

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 case 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 l 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 sp ed 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 WIAT 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 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 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.	

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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. <u>Activity:</u> Discuss with master teacher case management strategies, observe meetings conducted by master teacher with gen ed teachers, and list the different case management strategies that master teacher uses. Put in portfolio	
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	DATE COMPLETED:
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.	

WEEK 9	DATE COMPLETED:
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. <u>Activity:</u>	
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 10	DATE COMPLETED:
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.	

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. <u>Activity:</u>	

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	
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.	

