

**San Jose State University
Connie L. Lurie College of Education**

Department of Special Education

**Directed Teaching
Handbook**

EDSE 217A, EDSE 217B, EDSE 154, EDSE 281, EDSE 234

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

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 (from the Department of Special Education Field Work Policy)

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 candidate 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 ten 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. If the Candidate needs additional time to meet the standards (an Improvement Plan will be written) Student Teaching can continue until the end of the semester. 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 the Pacing Guide 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 (often in collaboration 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 four to six occasions, with additional visits if necessary. They meet or email or talk about these notes and make arrangements for the next meeting or observation.

Interns: the Directed Teaching Course. Candidates completing the program as an Intern complete the directed teaching requirement in his/her own classroom. EDSE 105 must have been completed with credit (CR) and EDSE 105X must have been completed with credit in other semesters before the directed teaching class. Candidates 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 60% of the total points on the Directed Teaching Evaluation completed by the University Supervisor
3. Submission of the English Language Learner Teacher Evaluation completed by the principal or designated administrator
4. Submission of the Directed Teacher Evaluation completed by the principal or designated administrator
5. 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 the Directed Teaching after taking one semester off from the program to work on the Supervisor suggestions and areas of concern.

Field Work Policy

See the entire policy on the Department of Special Education web page for Policies:
<http://www.sjsu.edu/specialed/Policies/>

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) or, 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 and the English Language Learner Teacher 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. Discuss with the Intern/Student Teacher any insights, considerations and recommendations gained from the observation
7. Notify the Intern or Student Teacher about problems or concerns by at least mid-semester (which would be after at least two visits) 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 page 6 of this handbook (see next page), and should be placed on the cover of a 2” three-ring binder
- The Supervision course number is written next to “EDSE ____”, the program (MM, MS, ECSE), the name of the Intern/Student Teacher, and the semester/date are written on this page
- The binder should hold 14 dividers/tabs, labeled with the section number 1-14; place each page following the cover page (pages 7-20 of this handbook) behind the corresponding divider. 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 (8-21) 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
- The Teaching Portfolio is submitted on the last or third seminar at the end of the semester.

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Department of Special Education

Teaching Portfolio

Course: _____ **Program:** _____

Name: _____

Semester/Date: _____

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Department of Special Education*

*Education Specialist:
Teaching Portfolio*

*Section 1:
Introduction*

- Self Assessment: summarize your overall effectiveness as a teacher. Interns should 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 and items or any information from the Pacing Guide in this section
- Discuss any other accomplishments that you made in this semester.
- Future Goals: develop two goals for the next semester. What next?

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Section 2:

TPE 1: Pedagogical Skills for Subject Matter Instruction

- Reflect about the methods you use to instruct students in the core academic curriculum.
- Reflect about your process for the selection of curricula and the design of lesson plans.
- Reflect about your delivery of a comprehensive program of systematic instruction with accommodations and adaptations based on individual IEPs or IFSPs.
- Include some samples or photos of student work that connects with content standards.

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Section 3:

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)

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Section 4:

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)
- Describe the formal and informal assessments to determine student progress and the manner in which you utilize or interpret assessment data.
- Reflect about your assessment-giving practices.
- Reflect about your explanation to families about student academic and behavioral strengths and areas that are challenging.

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Section 5:

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.

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Section 6:

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.

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Section 7:

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.
- 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.

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Section 8:

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)
- Include examples of instructional strategies and goals for 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**). Preliminary Education Specialists Candidates: include a copy of the English Language Learner Evaluation completed by your principal or Master Teacher (for Student Teachers) (and **be sure to turn in the originals to the office**).

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Section 9:

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 10:

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 11:

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 12:

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.
- Reflect about strategies for helping students develop social skills for building constructive relationships between all students.

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Section 13:

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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Section 14: Evaluations

- include your Principal's evaluation and University Supervisor evaluations and feedback in this section.

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: _____

Candidate _____ Semester _____ Date _____

Instructor/Master Teacher _____ University Supervisor _____
 (if the Candidate is placed in a classroom with a Master Teacher)

<i>Nature of the Problem:</i>

<i>Objectives/Activities</i>	<i>Person Responsible</i>	<i>Criteria to meet objective</i>	<i>Deadline</i>

Use the back of this form or another page, if the space provided is not sufficient to describe the challenges and the 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 learn 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

- **Supervision Course Application**
- **Formal Lesson Plan template**
- **Pacing Guide: SDC**
- **Pacing Guide: RSP**
- **Directed Teaching Evaluation**
- **ELL Teacher Evaluation**

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Supervision Course Application

Today's Date _____ **Request for directed teaching in Semester:** _____

Course: _____ **Program:** _____

Name: _____ **Date:** _____

Address: _____ **City/Zip:** _____

Email: _____ **Cell Phone:** _____

Type of Directed Teaching: (check one) Student Teacher: _____ **OR Intern:**

Student Teacher: answer 1-3 below

1. Preferred age or grade level: _____
2. Preferred location of school: _____
3. Name of Master Teacher you would prefer to work with: _____
School and District Name: _____

Intern Directed Teaching: answer 1-6 below

1. Name of School : _____
2. Address of the School: _____ City/Zip: _____
3. School Phone: _____ Class Phone: _____
4. Name of School Principal: _____
5. School Principal Phone: _____ Email: _____
6. Special Education Principal/Administrator: _____

Please attach the following:

- **Valid Certificate of Clearance/Credential/30-Day Sub with dates;**
- **Resume if you will be student teaching (and you do not have Intern Credential)**
- **Draft of SJSU transcripts (<http://my.sjsu.edu>)**

Formal Written Lesson Plan (example)

(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 standard) _____

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
Body	2. Input: <ul style="list-style-type: none"> • Provide input:

	<ul style="list-style-type: none">• Check for understanding:
	3. Guided practice:
Close	4. Closure:
	5. Independent practice:

Source: Guillaume, A.M. (2004), K-12 Classroom Teaching: A Primer for New Professionals

**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 sped 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 students. Read IEPs/IFSPs and take notes and make a copy of IEP goals for each student. (Do <u>not</u> take confidential information home.) Familiarize yourself with any behavior plans and the 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 1 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 1 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.	

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
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.	

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

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 the 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, 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 Complete
1. Teach one group/class daily. Maintain records of work done with students. Collect informal assessment materials as needed for the 1 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. 8. Activity:	
9. 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. 7. Activity:	
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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. 7. 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.	

**San Jose State University
Department of Special Education
Directed Teaching Evaluation**

Name: _____ **Semester:** _____ **Credential Program:** _____

This candidate is completing this course 1. In an Intern position teaching his/her own class _____ or 2. Working with a Master Teacher _____ (check one)

Course: _____ (EDSE 217A for M/M) _____ (EDSE 154 for M/S) _____ (EDSE 154 for ECSE) _____ (EDSE 105 for Interns)

School: _____ **District:** _____ **School Phone Number:** _____

Name of Master Teacher (if applicable): _____ Master Teacher email: _____

Evaluator from the school: _____ Job title of Evaluator: _____

This Evaluation completed by: _____ Date: _____

TPE is the Teacher Performance Expectation for Education Specialists (CCTC, 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 two additional items guiding this summative assessment form. This form is used across the specialty areas: mild/moderate (MM), moderate/severe (MS), early childhood special education (ECSE), and deaf and hard of hearing (DHH). 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. There should be one final score for each of the thirteen items. 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

The evaluator indicates a rating of 4 to 1 in the box(s) 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>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 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</p>					

intervention and instructional strategies that address specific learning needs and family's concerns and priorities.					
Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
2. Assessing and Monitoring Student Learning TPE 2: Monitoring Student Learning during Instruction: monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18) PS 5. Assessment of Students					
3. Assessment and Interpretations 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) PS 5. Assessment of Students					
4. Making Content Accessible TPE 4: Making Content Accessible: demonstrates in the ability to participate in the					

<p>development and implementation of IEP goals aligned with California content standards (p. PSC 2D-19)</p> <p>PS 13. Curriculum and Instruction of Students with Disabilities</p>					
<p>Item:</p>	<p>Observation</p>	<p>Portfolio Evidence</p>	<p>Meeting with Candidate</p>	<p>Overall Average Rating</p>	<p>Comments:</p>
<p>5. Engaging Students in Learning</p> <p>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)</p> <p>PS 12. Behavioral, Social, and Environmental Supports for Learning</p>					
<p>6. Developmentally Appropriate Teaching Practices</p> <p>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</p>					

plans and accommodations that promote successful inclusion in general education settings (adapted from TPE 6; p. PSC 2D-21) PS 12. Behavioral, Social, and Environmental Supports for Learning PS 13. Curriculum and Instruction of Students with Disabilities					
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Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
7. Teaching Diverse and English Learners TPE 7: Teaching English Learners: can apply pedagogical theories, principles, and instructional practices for instruction of English Learners (p. PSC 2D-21) PS 3. Educating Diverse Learners PS 10. Preparation to Teach English Language Learners					

8. Developmentally Appropriate Assessment and Evaluation TPE 8: Learning about Students: assesses students' abilities, ideas, interests and aspirations and encourage parents to become involved (p. PSC 2D-22) PS 5. Assessment of Students MS 4. Assessment, Program Planning and Instruction: utilizes person-					
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<p>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> <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.</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</p>					

to explain content clearly; connects content with linguistic and cultural backgrounds, experiences, interests, and learning needs (p. PSC 2D-23) PS 13. Curriculum and Instruction of Students with Disabilities					
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Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
10. Instructional Collaboration 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) PS 13. Curriculum and Instruction of Students with Disabilities					
11. Building Social Environment 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) PS 12. Behavioral, Social, and Environmental Supports for Learning					
12. Home, School, Community Collaboration					

<p>Home, School, Community Collaboration: 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>					
<p>13. Professionalism: demonstrates professionalism in: 1. Interactions with university personal 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>14. Participation in IEP Process</p> <p>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>					

Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
<p>15. Technology in the Classroom</p> <p>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>					

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: ____/60 Points (4 points x 15 items), **Percentage:** _____% **The candidate needs at least 60% to earn credit in this course.**

Indicate final grade: _____ **Credit** _____ **No Credit**

Comments:

Department of Special Education
San José State University

English Learner Teacher Evaluation

Credential Candidate:	
Please complete only the top portion of this form, then give the form to your principal or designated administrator.	
_____	_____
Candidate's Name (<i>Print Full Name</i>)	Credential Emphasis (ECSE, MM, MS)

Your Current Position/Role	

Subjects You Teach	

Instructional Level: ___ Birth to K ___ K-6 ___ K-8 ___ 6-8/9 ___ 9-12	

The following assessment rubric must be completed by your principal or designated administrator.

Note to the Administrator:

Because you and/or your designee are the persons working most closely with this candidate, you are in a position to evaluate evidence that this candidate can apply what he/she learned in coursework to their work with English Learners. Using the following scoring rubric, please evaluate this candidate by selecting and checking (✓) ONE of the appropriate assessment rating of the Exemplary (4), Proficient (3), Developing (2) or Unacceptable (1) in each of the nine boxes below; this evaluation continues on the following pages. Please kindly make sure to identify yourself and sign the form where indicated on the last page. **Thank you.**

1. The candidate knows and applies knowledge of the adopted instructional program best for the English Learners (EL).

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Knows <u>all of the</u> purposes, goals and content of as well as applies the adopted instructional program for the effective teaching of and support for English learners.	<u>Knows and applies a few selected</u> purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.	Has gained an awareness of the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.	Does not demonstrate an awareness of the purposes, goals and content of the adopted instruction program for the effective teaching and support for English learners.

2. The candidate demonstrates knowledge of organizational structures and resources for the EL.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Knows <u>all of the essential</u> local and school organizational structures and resources designed to meet the needs of English learners.	<u>Knows a few selected</u> local and school organizational structures and resources designed to meet the needs of English learners.	Has gained an awareness of the local and school organizational structures and resources designed to meet the needs of English learners.	Does not demonstrate an aware of the local and school organizational structures and resources designed to meet the needs of English learners.

3. The candidate demonstrates knowledge of the relevant standards and tests for the EL.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Knows all of the essential purposes, content and uses of California’s English Language Development Standards and English Language Development Test. For Early Childhood Special Education (ECSE): Knows the essential purposes, content and uses of the Preschool Foundation (PF), California Early Language Development Assessment Process (CELDAP) and Assessment of Children’s Progress towards Acquisition of English (ACAE)	Knows a few relevant purposes, content and uses of California’s English Language Development Standards and English Language Development Test. For ECSE Candidate: Knows a few relevant purposes, content and uses of PF, CELDAP and ACAE.	Has gained an awareness of the purposes, content and uses of California’s English Language Development Standards and English Language Development Test. For ECSE Candidate: Has gained an awareness of the purposes, content and uses of PF, CELDAP and ACAE.	Does not demonstrate an awareness of the purposes, content and uses of California’s English Language Development Standards and English Language Development Test. For ECSE Candidate: Does not demonstrate an awareness of the purposes, content and uses of PF, CELDAP and ACAE.

4. The candidate utilizes resources to enhance EL’s comprehension of content.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Utilizes available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Utilizes available resources periodically to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Demonstrates an awareness to utilize available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Does not utilize available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.

5. The candidate uses English language development methods and strategies.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Demonstrates the skills and abilities consistently to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Demonstrates the skills and abilities periodically to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Demonstrates an awareness of using English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Does not demonstrate the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.

6. The candidate uses assessment information to evaluate language acquisition stages and develop appropriate lessons.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Demonstrates an ability to consistently use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.	Demonstrate an ability to periodically use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.	Demonstrates an awareness of the needs to use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.	Does not demonstrate an awareness of the needs to use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.

7. The candidate plans and delivers a variety of culturally responsive teaching strategies.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Plans and delivers consistently regarding appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL’s academic language and access to grade level core curriculum.	Plans and delivers periodically regarding appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL’s academic language and access to grade level core curriculum.	Demonstrates an awareness of the needs to plan and deliver appropriate instruction and applies understanding of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL’s academic language and access to grade level core curriculum.	Does not demonstrate an awareness of the needs to plan and deliver appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL’s academic language and access to grade level core curriculum.

8. The candidate plans and implements appropriate and meaningful learning experiences.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Plans and implements consistently, appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.	Plans and implements periodically, appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.	Demonstrates an awareness of the needs to plan and implement appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.	Does not demonstrate an awareness of the needs to plan and implement appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.

9. The candidate interprets and uses assessment data appropriately for evaluation, placement and instructional planning.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Demonstrates solid understanding and consistency regarding how to interpret and use assessment data of EL for evaluation, placement, and instructional planning.	Demonstrates an ability to periodically interpret and use assessments data of EL for evaluation, placement and instructional planning.	Demonstrates an awareness of the needs to interpret and use assessments data of EL for evaluation, placement, and instructional planning.	Does not demonstrate an awareness of the needs to interpret and use assessment data of EL for evaluation, placement, and instructional planning.

Administrator's Name (*Print Full Name*)

Title/Position

School

Signature

Date

Approval Signature: _____

Chris Hagie, Ph.D., Chair
Department of Special Education
San José State University

Date