

San José State University
 Department of Special Education
 Pacing Guide: Student Teachers in a Special Day Class (SDC)

Place this form and each item in the 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 journal must be available during these visits.

Week 1	Date Complete
1. Confirm placement with SJSU supervisor, SJSU's special education office, the school principal and district special education director.	
2. Negotiate schedule with master teacher given that guidelines suggest 2 long days and 3 mornings. Advise SJSU supervisor of schedule.	
3. Create a system for logging hours.	
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 and take notes. Make a copy of IEP goals for each student. Do not take confidential information home. Familiarize yourself with the school or district 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 editions	
14. Learn how to use copy machine and obtain passwords for any computer use if needed.	

Week 2	Date Complete
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 1.5 hour observation.	
5. Observe another sp ed program in your area at the school or within the district this week. Plan on 1 ½ 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 WIAT II or the WJ-III	
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 for either the WIAT 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 state standards for grade levels and subjects taught if not readily available to you. Keep in portfolio.	

Week 3	Date Complete
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.	
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.	
8. Collect samples of informal assessment in your portfolio.	

Week 4	Date Complete
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	
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 minute interview with the principal. Share questions with SJSU supervisor in advance.	
8. Submit plans for following week.	

Week 5	Date Complete
1. Teach two small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.	
2. Complete interview with principal.	
3. Push in for a determined number of hours.	
4. Continue journaling requirements.	
5. Update SJSU supervisor on IEP observations and schedule an appointment for next week	
6. Submit plans to master teacher for next week.	
7. Push in for a set number of hours in classes selected by master teacher	

Week 6	Date Complete
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.	
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.	
7. Review a behavior plan written for a student in the program.	
8. Begin to create or collect self reflection forms. Use with students in program. Place examples in portfolio.	

Week 7	Date Complete
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.	
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 two weeks.	
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	

Week 8	Date Complete
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 next week.	
6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher. Activity:	

Week 9	Date Complete
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. Teach unit as part of this week's teaching. 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:	

Week 10	Date Complete
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. 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. Complete all necessary write ups.	
7. Complete self assessment form and leave in portfolio.	
8. Have portfolio ready for collection by SJSU supervisor. Total hours and provide supervisor with a copy of this.	
9. Return school items including keys, books etc.	
10. If required, submit an evaluation by the principal	