year _____ Grade _____ School _____

District School	Date	Contact with Whom*	Type of Contact			Comments
			Conference	Observation	Project Observations	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Total Number of Contacts with Student Teacher: _____ Total Number of Formal Observations: _____

University Supervisor's Record Observations and Conference

Student Binder Checklist (Used by University Supervisors)

Name of University Supervisor: _____

Name of the student: _____

1. Student Teaching Log (Total hours: 480+)
2. Student Teacher Information Sheet (one for each placement)
3. Behavioral Change Project (Submitted to US)
4. Instructional Sequence (Submitted to US)
5. IEP study (Submitted to Dr. Liu for EDSE 4410)
6. One sample lesson plan (detailed)
7. University Supervisor Record of Observation and Conferences
8. 6 formative assessments and 2 summative assessments

Student's scores for three student teaching projects: (Please attach the scored rubrics. Thank you.)

1. Instructional Sequence _____
2. Behavioral Change project _____
3. IEP study. _____