

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 sp ed director	
2. Create a system for logging hours beginning this week.	
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 official (and unofficial) students in SDC program. Read IEPs/IFSPs and take notes. Make a copy of IEP goals for each student. Do <u>not</u> take confidential information home. Famiarize yourself with any behavior plans on file. Familiarize yourself with the school or district policy about confidentiality.	
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 on site 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 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. Request to observe a 30 day IEP meeting if possible.	
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. Begin journal. Make entries three times each week as directed by the SJSU supervisor.	
7. Schedule appt with SJSU supervisor for next week 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.	
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 if one is assigned full time to your program.	
12. Plan for teaching an additional group/class next week or assume additional teaching responsibilities in week 3.	
13. 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 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. 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.	
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/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 placement. Make adjustments as necessary.	
4. Continue journaling requirements	
5. Push in for a set number of hours in classes selected by master teacher	
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 <u>standardized assessment</u> . 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 Complete
1. Teach two classes/ 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 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	
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.	
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Week 6	Date Complete
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. 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.	

Week 7	Date Complete
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. Plan to increase 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. 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 plan.	
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.	
9. Complete additional requirements based upon feedback of SJSU supervisor and master teacher. Activity:	

Week 8	Date Complete
1. Teach four 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. 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 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. Teach unit as part of this week's teaching.	
5. Write a behavior management reflection.	
6. Complete additional requirements based upon feedback of SJSU supervisor and master teacher. Activity:	

Week 10	Date Complete
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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.	
3. Push in for a determined number of hours, if possible.	
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.	
7. Complete all necessary write ups.	
8. Complete SJSU's self assessment form and leave in portfolio.	
9. If required, submit a SJSU evaluation of your performance by the principal.	
10. Have portfolio ready for collection by SJSU supervisor this week.	
11. Return school items including keys, books etc.	