

SJSU SAN JOSÉ STATE
UNIVERSITY

Connie L. Lurie College of Education
Department of Special Education

Directed Teaching Handbook

EDSE 154
EDSE 217A
EDSE 217B
EDSE 234

DEPARTMENT OF SPECIAL EDUCATION MISSION

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

DIRECTED TEACHING COURSE

The last course taken in the credential programs is the Directed Teaching Course, in which the teacher candidate applies the skills and competencies learned from the credential courses in the program in a class or program. This requirement cannot be substituted by any course taken at another institution because of the importance of the SJSU supervisor observing the candidate's application of the competencies. After receiving credit in this course, the candidate is recommended for the teaching credential with the application for the California Commission on Teacher Credentialing. Candidates completing the Directed Teaching Course must submit the Supervision Application form in the semester prior to completing this requirement with the required documentation.

STUDENT TEACHING

Student teaching is an opportunity for a candidate to practice under the sponsorship and mentoring of an experienced special education teacher who has been evaluated as being an excellent teacher and recommended by the district. This experience is a partnership between the university and the local education agencies to prepare future teachers. Student teaching is only for students seeking to obtain the Preliminary Education Specialist Credential.

Candidates in the Mild to Moderate and Moderate to Severe Disabilities Credential programs must student teach in a classroom five full days each week for the entire semester, or 15 weeks and participate in any other activities requested by the Master Teacher. Candidates in the Early Childhood Special Education credential program complete eight weeks in a preschool or program for toddlers and eight weeks working in an Early Start Program with infants and families.

The Student Teacher practices solo teaching (or designing and teaching lessons on his/her own) during the last several weeks of the semester, or as prescribed by the University Supervisor. Solo teaching a critical component of Student Teaching, and passing/not passing Student Teaching can be determined solely based on student teacher's performance during solo teaching. If the Candidate needs additional time to meet the standards and TPEs, an Improvement Plan will be written. The type of experience will be determined by the position held by the Master Teacher.

Student Teachers in the Mild to Moderate Disabilities Credential Program and the Moderate to Severe Disabilities Credential Program follow a Pacing Guide (for SDC or RSP settings) during the semester after discussion with the Master Teacher. Candidates can request a specific school district or teacher, but the department faculty person responsible for placement makes the final decision with the school district personnel.

The University Supervisor visits the teacher candidate and observes him/her teaching and makes notes with the strengths, best practice educational practices observed and suggestions or considerations for improvements on our to six occasions, with additional visits if necessary. They meet and/or correspond through email about the notes and make arrangements for the next meeting and observation.

INTERNS: THE DIRECTED TEACHING COURSE

Interns complete the directed teaching requirement in their own classroom. EDSE 105 must have been completed with credit (CR) and EDSE 105X must have been completed with credit (unless the Intern began teaching after taking courses) before the directed teaching class. Interns in the Early Childhood Special Education credential program also complete eight weeks in an Early Start Program with infants and families (if their Internship is in a preschool or program for toddlers).

Grades for the Directed Teaching Class

The Directed Teaching courses are graded on a Credit/No Credit basis. The criteria for earning credit are as follows (and outlined in the green sheet):

1. Attendance in the three Directed Teaching seminars.
2. At least 36 points out of 60 points on the Directed Teaching Evaluation completed by the University Supervisor. (Preliminary Credential)
3. Submission of the Directed Teacher Evaluation completed by the principal or designated administrator.
4. Completion of the Teacher Portfolio with 80% of the points earned, as outlined in the green sheets.

If there are concerns about the Intern/Student Teacher's teaching, dispositions, connections with students, communication with others in the school setting or parents, or with professional conduct, the University Supervisor will hold a discussion with the candidate about feedback and recommendations. If changes are not observed by mid semester, an Improvement Plan will be developed that will outline the nature of the problem, objectives and/or activities necessary for improvement, the person responsible, criteria to meet the objective (with a description of the positive changes expected), and the deadline. The Candidate, Master Teacher/Mentor/Support Provider and the University Supervisor sign the Improvement Plan. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course. In some situations, an Improvement Plan is not developed mid semester if the Supervisor realizes at the end of the semester that the changes for improvement have not been successfully implemented. If a candidate receives No Credit in the course, he/she can register for one additional semester in the Directed Teaching course to attempt to pass this course.

Additional Candidate Requirements

1. Attend three seminars for the Directed Teaching class.
2. Interns send the lesson plans that will be observed to the University Supervisor in advance of the observation; Student Teachers send lesson plans in advance of the visit, unless he/she is not yet scheduled to teach a lesson. The Student Teacher sends the University Supervisor the plan of activities for the week in which he/she is student teaching.
3. Student Teachers (in the M/M and M/S programs) discuss the Pacing Guide (see Pacing Guides in the Appendix) with the Master Teacher prior to the start of the semester, and make revisions, if necessary
4. Set up the Directed Teaching Portfolio Binder and make it available on the day of the University Supervisor visit for review.
5. Complete all required activities for a first year teacher (Interns); Student Teachers follow the Pacing Guide as revised and finalized with the Master Teacher.
6. Schedule time to discuss the observation immediately following the observation, if possible.
7. Submit a video tape or recording of a lesson, if required by the University Supervisor.
8. Submit journal entries, if required by the University Supervisor.
9. Interns working in Non-Public Schools schedule five Release Day visitations with the suggestions of the University Supervisor.

University Supervisor's Requirements

1. Conduct the first Directed Teaching seminar to review the requirements, meet the candidates and set up appointments. Identify the second Directed Teaching seminar date, topic and location, notify the candidates and conduct the seminar. Participate in the third Directed Teaching seminar.
2. Visit and observe the Student Teacher or Intern on at least four to six scheduled occasions (or more if necessary); the first visit should be at least in the first three weeks of the semester.
3. Meet the Principal or the Evaluator in the school (during the first visit, if possible) and request that he/she completes the Directed Teaching Evaluation.
4. Review the lesson plan or planned activity for the observation period.
5. Record / provide written feedback about what was observed- lesson events, instructional strategies, Intern/Student Teachers' ability to connect with students, student engagement during the observation, collaboration or relationships developed with other teachers, DIS personnel, administrators, parents, the Intern or Student Teachers' professionalism, planning and preparation and dispositions.
6. Evaluate the Student Teacher or Intern on the Directed Teaching Evaluation and the Dispositions Evaluation. Enter the Preliminary Credential candidates' scores into Task Stream.
7. Assist the Candidate to complete the Candidate Transition Plan.
8. Discuss with the Intern/Student Teacher any insights, considerations and recommendations gained from the observation.
9. Notify the Intern or Student Teacher about problems or concerns by at least mid-semester (which would be after at least two visits), if possible and develop an Improvement Plan (based on the feedback given to the candidate) with the Intern/Student Teacher and Master Teacher.

Teaching Portfolio

The Teaching Portfolio is the signature assignment for the directed teaching courses in each credential program. The Intern or Student Teacher reflects over the semester about specific areas related to the role of the teacher and places these reflections in the Teaching Portfolio. These reflections match the Teacher Performance Expectations (TPEs). The binder is set up according to the following:

- The cover for the Teaching Portfolio is on the next page of this handbook, and should be placed on the cover of a 2" three-ring binder with the Candidate's name and course number.
- The binder should hold 16 dividers/tabs, labeled with each section A-P; place each page following the cover page behind the corresponding divider/tab. These pages guide the candidate about the specific reflection. The spine of the binder should also be labeled with the Intern/Student Teacher's name.
- A reflection is written that addresses each bullet point on these pages and placed in the binder behind the section page described above; the University Supervisor might have specific time frame in which the Intern/Student Teacher must complete a section and submit for review.
- Student Teachers submit journals in the portfolio sections required by the Supervisor

TEACHING PORTFOLIO

Course: _____

Program: _____

Name: _____

Semester: _____

Date: _____

Education Specialist:
TEACHING PORTFOLIO

SECTION A

INTRODUCTION

- **Self-Assessment:** Summarize your overall effectiveness as a teacher. Interns should also include the original Self-Assessment that was completed in EDSE 105.
- **Interns and Level II Students:** Include a copy of the Induction Plan and all updates.
- Reflect about the goals on the Induction Plan or, if you have not made an Induction Plan, reflect on any goals you had related to entering the classroom as the teacher. Did you meet the goals at the end of the semester? Reflect about the process for meeting these goals and include evidence of meeting them (the “proof” that you met the goals).
- Student Teachers place the Pacing Guide, Journal entries and any information from the Pacing Guide activities in this section. Student Teachers see **Section A: Student Teacher Journal – Principal Interview**
- Discuss any other accomplishments that you made in this semester.
- **Future Goals:** Develop two goals for the next semester. What next?

Section A: Student Teaching Journal

Principal Interview

In Week 4 of the pacing guide, it states that you should meet with the school principal. By now, you should have introduced yourself and familiarized yourself with the school setting.

First, schedule a 15 min meeting with the principal or on-site administrator. Be aware that principals and administrators are very busy and they may need to reschedule.

The purpose of this meeting is for you to understand the administrators' expectations of a strong special education teacher. The purpose is not to apply for a job. ☺ Do not record this meeting, but do summarize the results in a 1 page, single-spaced document.

Second, be prepared with your questions. You might ask the following questions:

1. What are some of the qualities you look for in a strong special educator?
2. Do you favor the delivery of special education in any particular manner? For example, do you advocate an RTI model? Pull out model? Push in model? Some combination?
3. How do you believe Common Core will impact the students in special education?
4. What expectations do you have of the special education teacher, before and after IEP meetings?
5. During observations, what impresses you the most as you observe a strong program?
6. In terms of overall *professionalism*, what do you expect of all your teachers?
7. Do you have any comments on how a special education teacher should work with families? Paraprofessionals? General Education staff?
8. How would you advise a new special education teacher to find the best fit when searching for a full time position?

Third, you should conduct the interview knowing that these questions may take more than 15 minutes depending on the situation. Ask the principal how much time they have at the beginning. Keep your eye on the clock and keep the pace lively. If you run out of time or an emergency occurs, stop the interview.

Finally, please do not worry about this meeting. Enjoy it. It is a rare opportunity to hear about administrators' expectations of special educators. Almost everyone loved this interview and felt it was quite insightful and valuable.

Education Specialist:
TEACHING PORTFOLIO

SECTION B

TPE 1: PEDAGOGICAL SKILLS FOR SUBJECT MATTER INSTRUCTION

- Reflect about the methods you use to instruct students in the core academic curriculum or pre-school Curriculum. Student Teachers see **Section B: Student Teacher Journal** on the following page.
- Reflect about your process for the selection of curricula and the design of lesson plans. Student Teachers see **Section B: Student Teacher Journal** on the following page.
- Reflect about your delivery of a comprehensive program of systematic instruction with accommodations and adaptations based on individual IEPs or IFSPs. Student Teachers see **Section B: Student Teacher Journal** on the following page.
- Include some samples or photos of student work that connects with content standards. Student Teachers see **Section B: Student Teacher Journal** on the following page.

Section B: Student Teacher Journal

TPE 1: PEDAGOGICAL SKILLS FOR SUBJECT MATTER INSTRUCTION

Curriculum:

- Make a list of curriculum and/or educational materials used in the class for all subjects in your master teacher's program.
- Make special note of programs that are unique to the special education program. Examples of these might include multi-sensory reading programs such as Barton reading or Lindamood Bell.
- Ask your master teacher how the materials used in the program were selected. Did he/she have any say in what was purchased? Did he/she inherit the materials?
- Is your program mandated to use ONLY those programs used in general education?
- If scripted programs are used (e.g. Language! or Read 180) does the teacher find he/she has to leave out sections of the program given time restraints or for other reasons. Reflect on this.
- Ask if the master teacher has teacher editions for all texts used in general education for the grade levels he/she supports. Reflect on why this might be important.
- Ask if the teacher has had training in the programs he/she is using. Ask if most of his/her knowledge is gained by working with another teacher or training himself/herself. Ask if the training he/she has had was sufficient. Ask him/her to elaborate on what they would like to see done in an "ideal" world.
- Ask him/her how he/she integrates IEP goals with the demands of the core curriculum.

Common Core:

- Observe how Common Core has been phased into the program. Has the master teacher had any training for Common Core?
- Student Work Samples/Photographs:
Include 8 samples of student work or photographs of student work in your portfolio and note the Common Core standards they reflect. (This last item may be done over the 15-week timeframe.)

Education Specialist:
TEACHING PORTFOLIO
SECTION C

TPE 2: MONITORING STUDENTS LEARNING DURING INSTRUCTION

- Describe the process you developed to monitor progress on each IEP or IFSP goal for your students to determine how they are progressing.
- Reflect on the pacing of your instruction and any adjustments you have made regarding pacing.
- Include some examples of progress monitoring (data sheets, scored quizzes or exams, project rubrics)

Education Specialist:
TEACHING PORTFOLIO

SECTION D

TPE 3: INTERPRETATION AND USE OF ASSESSMENTS

- Reflect about your knowledge regarding assessments that are appropriate for the identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability. (CCTC, May 2010, p. 82) Student Teachers see **Section D: Student Teacher Journal- Formal Assessments**

- Describe the formal and informal assessments to determine student progress and the manner in which you utilize or interpret assessment data. Student Teachers see **Section D: Student Teacher Journal- Learning about Assessment and IEP/IFSP** on the following page.

- Reflect about your own assessment-giving practices. Student Teachers see **Section D: Student Teacher Journal- Formal Assessments**

- Reflect about your explanation to families about student academic and behavioral strengths and areas that are challenging. Student Teachers see **Section D: Student Teacher Journal- Learning about Assessment and IEP/IFSP** on the following page.

Section D: Student Teacher Journal

TPE 3: INTERPRETATION AND USE OF ASSESSMENTS

Assessment and Progress Monitoring: please write at least two pages (12 inch font, 1.5 spacing)

Learning about Assessment and IEP/IFSP

Ask your master teacher to discuss the difference between an annual, triennial, 30 day interim and an initial IEP/IFSP. Ask what testing is done for a “tri” (or a triennial IEP/IFSP) in this district. Ask if any formal testing is done for an annual IEP. Ask how they handle amendments (learn the procedures) to an IEP.

Progress Monitoring and Scheduling

Obtain a copy of the time deadlines related to IEP referrals. Ask to see how all future known IEPs are listed on a calendar or spreadsheet. Find out who schedules the meetings. Ask to see any “systems” for tracking progress toward IEP goals.

Please attach any samples of *IEP trackers* you obtain. Be sure to black out or omit names.

Write a response to the following questions:

Knowing yourself, what systems will you put into place in your own classroom to maximize managing IEPs and all the related paperwork? Since testing and reporting of test data is new to you, how will you learn to interpret test data for parents in the meeting? How would you explain to families the academic and behavioral strengths and challenges of your students? Reflect on how you can make progress on these areas during the weeks ahead.

Note: Ideally, sit in on as many IEP meetings as you can this semester. It is the best way to learn.

Section D: Student Teacher Journal

TPE 3: INTERPRETATION AND USE OF ASSESSMENTS

Formal Assessments

Borrow a Woodcock Johnson III, WIAT-III or a Brigance with software. (The WRAT test cannot be used.) Administer several subtests (varies by test) to an adult friend or a child aged 10 or older (child cannot be from the class). Practice saying the test items in advance. Learn the rules for “basals” and “ceilings” on the test. Make sure you administer items correctly. You may need to have two testing sessions if your “client” is a child (i.e. do not do all at once).

In your journal, reflect on how you prepared for the administration and how prepared you actually were. Describe what the data meant after you score the test. *(Ask to use the software loaded on a school computer so you can score your test. This may or may not be possible.)*

Note how easily you could read the test items without error. Did you find yourself para-phrasing? Did you read the prompts exactly as written? Coaching is not allowed. Did you find yourself doing this or tempted to do so? Did you make errors in scoring the test that were then caught by another person? Did you find the manual easy to follow? What surprised you about administering or scoring the tests? What challenges might be experienced, in the field, when testing children with attention, anxiety or other issues?

Please place both the test booklet (protocol) and your reflection into your portfolio.

Be prepared to discuss your experience after one of your observations.

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SECTION E

TPE 4: MAKING CONTENT ACCESSIBLE

- Reflect about your participation in the development and implementation of IEP or IFSP instructional goals aligned with California content standards.
- Reflect about your ability to vary instructional strategies to meet student needs. Give some examples.
- Provide examples of the manner in which you encourage student creativity and student effort.
- Describe the process (with examples) for assisting and/ or adjusting lessons for students who do not understand the content. Student Teachers see **Section E: Student Teacher Journal- General Education Observation** on the following page.

Section E: Student Teacher Journal

TPE 4: MAKING CONTENT ACCESSIBLE

General Education Observation: please write at least two pages (12 inch font, 1.5 spacing)

For this assignment, you need to have access to a general education classroom in which an “official” student or two on your caseload are placed. You should sit in on a math or science class, preferably the former. Imagine you are the student with an IEP as you sit through the class. Note whether the lesson is presented with visuals, lectures, small groups, technology, etc. Notice if there is a hook on the front end of the class. Notice the level of engagement from the students in this class. Notice the pacing of the material. Is the objective stated at the beginning of class? Is there a defined closure? Do you feel that the objective was met? Were there class distractions for your students?

Do not discuss the purpose of your visit with the teacher(s) in advance. Afterward, write a reflection about your reaction to the presentation of the content.

Later, briefly ask the student from your program about the concepts presented (4□5 min). Try to determine if the concepts seemed to make sense to the student. (*Check for understanding*) If they are confused by your questions, or flustered, just drop it. You do not want to embarrass the students. If the student(s) express any general frustration about the pacing in the classroom, make note of it. They will not use the word “pacing” of course.

Ask your master teacher about his/her feelings about the challenges of pacing in the general education and his/her own program. Add your own thoughts.

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SECTION F

TPE 5: STUDENT ENGAGEMENT

- Reflect on your strategies for ensuring that the students have active and equitable participation in the lessons.

- Reflect about the behavioral, social and environmental supports for learning that are provided for your students. Student Teachers see **Section F: Student Teacher Journal- Social Environments**

Section F: Student Teacher Journal

Describe ideas you hope to use in your own classroom for behavior support plans. Be specific. You may include photos of interesting ideas/strategies you have observed in other classrooms or techniques of your master teacher.

What have you learned about yourself in terms of your ability to reinforce positive behaviors?

Identify 5 resources for materials and ideas related to social skills' training. List websites that might help to support general education teachers and parents.

Find out if your school has counseling services available for students on-site.

Find out what is needed for students to receive social skills support in the district.

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SECTION G

TPE 6: CHRONOLOGICALLY APPROPRIATE OR CHILD-BASED TEACHING

- Reflect about the student expectations.
- Describe behavior support plans that you developed or in which you participated in the developing, and include examples. Student Teachers see **Section G: Student Teaching Journal- Mental Health Resources**
- Describe the process for and the review of student participation in general education settings.
- Interns working in Non-Public Schools: Describe the five release day observations. Include lessons learned and any “take-aways” from each observation.

Section G: Student Teaching Journal

Mental Health Resources

Assume that a child in your program is demonstrating emotional issues such as depression. It might be a death of a parent, low self-esteem, and social challenges with peers, etc. You are concerned about the child.

- Find what resources are available through the district in this kind of situation.
- What are the mental health services available in the community? You should be aware of the channels for support. If the student requires services, find out if it needs to be listed on the IEP. Ask your master teacher as well as the school psychologist.
- Write a one page summary of what you discovered. You WILL have a child with either situational or emotional needs (e.g. depression or more serious long term needs) at some point in your career. Every district and county is somewhat different.

Education Specialist:
TEACHING PORTFOLIO

SECTION H

TPE 7: TEACHING ENGLISH LEARNERS

- Reflect about the English Learners in your class or on your caseload and the strategies you developed and utilize to develop students' abilities to comprehend and produce English. (CCTC, May 2010, p. 85) Student Teachers see **Section H: Student Teacher Journal- Teaching English Learners.**

- Include examples of instructional strategies and goals for English Learners. Student Teachers see **Section H : Student Teacher Journal- Teaching English Learners.**

- Level II Candidates: include a copy of the Standard 19 Evaluation completed by your principal with documentation of professional development (and be sure to turn in the originals to the office).

Section H: Student Teacher Journal

Teaching English Learners

Find out who does the assessment of English learners at your site. Meet with him/her and ask about the testing done to assess student levels (CELDT). Take notes.

- Ask about the program rules. For example, how long can a student be classified as EL? What are the CELDT levels for ELs? What do the levels mean?
- Are ELs placed in general education classes (at elem. level) with specific teachers because they are EL?
- Is there an EL specialist on the staff? How is the program organized?
- Ask your master teacher which students (if any) are English learners. Check the first page of the IEP. It will note whether a child is EL or not. Ask the levels of each child classified as EL. *NOTE: Just because the parents speak 2 languages does not mean the child is an EL.*
- If time allows, observe the EL specialist working with students (pull out or push in).

In two paragraphs, describe strategies which are effective with English Learners. Examples include use of visuals, realia, partner work, pair-share, for example.

Education Specialist:
TEACHING PORTFOLIO
SECTION I

TPE 8: LEARNING ABOUT STUDENTS

- Reflect about how you learn about your students and their interests, abilities, ideas and aspirations.

- Include photographs of your students.

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SECTION J

TPE 9: INSTRUCTIONAL PLANNING

- Describe how you plan instruction for the school year.
- Reflect about at least two of your lesson plans and implementation (hopefully with your supervisor observing the lesson).
- Include at least four lesson plans that you used with your students.
- Include a copy of a page from your planning book or calendar that you use.

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SECTION K

TPE 10: INSTRUCTIONAL TIME

- Reflect about the process for connecting, communicating and collaborating with the following:
 1. designated instructional service providers (speech and language pathologists, occupational therapists, ABA therapists, mental health clinicians, for example)
 2. general education teachers
 3. para-educators
 4. administrators
 5. psychologists

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SECTION L

TPE 11: SOCIAL ENVIRONMENT

- Reflect about your positive behavior class wide plan, rules for your class or your work with students, and/or methods for reinforcing positive behaviors of your students. Student Teachers see **Student Teaching Journal- Section L: The Power of Self-Assessment**
- Reflect about strategies for helping students develop social skills for building constructive relationships between all students.

Student Teaching Journal- Section L:

The Power of Self-Assessment

Please create a form similar to this for one or more of your students. Ask them to rate themselves for 2 weeks. After they rate themselves, you do so also, but in ink or some color. You have the child's self-evaluation and your own.

You may use the graphic on the following pages. Create a form that lists the behaviors you want to change.

Collect this data and then in 2-3 paragraphs describe your experience. Would you do this again? Was it helpful? How did the student(s) react? How would the collection of this type of data help you at parent conferences or IEP meetings?

Name _____

Date _____

Arrived on time Yes No

Had the needed materials

Low to high

1 2 3 4 5

Was willing to prioritize

1 2 3 4 5

Listened to explanations

1 2 3 4 5

Showed flexibility

1 2 3 4 5

Faced teacher, if appropriate

1 2 3 4 5



Name _____

PERIOD 1 2 3 4

Low to high

Went to Group right away 1 2 3 4 5

Made good use of time 1 2 3 4 5

Listened to explanations 1 2 3 4 5

Finished my work 1 2 3 4 5

Walked in room yes no



Education Specialist:
TEACHING PORTFOLIO

SECTION M

12. HOME, SCHOOL, COMMUNITY COLLABORATION

- Describe the process for your introduction to new students and their parents, guardians or families.

- Describe the communication and collaboration with family members or guardians of your students and reflect about the effectiveness of your strategies.

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TEACHING PORTFOLIO

SECTION N

13. PROFESSIONALISM

- Evaluate yourself in your interactions with university faculty and staff and other professionals in the field; review your civility and presentation in the office and when asking for help or advice in the school.

- Review your communication about students or student information using People First Language and professional presentation.

- Review your professionalism related to your conduct and professional attire.

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SECTION O

14. PARTICIPATION IN IEP PROCESS

- Comment about your contribution to the development of the IEP sections
- Evaluate your participation in the IEP meeting and your collaboration with parents and others in preparation for and during the meeting.

Education Specialist:
TEACHING PORTFOLIO

SECTION P

15. Technology in the Classroom

- Comment on your use of technology in the classroom to help students with diverse learning needs.

- What are your goals for increasing the use of technology in your program?

IMPROVEMENT PLAN

If there are concerns about the Intern/Student Teacher's teaching, dispositions, connections with students, communication with others in the school setting or parents, or with professional conduct, the University Supervisor will hold a discussion with the candidate about feedback and recommendations. If changes are not observed by mid semester, an Improvement Plan will be developed that will outline the problem, objectives and/or activities to make improvements, the person responsible, criteria to meet the objective (what will positive changes look like?), and the deadline. The Candidate, Master Teacher and/or Support Provider and the SJSU Supervisor signs the plan when it is developed. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course.

IMPROVEMENT PLAN

Course: _____ Term: _____

Candidate: _____ Date: _____

Instructor/Master Teacher: _____

(If the candidate is placed in a classroom with a Master Teacher.)

University Supervisor: _____

NATURE OF THE PROBLEM

OBJECTIVES/ACTIVITIES	PERSON RESPONSIBLE	CRITERIA TO MEET OBJECTIVE	DEADLINE

Use the back of this form or another page if the space provide is not sufficient enough to describe the challenges and expectations.

The objectives and deadlines outlined in this plan must be met by: _____^{Date}. We understand that this plan is proposed because there are behaviors/practices/dispositions that might result in ineffective learning opportunities for the students _____ this candidate is scheduled to teach.

Candidate _____ Master Teacher/Mentor/ Support Provider _____ University Supervisor _____

The objectives in this plan have been/have not been met. Date: _____

Candidate _____ Master Teacher/Mentor/ Support Provider _____ University Supervisor _____

APPENDICES

- Formal Lesson Plan Template
- Pacing Guide: SDC
- Pacing Guide: RSP
- Dispositions Evaluation
- Dispositions Evaluation Policy
- Directed Teaching Evaluation
- Candidate Transition Plan

[EXAMPLE TEMPLATE]

FORMAL WRITTEN LESSON PLAN

(Please make sure all of the elements below are included in your lesson plan—please type and include headings.)

Subject: _____ Grade _____ Level(s): _____

Students' Level _____ of _____ Language _____ Proficiency: _____

Lesson Title/Topic: _____

Grouping Structure (e.g. whole class; small group; partners): _____

Objective/Learning Goals (What will students know and be able to do as a result of the lesson?): _____

State or District Framework Standard(s) (include specific standards): _____

Key Vocabulary: _____

Adaptations to Address Individual Student Learning Needs (How will I adapt the lesson's content and/or instruction to address student learning needs?): _____

EVALUATION: Teacher reflection of lesson/assignment; evaluation of student work with lesson objective(s).

DIRECT INSTRUCTION LESSON

Objective(s):

Materials :

EXPECTATIONS FOR BEHAVIOR:

OPEN	1. Anticipatory Set: <ul style="list-style-type: none"> ➤ Focus: ➤ Objective: ➤ Purpose:
	2. Input: <ul style="list-style-type: none"> ➤ Provide input: ➤ Check for understanding:
BODY	3. Guided Practice:
	4. Closure:
CLOSE	5. Independent Practice:

PACING GUIDE: SDC (Student Teachers in a Special

Place this form and each item in Section 1 of the Student Teaching P

Your SJSU supervisor will make appointments with you throughout the semester. Your portfolio, a five-step lesson plan available during these visits. Journal assignments will be assigned by supervisors and may vary depending upon yo

WEEK 1

1. Confirm placement with SJSU supervisor, SJSU's special education office, the school principal and district SPED director
2. Create a system for logging hours beginning this week. Full days and 15 weeks.
3. Provide SJSU supervisor with district/school calendar and all contact names, phone numbers and email addresses.
4. Provide both master teacher and SJSU supervisor with a copy of your most recent resume.
5. Provide master teacher with a copy of this pacing guide and all student teacher requirements from SJSU.
6. Introduce yourself to school office personnel and custodians and obtain keys if needed. Familiarize yourself with the school's emergency procedures. Determine a place for you to keep your personal items in room.
7. Obtain a list of all district wide Special Ed (for your area of special education) programs and names of teachers with contact information.
8. Obtain a list of all students in SDC program. Read IEPs/IFSPs and take notes and make a copy of IEP goals for each student. Do not take confidential information home. Familiarize yourself with any behavior plans and the school or district policy about confidentiality. Familiarize yourself with any health conditions of which you should be aware based upon students on caseload.
9. Observe master teacher teaching students. Keep notes of management techniques. Learn students' names.
10. Determine teaching responsibilities for week two.
11. Plan on teaching one small group and submit plans to master teacher and university supervisor.
12. Review behavior management system used in program. Determine how you will be involved in this system as placement evolves. If SDC placement has an onsite therapist, introduce yourself and schedule a time to meet with them next week for 30 minutes.
13. Review materials used in program –determine if you need copies of any texts or teacher's editions.
14. Learn how to use copy machine and obtain passwords for any computer use if needed.

WEEK 2	DATE COMPLETED:
1. Teach one group/class daily. Maintain records of work done with students. Collect informal assessment materials as needed for the I group. When not teaching, observe program or support master teacher.	
2. Ask about observing an SST meeting or a case conference in the next month. If in a high school placement and none available, try to attend an expulsion hearing (with permission).	
3. Schedule an opportunity to observe an initial, annual and triennial IEP meeting during the semester.	
4. Request to observe a 30 day IEP meeting if possible.	
5. Observe another sped program in your area at the school or within the district this week. Plan on 1 1/2 hour observation. Take notes and type up a summary of the observation.	
6. Begin journal. Respond to journal topics as directed by your SJSU supervisor.	
7. Schedule appt with SJSU supervisor for if not done already.	
8. Schedule a time to observe the master teacher testing a student using standardized test materials required by the district.	
9. Observe the master teacher entering data for a web based IEP/IFSP, if possible. Familiarize yourself with rules of confidentiality.	
10. Review administration procedures on your own with the manual for an assessment, if possible. Schedule a time to borrow the test booklets to administer the test.	
11. Meet for 30 minutes with program therapist or behavior therapist if one is assigned full time to your program. You might not have one available.	
12. Plan for teaching an additional group/class next week or assume additional teaching responsibilities in week 3.	
13. Collect lists of Common Core Standards for grade levels and subjects taught if not readily available to you. Keep in portfolio.	
WEEK 3	DATE COMPLETED:
1. Teach two groups/classes daily. Maintain records of work done with students. Collect informal assessment materials as needed for the I group. When not teaching, observe program or support master teacher. Maintain records for all teaching.	
2. Observe a speech therapist, an occupational therapist or other specialist at your site or a nearby school. Take notes and type a summary of your observations	
3. Observe "official" students in their mainstream classrooms if any are mainstreamed. This will be referred to as "push in" in future weeks. At the high school level, these would be students on your master teacher's caseload.	

WEEK 3 (cont.)		DATE COMPLETED:
4. Continue journaling requirements as directed by your SJSU field supervisor.		
5. Assist with clerical duties as determined by the master teacher.		
6. Become familiar with procedures regarding attendance, suspension and expulsion for students in the program.		
7. Become familiar with online grading procedures. Learn online grading procedures if applicable.		
8. Collect samples of informal assessments in your portfolio.		
9. Collect special education forms such as tracking document for IEP due dates/notices etc. These are to be blank and contain no names.		
10. If in a high school setting ask to see documents called Individual Transition Plans (ITP).		
WEEK 4		DATE COMPLETED:
1. Be sure SST and IEP/IFSP meetings are scheduled.		
2. Teach two classes/ groups daily. Maintain records of work done with students. When not teaching, observe program or support master teacher.		
3. Meet with master teacher specifically to discuss your placement. Make adjustments as necessary.		
4. Continue journaling requirements as described by your supervisor.		
5. Push in for a set number of hours in classes selected by master teacher. Take notes.		
6. Shadow master teacher or aide while doing yard duty or adjunct duties if applicable.		
7. (ED) Observe therapist during interventions or group therapy sessions if possible.		
8. Assist with assessment of a student using a standardized assessment. You may want to enter numbers in online program. If not possible, assess a relative or friend. Share test results with SJSU supervisor in week 5.		
9. Schedule a 10 minute interview with the principal. Share questions with SJSU supervisor in advance.		
10. Submit plan to master teacher for following week.		

WEEK 5	DATE COMPLETED:
1. Teach two classes/ groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Discuss any concerns about students' behaviors with master teacher	
3. Push in for a determined number of hours if applicable to your setting.	
4. Continue journaling requirements.	
5. Update SJSU supervisor on IEP observations and schedule an appointment for next week.	
6. Create or collect examples of forms used for student self-reflection. This might involve a student reflecting on their own behavior or performance using a simple form.	
7. Submit plans to master teacher for next week.	
8. Push in for a set number of hours in classes selected by master teacher, if possible.	
9. Familiarize yourself with online programs used in the program or district. This might include Bookshare, Raz Kids, Spelling City.com etc.	

WEEK 6	DATE COMPLETED:
1. Teach three classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements.	
3. Push in for a set number of hours in classes selected by master teacher, if possible.	
4. Conduct principal interview. See SJSU supervisor for examples of questions to consider for the interview.	
5. Type summary of observations made during IEP and or SST meetings to date.	
6. Take photos of interesting behavior management systems, language arts projects etc. around the school. Place in portfolio. Do not take pictures of students.	

Department of Special Education

WEEK 7	DATE COMPLETED:
1. Teach three classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements.	
3. Push in for a determined number of hours, if possible.	
4. Type summary of principal interview and submit to SJSU supervisor.	
5. Schedule a time to attend one faculty meeting or district special education meeting. You may be asked to attend more than one meeting.	
6. Plan to teach a unit in 3-4 weeks. This should be a unit which covers several days. At the high school level it would be in one class and cover at least 4-5 days.	
7. Cooperate in writing a Behavior Support Plan (BSP) if possible. Review samples of these.	
8. Plan to create a hypothetical IEP and submit test data online for a web based IEP of a student in the program. You may use the training portion of web based IEPs if available or write an IEP by hand on county forms. Negotiate this assignment with your master teacher.	
9. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.	

WEEK 8	DATE COMPLETED:
1. Teach three small groups daily or co-teach three classes. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements.	
3. Push in for a determined number of hours, if possible.	
4. Update SJSU advisor on seminars attended at SJSU and meetings/observations completed.	
5. Advise supervisor and master teacher about unit plan in the next 2-3 weeks.	
6. Ask if you can help with collection of data for mid quarter report cards if done at site.	
7. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.	

WEEK 9		DATE COMPLETED:
1.	Teach four classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2.	Continue journaling requirements as assigned by SJSU supervisor.	
3.	Push in for a determined number of hours, if possible.	
4.	Type summaries of all outside placements visited to date.	
5.	Consult with SJSU supervisor as to whether a corrective action plan is being considered.	
6.	Consult with master teacher about documentation for IEP progress reports and how you can help collect data.	

WEEK 10		DATE COMPLETED:
1.	Teach four classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2.	Continue journaling requirements as assigned by SJSU supervisor.	
3.	Begin unit this week or next week.	
4.	Visit another district special education program with your master teacher's approval.	
5.	Plan for increased teaching next week at the approval of the master teacher.	
6.	Have all IEP observations completed. Type up observations of these meetings.	

WEEK 11		DATE COMPLETED:
1.	Teach four classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2.	Continue journaling requirements as assigned by SJSU supervisor.	
3.	Begin unit this week unless other arrangements made.	

Department of Special Education

WEEK 11 (cont.)	DATE COMPLETED:
4. Visit another district special education program with your master teacher's approval.	
5. Plan for increased teaching at the approval of the master teacher.	
6. Have all IEP observations completed. Type up observations of these meetings.	

WEEK 12	DATE COMPLETED:
1. Continue teaching groups/classes as agreed by master teacher.	
2. If time allows interview one or more paraprofessionals get their perspective of their role in the program.	
3. Continue journaling as required by the SJSU supervisor.	
4. Meet with master teacher for feedback on unit presented last week.	
5. Type up any observations not yet summarized.	

WEEK 13	DATE COMPLETED:
1. Teach as many groups/classes as possible this week and week 14. Assume all planning responsibilities. Maintain records of work done with students.	
2. Continue journaling requirements as assigned by SJSU supervisor.	
3. Arrange for SJSU supervisor to visit while you are in week 13 or 14 and assuming most program planning.	
4. Make time for feedback from Master teacher and aides on how this week went while under your control.	
5. Have all IEP observations completed. Type up observations of these meetings.	
6. Plan for a three way conference with master teacher, your SJSU supervisor and yourself during week 15 if possible.	

WEEK 14	DATE COMPLETED:
1. Teach as many groups/classes as possible this week and week 14. Assume all planning responsibilities. Maintain records of work done with students.	
2. Continue journaling requirements as assigned by SJSU supervisor.	
3. Check to see if your portfolio is almost complete. If needed, put misc. items collected in a second binder.	
4. Begin to sort your materials to make sure you do not take home any school items.	

WEEK 15	DATE COMPLETED:
1. Teach four classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements if assigned by SJSU supervisor.	
3. Complete SJSU's self-assessment form and leave in portfolio.	
4. Turn in keys if issued to you. Make meaningful thank you gestures to master teacher and other school personnel.	
5. Make sure no confidential student data is included in your portfolio.	
6. Have portfolio ready for collection by SJSU supervisor this week.	
7. If required submit the evaluations completed by the master teacher and/ or principal to your SJSU supervisor.	

PACING GUIDE: RSP (Resource Specialist Placement)

Place this form and each item in Section 1 of the Student Teaching Portfolio

Your SJSU supervisor will make appointments with you throughout the semester. Your portfolio, a five-step lesson plan and journals must be available during these visits. Journal assignments will be assigned by supervisors and may vary depending upon your placement.

WEEK 1	DATE COMPLETED:
1. Confirm placement with SJSU supervisor, SJSU's special education office, the school principal and district special education director.	
2. Create a system for logging hours and days. Full time and 15 weeks. Obtain a copy of the district calendar.	
3. Ask master teacher to initial hours at the end of each week.	
4. Provide SJSU supervisor with district calendar and all contact names, phone numbers and email addresses.	
5. Provide both master teacher and SJSU supervisor with a copy of your most recent resume.	
6. Provide master teacher with a copy of this pacing guide and all student teacher requirements from SJSU.	
7. Introduce yourself to school office personnel, and custodians and obtain keys if needed. Familiarize yourself with the school's emergency procedures. Determine a place for you to keep materials in room.	
8. Obtain a list of all special education programs and district and names of teachers and contact information.	
9. Obtain a list of all official students in RS program. Read IEPs, take notes, and make a copy of IEP goals for each student. (Do not take confidential information home.) Familiarize yourself with the policy about confidentiality.	
10. Observe master teacher teaching students. Keep notes of management techniques. Learn students' names.	
11. Determine teaching responsibilities for week two. Plan on teaching one small group and submit plans to master teacher and university supervisor.	
12. Review behavior management system used in program. Discuss how you will be involved in supporting the program.	
13. Review materials used in program –determine if you need copies of any texts or teacher's edition.	
14. Learn how to use copy machine and obtain passwords for any computer use if needed.	

WEEK 2	DATE COMPLETED:
1. Teach one group/class daily. Maintain records of work done with students. Collect informal assessment materials as needed for the I group. When not teaching, observe program or support master teacher.	
2. Ask about observing an SST meeting or a case conference in the next month. If in a high school placement and none available, try to attend an expulsion hearing (with permission).	
3. Schedule an opportunity to observe an initial, annual and triennial IEP meeting during the semester.	
4. Observe another special education program at the school or within the district this week. Plan on a 1 1/2 hour observation.	
5. Observe another sped program in your area at the school or within the district this week. Plan on 1 1/2 hour observation. Take notes and type up a summary of the observation.	
6. Schedule a time to observe the master teacher testing a student using standardized test materials such as the WLAT III or the WJ-III. Adjust test selection as needed.	
7. Observe the master teacher entering data for a web based IEP or schedule a time to do so.	
8. Review administration procedures on your own with the manual with either the WLAT II or the Woodcock Johnson III. (see SJSU supervisor for alternate test options) Schedule a time to borrow the test booklets to administer the test.	
9. Plan for teaching an additional group next week or assume additional teaching responsibilities in week 3.	
10. Collect lists of Common Core standards for grade levels and subjects taught if not readily available to you. Keep in portfolio.	
WEEK 3	DATE COMPLETED:
1. Teach one small group daily. Maintain records of work done with students. Collect informal assessment materials as needed for the small group. When not teaching observe program or support master teacher. Maintain records for all teaching.	
2. Observe a speech therapist, an occupational therapist or other specialist at your site or a nearby school. Take notes and type a summary of your observations.	
3. Observe "official" students in their mainstream classrooms. This will be referred to as "push in" in future weeks.	
4. Continue journaling requirements for this week as assigned by your SJSU supervisor.	
5. Assist with clerical duties as determined by the master teacher.	
6. Become familiar with procedures regarding attendance, suspension and expulsion for students in the program.	
7. Become familiar with online grading procedures.	

WEEK 3 (cont.)		DATE COMPLETED:
8. Collect samples of informal assessment in your portfolio.		
9. Ask to help collect data for progress updates on students.		
WEEK 4		DATE COMPLETED:
1. Be sure SST and IEP meetings are scheduled.		
2. Teach two small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.		
3. Meet with master teacher specifically to discuss placement. Make adjustments as necessary.		
4. Continue journal requirements as required by your SJSU supervisor.		
5. Shadow master teacher or aide while doing yard duty or adjunct responsibilities.		
6. Assist with assessment of a student using a standardized assessment. If not possible, assess a relative or friend. Share test results with SJSU supervisor.		
7. Schedule a 10-15 minute interview with the principal. Share questions with SJSU supervisor in advance.		
8. Submit plans for following week.		
WEEK 5		DATE COMPLETED:
1. Teach two or more small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.		
2. Complete interview with principal if scheduled.		
3. Push in for a determined number of hours.		
4. Continue journaling requirements as required by SJSU supervisor.		
5. Update SJSU supervisor on IEP observations and other planned observations.		
6. Submit plans to master teacher for next week. Determine an arrangement for this throughout the semester.		
7. Push in for a set number of hours in classes selected by master teacher.		
8. Familiarize yourself with any online programs used in the district. This might include Bookshare, Raz Kids, IXL, programs and many others.		

WEEK 6	DATE COMPLETED:
1. Teach three small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements as required by SJSU supervisor.	
3. Push in for a set number of hours in classes selected by master teacher.	
4. Type summary of principal interview.	
5. Type summary of observations made during IEP and or SST meetings to date.	
6. Take photos of interesting behavior management systems, language arts projects etc around the school. Place in portfolio. Do not take pictures of students.	
7. Review a behavior plan written for a student in the program. Collaborate on development of one if possible at site.	
8. Begin to create or collect self-reflection forms. Use with students in program. Place examples in portfolio.	
9. Check with master teacher to see if he/she has any concerns about your work as of this week.	

WEEK 7	DATE COMPLETED:
1. Teach three small groups daily. Maintain records of work done with students.. When not teaching observe program or support master teacher.	
2. Continue journaling requirements as required by SJSU supervisor.	
3. Push in for a determined number of hours.	
4. Plan for increasing teaching next week.	
5. Schedule a time to attend one faculty meeting or district special education meeting.	
6. Plan to teach a unit in 3 weeks. This unit should cover several days. At the high school level, it would involve the same class and cover 4-5 days.	
7. Complete additional requirements based upon feedback of SJSU supervisor and master teacher. Activity:	
8. Plan to create a hypothetical IEP or submit test data online for a web based IEP of a student in the program. The master teacher may ask you to enter student data she has obtained from a standardized test.	

WEEK 8**Connie L. Lurie College of Education**

1. Teach four small groups daily. Maintain records of work done with students.. When not teaching observe program or support master teacher.
2. Continue journaling requirements.
3. Push in for a determined number of hours.
4. Update SJSU advisor on seminars attended at SJSU and meetings/ observations completed.
5. Plan to teach a unit in two weeks. Clear with master teacher.
6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

DATE COMPLETED:

WEEK 9

1. Teach four small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
2. Continue journaling requirements.
3. Push in for a determined number of hours.
4. Plan unit to be completed next week.. This unit should be 4-5 days in length. Place a copy of the unit in your portfolio.
5. Write a behavior management reflection.
6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.
Activity:
7. If at a high school setting, review Individual Transition Plans (ITPs) in students' IEPs.
8. Check with SJSU supervisor to see if a corrective action plan is needed in any area related to student teaching.

DATE COMPLETED:

WEEK 10

1. Teach four or more small groups daily. Maintain records of work done with students. When not teaching observe program or support Master Teacher.
2. Continue journaling requirements as required by your SJSU supervisor
3. Push in for a determined number of hours.
4. Teach unit. This unit should be 4-5 days in length. Place a copy of the students' work as part of the unit work in portfolio or special folder.

DATE COMPLETED:

WEEK 11	DATE COMPLETED:
1. Teach 4-5 small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Continue journaling requirements as required by your SJSU supervisor.	
3. Push in for a determined number of hours. Provide feedback on observations made while in classes to your master teacher.	
4. Plan visits to relevant programs-ask master teacher for ideas	
5. If portfolio is full, separate out items for SJSU and items just for your future reference.	
6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher. <i>Activity:</i>	

WEEK 12	DATE COMPLETED:
1. Teach 4-5 small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher. Plan to do all the planning for weeks 13 and 14 if OK with master teacher.	
2. Continue journaling requirements as required by SJSU supervisor.	
3. Push in for a determined number of hours. Support students while in the gen ed classroom.	
4. Demonstrate knowledge of data entry for web based IEPs.	
5. Interview a paraprofessional in the program. Write a brief summary of his/her remarks.	

WEEK 13	DATE COMPLETED:
1. Teach as much as possible. Do all planning if acceptable to master teacher. Maintain records of work done with students.	
2. Continue journaling requirements as assigned by SJSU supervisor.	
3. Push in for a determined number of hours if beneficial. Ask master teacher.	
4. Teach unit. This unit should be 4-5 days in length. Place a copy of the unit in your portfolio.	
5. Write a behavior management reflection.	

WEEK 13 (cont.)

DATE COMPLETED:

6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.
Activity:

7. If at a high school setting, review Individual Transition Plans (ITPs) in students' IEPs.

8. Check with SJSU supervisor to see if a corrective action plan is needed in any area related to student teaching.

WEEK 14

DATE COMPLETED:

1. Teach as much as possible. Maintain records of work done with students. When not teaching observe program or support master teacher.

2. Continue journaling requirements.

3. Sit in on IEP meetings if possible.

4. Check to see if your SJSU portfolio is almost complete.

5. Begin to sort materials. Return school items.

6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher.
Activity:

WEEK 15

DATE COMPLETED:

1. Teach as much as possible, but you do not do all the planning. Maintain records of student work. Create a way of providing your records to the master teacher.

2. Continue journaling if required by SJSU supervisor.

3. Submit write ups of all observations not already submitted or placed in portfolio.

4. Complete SJSU's self-assessment form and leave in portfolio.

5. Turn in keys.

6. Plan for appropriate thank you gesture to master teacher and other school personnel.

7. Make sure there is no confidential student data in your own materials you take home.

8. Have a plan for submitting portfolio for review by your SJSU supervisor.

9. If required submit the evaluations completed by the master teacher and possibly principal to your supervisor.

DISPOSITIONS EVALUATIONS

CANDIDATE NAME: _____

PROGRAM: _____ DATE: _____

Dispositions of each candidate in the Education Specialist credential and the MA programs will be evaluated on two occasions during the program. The schedule for the evaluation is the following for the credential programs: (1) the instructor evaluates each candidate in EDSE 279 or EDSE 105, (2) the University Supervisor evaluates each candidate in the directed teaching course (EDSE 217A or EDSE 154) in the last semester of the program. The schedule for the evaluation is the following for the MA program: (1) the instructor evaluates each candidate in EDSE 285 and (2) the instructor evaluates each candidate in EDSE 220.

SJSU INSTRUCTOR: Indicate in the appropriate box (either "YES" or "NO") with a check mark that reflects the Candidate's disposition in each area.

YES = Acceptable performance or behaviors in this area
 NO = Not acceptable performance or behaviors in this area

REFLECTIVE PRACTITIONER	EDSE: _____ Date: _____		Evidence or comment about any "NO" rating:
	YES	NO	
PROFESSIONAL ETHICS The candidate adheres to standards of ethical conduct including academic integrity and confidentiality.			
COLLABORATION The candidate interacts effectively with colleagues and other adults and collaborates effectively during group activities.			
COMMITMENT TO TEACHING The candidate values the profession of teaching. He or she exhibits a positive attitude and fairness toward schools, teaching, students and parents.			
EMOTIONAL MATURITY The candidate responds to frustration and stress appropriately.			
PROFESSIONAL DEMEANOR & RESPONSIBILITY The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time,			
The candidate dresses appropriately for the situation, maintains appropriate hygiene and wears appropriate attire for teachers in the school.			
The candidate is poised and professional in his or her demeanor.			
The candidate is flexible and able to make adjustments to changing student needs and circumstances.			
PROFESSIONAL FEEDBACK The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.			
SELF-REFLECTION The candidate reflects on and evaluates his or her own behavior and work, considers multiple perspectives of his or her own performance and recognizes his or her own difficulties or deficiencies and develops potential solutions.			

DISPOSITIONS EVALUATIONS (cont.)

MULTICULTURAL AND DEMOCRACY	EDSE: _____ Date: _____		Evidence or comment about any "NO" rating:
	YES	NO	
STUDENT FOCUS The candidate demonstrates respect for students as valued and unique individuals.			
COMMITMENT TO DIVERSITY The candidate respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs and disabilities.			

LOVE OF LEARNING & STRONG FOUNDATION OF KNOWLEDGE	EDSE: _____ Date: _____		Evidence or comment about any "NO" rating:
	YES	NO	
PROBLEM SOLVING The candidate is an active and effective problem solver in courses and in school.			
COMMITMENT TO LEARNING The candidate indicates a curiosity and interest in learning more about students and content areas.			
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.			

Adapted from University of Nevada, Reno; College of Education; Ch. 8.1.13

Faculty Name (please print): _____

Faculty Signature: _____ Date: _____

POLICIES

The following policy applies to all programs within the department of Special Education, College of Education at San José State University.

DISPOSITION EVALUATION

Application to the Department of Special Education

Each applicant to the credential program or MA program completes a Self-Assessment of dispositions with the application packet, and each letter of recommendation is attached to a dispositions evaluation completed by the recommender of each candidate.

Candidate Evaluation during the Education Specialist & MA Programs

The dispositions of each candidate in the Education Specialist credential and the MA programs are evaluated on two occasions during each program (Preliminary, Level I, Level II, MA programs) on the Disposition Evaluation form by the instructors of the courses. The schedule for the evaluation is as follows for the credential programs: (1) the instructor evaluates each candidate in EDSE 279 or EDSE 105, (2) the University Supervisor evaluates each candidate in the directed teaching course (EDSE 217A, EDSE 154, EDSE 281, EDSE 217B, EDSE 234) in the last semester of the program. The schedule for the evaluation is the following for the MA program: (1) the instructor evaluates each candidate in EDSE 285 and (2) the instructor evaluates each candidate in EDSE 220.

Average or above average performance of these 15 dispositions is required to be a special education teacher and to complete the SJSU Education Specialist and/or MA program. If a candidate receives a “no” in the evaluation of two or more dispositions, he/she will receive a warning. A third “no” in any disposition is grounds for disqualification for the Department of Special Education Program. Following any rating of “no”, the candidate will be referred to the Department of Special Education’s Student Review Committee and a plan will be developed to assist the candidate to make improvements in that area and also a determination about his/her future in the program will be determined. Candidates in the Department of Special Education programs need to be evaluated as “yes” in each of the items on the Dispositions Evaluation.

Any candidate in the Department of Special Education program who is determined to be disqualified from the program can appeal this decision by writing a letter to the Department Chair that provides rationale for the appeal. This will be referred to the Student Review Committee for review and for a determination about the actions as result of the appeal.

DIRECTED TEACHING EVALUATION

Student Name: _____ Semester: _____
LAST FIRST MONTH YEAR

Credential Program: _____

THIS CANDIDATE IS COMPLETING THIS COURSE: (PLEASE CHECK ONLY ONE BOX)
1. IN AN INTERN POSITION, TEACHING HIS OR HER OWN CLASS OR 2. WORKING WITH A MASTER TEACHER

COURSE: EDSE 217A for M/M EDSE 154 for M/S EDSE 154 for ECSE EDSE 105 for Interns

NAME OF SCHOOL: _____ SCHOOL PHONE #: _____

NAME OF DISTRICT: _____

Name of Master Teacher: _____ (IF APPLICABLE) Master Teacher Email: _____

School Evaluator: _____ Job Title of Evaluator: _____

Evaluation Completed By: _____ Date: _____

TPE is the Teacher Performance Expectation for Education Specialists (CTC, 2009); PS is Program Standard, MM is Specialty Specific Program Standards (Mild/Moderate Disabilities), MS is Specialty Specific Program Standards (Moderate/Severe Disabilities), ECSE is Specialty Specific Program Standards (Early Childhood Special Education) from the 2009 CCTC Education Specialists Credential standards.

DIRECTIONS:

There are 13 TPEs (Teacher Performance Expectations) and four additional items guiding this summative assessment form. This evaluation form is used across the specialty areas: mild/moderate disabilities (MM), moderate/severe disabilities (MS) and early childhood special education (ECSE). The candidate is to be assessed according to the TPEs and the relevant specialty standards. For each item, enter a score from 1-4 in the correct column for that specific item, if appropriate (but a score is not required in each). There must be one final score for each of the thirteen items in the "Overall Average Rating" column. In some cases you might rate the item with 2 or 3 numbers (ratings) under 2 different columns (e.g., Observation, Portfolio Evidence and/or Meeting with Candidate); please enter the average score for that item (from the ratings in the three columns) in the column, "Overall Average Rating". In the end, there will be 15 ratings and total sum of the ratings will be converted to a percentage score on the last page.

RATING SCALE AND DESCRIPTORS

4 = EXEMPLARY	3 = ACCOMPLISHED	2 = DEVELOPING	1 = BEGINNING
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EVALUATOR: PLEASE INDICATE A RATING OF 4 TO 1 IN THE BOXES BELOW, CORRESPONDING WITH THE AVAILABLE SOURCE OF EVIDENCE.

ITEM:	OBSERVATION	PORTFOLIO EVIDENCE	MEETING WITH CANDIDATE	OVERALL AVERAGE RATING	COMMENTS:
<p>1. PEDAGOGICAL KNOWLEDGE AND SKILLS</p> <p><i>TPE 1: Pedagogical Skills for Subject Matter Instruction: demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students' IEP/IFSP/ITP (p. PSC 2D-11)</i></p> <p>PS 13. Curriculum and Instruction of Students w/ Disabilities</p> <p>MM 3. Planning and Implementing Mild/Moderate Curriculum and Instruction: selects curricula and designs lessons that give access to core standards and that use evidence-based instructional strategies that meet the diverse learning characteristics of students.</p> <p>ECSE 6. Intervention and Instructional Strategies: Birth through Pre-Kindergarten: demonstrates ability to design and implement developmentally, culturally and individually appropriate intervention and instructional strategies that address specific learning needs and family's concerns and priorities.</p>					
<p>2. ASSESSING AND MONITORING STUDENT LEARNING</p> <p><i>TPE 2: Monitoring Student Learning during Instruction: monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</i></p> <p>PS 5. Assessment of Students</p>					
<p>3. ASSESSMENT AND INTERPRETATIONS</p> <p><i>TPE 3: Interpretation and Use of Assessments: demonstrates knowledge of requirements for assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability (p. PSC 2D-19)</i></p> <p>PS 5. Assessment of Students</p>					
<p>4. MAKING CONTENT ACCESSIBLE</p> <p><i>TPE 4: Making Content Accessible: demonstrates in the ability to participate in the development and implementation of IEP goals aligned with California content standards (p. PSC 2D-19)</i></p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p>					

ITEM:	OBSERVATION	PORTFOLIO EVIDENCE	MEETING WITH CANDIDATE	OVERALL AVERAGE RATING	COMMENTS
<p>5. Engaging Students in Learning</p> <p><i>TPE 5: Student Engagement: demonstrates ability to provide students with opportunities to engage in academic and social pursuits based on students' developmental and functioning levels and strategies that allow students to foster their independence, practices self-determination and engage in pragmatic interaction skills (p. PSC 2D-20)</i></p> <p>PS 12. Behavioral, Social, and Environmental Supports for Learning</p>					
<p>6. Developmentally Appropriate Teaching Practices</p> <p><i>TPE 6: Chronologically Appropriate or Child-Based Teaching Practices: demonstrates the ability to set student expectations based on knowledge of typical and atypical development and develops and implements behavior support plans and accommodations that promote successful inclusion in general education settings (adapted from TPE 6; p. PSC 2D-21)</i></p> <p>PS 12. Behavioral, Social, and Environmental Supports for Learning</p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p>					
<p>7. Teaching Diverse and English Learners</p> <p><i>TPE 7: Teaching English Learners: can apply pedagogical theories, principles, and instructional practices for instruction of English Learners (p. PSC 2D-21)</i></p> <p>PS 3. Educating Diverse Learners</p> <p>PS 10. Preparation to Teach English Language Learners</p>					
<p>8. DEVELOPMENTALLY APPROPRIATE ASSESSMENT & EVALUATION</p> <p><i>TPE 8: Learning about Students: assesses students' abilities, ideas, interests and aspirations and encourage parents to become involved (p. PSC 2D-22)</i></p> <p>PS 5. Assessment of Students</p> <p>MS 4. Assessment, Program Planning and Instruction: utilizes person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum and progress towards IEP goals.</p>					

ITEM:	OBSERVATION	PORTFOLIO EVIDENCE	MEETING WITH CANDIDATE	OVERALL AVERAGE RATING	COMMENTS:
<p>8. (continued)</p> <p>ECSE 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers: uses assessment and evaluations that lead/ to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing)</p> <p>M/M 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities: makes appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. students.</p>					
<p>9. INSTRUCTIONAL PLANNING</p> <p>TPE 9: Instructional Planning: plans instruction that is comprehensive and based on state and local standards; utilizes explicit teaching methods such as direct instruction and inquiry; plans how to explain content clearly; connects content with linguistic and cultural backgrounds, experiences, interests, and learning needs (p. PSC 2D-23)</p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p>					
<p>10. INSTRUCTIONAL COLLABORATION</p> <p>TPE 10: Instructional Time: demonstrates ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers (p. PSC 2D-23)</p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p>					
<p>11. BUILDING SOCIAL ENVIRONMENT</p> <p>TPE 11: Social Environment: demonstrates ability to use a variety of effective strategies for promoting positive behavioral and social skills for building constructive relationships between all students (p. PSC 2D-23)</p> <p>PS 12. Behavioral, Social, and Environmental Supports for Learning</p> <p>TPE 12: Professional, Legal and Ethical Obligations</p> <p>Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. Candidates recognize and actively address expressions and acts of intolerance such as bullying. They understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities.</p>					

<p>TPE 13: Professional Growth Candidates evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and Next Generation Science Standards for students and student learning. The candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence-based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.</p>										
<p>ITEM: Department of Special Education Standards</p>										
<p>SPED 1. PROFESSIONALISM The candidate demonstrates professionalism in: 1. Interactions with university personnel or other professionals in the field 2. Communications about students or student information by using People First Language, respectful descriptions with no formal labels and without cultural or linguistic bias and enforcing confidentiality 3. Conduct and professional attire</p>										
<p>SPED 2. PARTICIPATION IN IEP PROCESS The candidate demonstrates the ability to contribute to the development of individualized education plans (IEP) by accurately writing IEP present performance levels, goals and objectives/benchmarks that are meaningful, that include student (when appropriate) and parent input, and follow IDEA requirements. The candidate participates in the IEP meetings collaboratively.</p>										
<p>TPE 2: Monitoring Student Learning during Instruction: monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</p>										
<p>SPED 3. TECHNOLOGY IN THE CLASSROOM The candidates uses technology in the classroom to help students with diverse learning needs access educational opportunities and to master the contents of the assigned curriculum.</p>										
<p>TPE 1: Pedagogical Skills for Subject Matter Instruction: demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students' IEP/IFSP/ITP (p. PSC 2D-11)</p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p> <p>SPED 4. Home, School, Community Collaboration The Candidate demonstrates effective communication and collaboration skills with family members or guardians as evidenced in reflections, documents, feedback from participants and/or home visit summaries.</p>										

REFERENCE: CCTC: Appendix B: Proposed TPEs for Education Specialist Teaching Credential Programs; 2009 Program and Specialty Standards for Education Specialist Teaching Credentials.

EVALUATION COMPLETED BY: _____ DATE: _____

TOTAL POINTS: _____/68 (4 POINTS X 17 ITEMS) COURSE CREDIT: At least 34 points out of 68 in EDSE 105.
At least 41 points out of 68 for EDSE 154 and EDSE 217A.
INDICATE FINAL GRADE: CREDIT NO CREDIT At least 51 points out of 68 for EDSE 217B, EDSE 217D, and EDSE 234.

COMMENTS: _____

**San Jose State University
Department of Special Education**

Candidate Transition Plan

This document is designed to bridge the transition from the teacher preparation program to the Education Specialist Clear Induction program. Experiences documented here will help inform the Support Provider of the individual needs of the candidate as they begin their teaching career.

Candidate Name: _____ Date Credential Program Completed : _____ Date: _____

Employing District: _____ Support Provider: _____

Directions: At the end of your Preliminary Education Specialist credential program, use the first two columns to describe your experience and identified strengths. At the beginning of the Clear Credential Program, identify areas in the third column on which you could focus for further development.

Domain	I. Formative Assessment of Teaching Performance (Complete this section with the support of your Master Teacher and Field Supervisor)	II. Identified Strengths (Complete this section with the support of your Master Teacher and Field Supervisor)	III. Areas for Further Development (Complete this section with the support of your University Supervisor and Support Provider)
<p><i>CSTP Standard 1: Engaging and Supporting Students in Learning</i> Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.</p>			
<p><i>CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning</i> Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.</p>			

Domain	I. Formative Assessment of Teaching Performance (Complete this section with the support of your Master Teacher and Field Supervisor)	II. Identified Strengths (Complete this section with the support of your Master Teacher and Field Supervisor)	III. Areas for Further Development (Complete this section with the support of your University Supervisor and Support Provider)
<p><i>CSTP Standard 3:</i> Understanding and Organizing Subject Matter for Student Learning Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</p>			
<p><i>CSTP Standard 4:</i> Planning Instruction and Designing Learning Experiences for All Students Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students</p>			
<p><i>CSTP Standard 5:</i> Assessing Students for Learning Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.</p>			

Domain	I. Formative Assessment of Teaching Performance (Complete this section with the support of your Master Teacher and Field Supervisor)	II. Identified Strengths (Complete this section with the support of your Master Teacher and Field Supervisor)	III. Areas for Further Development (Complete this section with the support of your University Supervisor and Support Provider)
<p><u>CSTP Standard 6: Developing as a Professional Educator</u> Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.</p>			

Candidate Signature: _____ Date: _____

Master Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Support Provider Signature: _____ Date: _____

Clear Program Coordinator Signature: _____ Date: _____