

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

Revised: 8/19/11.CH

### **College of Education Mission**

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

### **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.

### **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. Student teaching 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 must be available to be in a classroom 5 days per week. 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 interested in Student Teaching must attach a resume, a draft of your transcript, and a valid Certificate of Clearance or credential to the Supervision Application form in the semester prior to completing this course.

### **Interns: completing the directed teaching requirement in your own class**

Interns can complete the directed teaching requirement in their own classroom. EDSE 105 must have been completed with credit (CR) and EDSE 105X in other semesters before the directed teaching class. In the semester prior to completing the student teaching requirement, the Supervision Application form is completed and turned into the office with a draft of the transcript, and a valid Intern credential.

## **Ethical Guidelines for Professionals In Education**

### **Confidentiality**

Both the individual student and the school confidentiality must be respected. You should limit discussion of students' disabilities and/or needs to those staff members who serve the particular student.

Student Teacher: You should not contact parents through any means concerning student performance, unless, you are the lead teacher. However, you may, upon teacher request, contact parents to arrange meetings and so forth. All parental questions related to performance should be direct to the Master Teacher.

Confidentiality must also be respected regarding school-wide administrative decisions. It will not be beneficial for you to question school policies in the presence of student, parents, or outside of school. Address your questions or concerns to your local administrator, in private.

### **Staff Relations**

As much as possible, support the methods espoused by the school administration. If you are the lead teacher, and differences arise with paraprofessionals you should seek advice from an administrator.

Student Teacher: You should support the methods employed by the supervising teacher, that is, methods of instruction behavior management, scheduling, and planning. If there are philosophical differences, remember that you are a guest in someone else's classroom

### **Assigned Responsibilities<sup>1</sup>**

Consistency with the methods of instruction and management utilized by the school is essential, to prevent confusing students, and to maintain an established routine. Any Employed Intern Credential holders are expected to perform all the functions of a teacher.

---

<sup>1</sup>These two pages of the guide were adapted from the work of RG. McKenzie and C.S. Haug (1999).

They are expected to:

- Establish instructional objectives
- Assess students
- Develop IEP's and participate in IEP meetings
- Provide initial instruction to the whole group
- Supervise a class alone
- Implement individual and group positive behavior support plans
- Administer formal, standardized tests for placement or evaluation purposes unless participating as a colleague with the master teacher, or satisfying a course requirement or benefit from the learning experience.

## Observation Visits

### Requirements for Scheduled Observation Visits

#### Student Requirements:

1. Attend all 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 finalized with the Master Teacher.
6. Schedule time to discuss the observation immediately following the observation.
7. Submit a video tape or recording of a lesson, if required by the University Supervisor

#### University Supervisor's Requirements:

1. Meet the students at the Directed Teaching seminars
2. Set up dates and times for visitations during the semester
3. Meet the Principal or the Evaluator in the school 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 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/Student Teacher about problems or challenges by at least mid-semester and develops an Improvement Plan with the Intern/Student Teacher and Master Teacher (if there is one). See pages 22 and 23 of this Handbook.

## **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 7 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 \_\_\_\_\_”, and the name of the Intern/Student Teacher 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 8-21 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; the University Supervisor might have specific time frame in which the Intern/Student Teacher must complete a section
- The Teaching Portfolio is submitted on the last or third seminar at the end of the semester.

SJSU  
Department of Special  
Education

Supervision Class:  
EDSE

Name: \_\_\_\_\_

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II

# Teaching Portfolio

## Section 1: Introduction

- **Self Assessment:** summarize your overall effectiveness as a teacher.
- **Interns and Level II Students:** include a copy of the Induction Plan
- **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)**
- **Discuss any other accomplishments that you made in this semester.**
- **Future Goals:** develop two goals for the next semester. What next?

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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)

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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 completed Standard 19 form with documentation of professional development (and be sure to turn in the originals to the office).

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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**

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

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.

San Jose State University  
Department of Special Education

Education Specialist: Level I and Level II  
Teaching Portfolio

Section 14:

Evaluations; include 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. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course.



## **Appendices**

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

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

**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"> <li>• Focus:</li> <li>• Objective</li> <li>• Purpose</li> </ul>
Body	2. Input: <ul style="list-style-type: none"> <li>• Provide input:</li> <li>• Check for understanding:</li> </ul>

	3. Guided practice:
Close	4. Closure:
	5. Independent practice:

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

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

**Pacing Guide: Student Teachers in a Special Day Class (SDC)**

2.4.10

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**

\_\_ Confirm placement with SJSU supervisor, SJSU's special education office, the school principal and district special education director

\_\_ Create a system for logging hours beginning this week.

\_\_ Provide SJSU supervisor with district/school calendar and all contact names, phone numbers and email addresses.

\_\_ Provide both master teacher and SJSU supervisor with a copy of your most recent resume.

\_\_ Provide master teacher with a copy of this pacing guide and all student teacher requirements from SJSU.

\_\_ 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.

\_\_ Obtain a list of all district wide special ed (for your area of special education) programs and names of teachers with contact information

\_\_ Obtain a list of all official (and unofficial ) students in SDC program. Read IEPs or IFSPs and take notes. Make a copy of IEP goals for each student. Do not take confidential information home. Familiarize yourself with any behavior plans on file. Familiarize yourself with the school or district policy about confidentiality.

\_\_ Observe master teacher teaching students. Keep notes of management techniques. Learn students' names.

\_\_ Determine teaching responsibilities for week two.

\_\_ Plan on teaching one small group and submit plans to master teacher and university supervisor.

\_\_ 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.

\_\_ Review materials used in program –determine if you need copies of any texts or teacher's editions

\_\_ Learn how to use copy machine and obtain passwords for any computer use if needed.

**Week 2**

\_\_ 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.

\_\_ Schedule an opportunity to observe 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).

\_\_ Schedule an opportunity to observe an initial, annual and triennial IEP meeting during the semester.

- \_\_Request to observe a 30 day IEP meeting if possible.
- \_\_Observe another sped 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.
- \_\_ Begin journal. Make entries three times each week as directed by the SJSU supervisor.
- \_\_Schedule appt with SJSU supervisor for next week if not done already.
- \_\_Schedule a time to observe the master teacher testing a student using standardized test materials required by the district.
- \_\_Observe the master teacher entering data for a web based IEP or IFSP, if possible.
- \_\_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.
- \_\_Meet for 30 minutes with program therapist if one is assigned full time to your program.
- \_\_Plan for teaching an additional group/class next week or assume additional teaching responsibilities in week 3.
- \_\_ Collect lists of state standards for grade levels and subjects taught if not readily available to you. Keep in portfolio.

### **Week 3**

- \_\_Continue with teaching from week 2 and add an additional class or group. Maintain records for all teaching.
- \_\_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
- \_\_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.
- \_\_Continue journaling requirements for this week.
- \_\_Assist with clerical duties as determined by the master teacher.
- \_\_ Become familiar with procedures regarding attendance, suspension and expulsion for students in the program.
- \_\_ Become familiar with online grading procedures.
- \_\_Collect samples of informal assessment in your portfolio.

### **Week 4**

- \_\_ Be sure SST and IEP or IFSP meetings are scheduled.
- \_\_ Teach two classes/ groups daily. Maintain records of work done with students. When not teaching, observe program or support master teacher.
- \_\_ Meet with master teacher specifically to discuss placement. Make adjustments as necessary.
- \_\_Continue journaling requirements
- \_\_Push in for a set number of hours in classes selected by master teacher

- \_\_\_ Shadow master teacher or aide while doing yard duty or adjunct duties if applicable.
- \_\_\_(ED ) Observe therapist during interventions or group therapy sessions if possible.
- \_\_\_ Assist with assessment of a student using a standardized assessment. If not possible, assess a relative or friend. Share test results with SJSU supervisor in week 5.
- \_\_\_ Schedule a 10 minute interview with the principal. Share questions with SJSU supervisor in advance.
- \_\_\_ Submit plan to master teacher for following week.

#### **Week 5**

- \_\_\_ Teach two classes/ groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- \_\_\_ Complete interview with principal
- \_\_\_ Push in for a determined number of hours if applicable to your setting.
- \_\_\_ Continue journaling requirements.
- \_\_\_ Update SJSU supervisor on IEP observations and schedule an appointment for next week
- \_\_\_ Create or collect examples of forms used for student self reflection
- \_\_\_ Submit plans to master teacher for next week.
- \_\_\_ Push in for a set number of hours in classes selected by master teacher, if possible.

#### **Week 6**

- \_\_\_ Teach two classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- \_\_\_ Continue journaling requirements.
- \_\_\_ Push in for a set number of hours in classes selected by master teacher, if possible.
- \_\_\_ Type summary of principal interview.
- \_\_\_ Type summary of observations made during IEP and or SST meetings to date.
- \_\_\_ Take photos of interesting behavior management systems, language arts projects etc around the school. Place in portfolio.

#### **Week 7**

- \_\_\_ Teach two classes/groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Plan to increase teaching next week.
- Schedule a time to attend one faculty meeting or district special education meeting.
- 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.
- Cooperate in writing a behavior plan.

**Week 8**

- Teach three small groups daily or co-teach three classes. Maintain records of work done with students. When not teaching observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Update SJSU advisor on seminars attended at SJSU and meetings/observations completed.
- Plan to teach a unit next week.

**Week 9**

- Teach three classes/ groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Teach unit as part of this week's teaching.
- 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.

**Week 10**

- Teach three classes/ groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Visit another district special education program with your master teacher's approval.
- Plan for increased teaching at the approval of the master teacher.

**Week 11**

- Assume responsibility for the planning of as many classes/groups as possible for this week and next week.
- Teach three classes/ groups daily. Maintain records of work done with students.. When not teaching observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Complete additional requirements based upon feedback of SJSU supervisor and master teacher.
- Have all IEP observations completed. Type up observations of these meetings.

### **Week 12**

- Assume responsibility for the planning of as many groups as possible for this week
- Teach four classes/ groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

### **Week 13**

- Assume responsibility for the planning of as many groups as possible this week.
- Teach four classes/ groups daily. Maintain records of work done with students.. When not teaching, observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours.
- Complete additional requirements based upon feedback of SJSU supervisor and master teacher.
- Write a behavior management reflection.

### **Week 14**

- Teach four classes/ groups daily. Maintain records of work done with students.. When not teaching, observe program or support master teacher.
- Continue journaling requirements.
- Push in for a determined number of hours, if possible.
- Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

\_\_ Confirm with SJSU supervisor that all SJSU seminars have been attended.

### **Week 15**

\_\_ Teach four classes/ groups daily. Maintain records of work done with students.. When not teaching, observe program or support master teacher.

\_\_ Continue journaling requirements.

\_\_ Push in for a determined number of hours, if possible.

\_\_ Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

\_\_ Arrange a three way meeting with yourself, the SJSU supervisor and the master teacher for this week. At this meeting, the master teacher will submit the summative form to the SJSU supervisor.

\_\_ Complete all necessary write ups.

\_\_ Complete SJSU's self assessment form and leave in portfolio.

\_\_ If required, submit a SJSU evaluation of your performance by the principal.

\_\_ Have portfolio ready for collection by SJSU supervisor this week.

\_\_ Return school items including keys, books etc.

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

**Pacing Guide: Student Teachers: Resource Specialist (RSP)**

NOTE: Your SJSU supervisor will make appointments with you throughout the semester. Your portfolio, a five step lesson plan and your journal must be available during these visits.

**Week 1**

- \_\_ Confirm placement with SJSU supervisor, SJSU's special education office, the school principal and district special education director.
- \_\_ Negotiate schedule with master teacher given that guidelines suggest 2 long days and 3 mornings. Advise SJSU supervisor of schedule.
- \_\_ Create a system for logging hours.
- \_\_ Provide SJSU supervisor with district calendar and all contact names, phone numbers and email addresses.
- \_\_ Provide both master teacher and SJSU supervisor with a copy of your most recent resume.
- \_\_ Provide master teacher with a copy of this pacing guide and all student teacher requirements from SJSU.
- \_\_ 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.
- \_\_ Obtain a list of all special education programs and district and names of teachers and contact information
- \_\_ 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.
- \_\_ Observe master teacher teaching students. Keep notes of management techniques. Learn students' names.
- \_\_ Determine teaching responsibilities for week two. Plan on teaching one small group and submit plans to master teacher and university supervisor.
- \_\_ Review behavior management system used in program. Discuss how you will be involved in supporting the program.
- \_\_ Review materials used in program –determine if you need copies of any texts or teacher's editions
- \_\_ Learn how to use copy machine and obtain passwords for any computer use if needed.

**WEEK 2**

- \_\_ 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.
- \_\_ Schedule an opportunity to observe an SST meeting in the next month.

- \_\_Schedule an opportunity to observe an initial, annual and triennial IEP meeting during the semester.
- \_\_Observe another special education program at the school or within the district this week. Plan on a 1.5 hour observation.
- \_\_Begin journal. Make entries three times each week or as directed by the SJSU supervisor.
- \_\_Schedule a time to observe the master teacher testing a student using standardized test materials such as the WIAT II or the WJ-III
- \_\_Observe the master teacher entering data for a web based IEP or schedule a time to do so.
- \_\_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.
- \_\_Plan for teaching an additional group next week or assume additional teaching responsibilities in week 3.
- \_\_Collect lists of state standards for grade levels and subjects taught if not readily available to you.Keep in portfolio.

### **Week 3**

- \_\_Continue with teaching from week 2 and add additional student(s) or group. Maintain records for all teaching.
- \_\_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.
- \_\_Observe “official” students in their mainstream classrooms. This will be referred to as “push in” in future weeks.
- \_\_Continue journaling requirements for this week.
- \_\_Assist with clerical duties as determined by the master teacher.
- \_\_Become familiar with procedures regarding attendance, suspension and expulsion for students in the program.
- \_\_Become familiar with online grading procedures.
- \_\_Collect samples of informal assessment in your portfolio.

### **Week 4**

- \_\_Be sure SST and IEP meetings are scheduled.
- \_\_Teach two small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.
- \_\_Meet with master teacher specifically to discuss placement. Make adjustments as necessary.
- \_\_Continue journal requirements
- \_\_Shadow master teacher or aide while doing yard duty or adjunct responsibilities.
- \_\_Assist with assessment of a student using a standardized assessment. If not possible, assess a relative or friend. Share test results with SJSU supervisor.
- \_\_Schedule a 10 minute interview with the principal. Share questions with SJSU supervisor in advance.

\_\_Submit plans for following week.

#### **Week 5**

\_\_Teach two small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_Complete interview with principal

\_\_Push in for a determined number of hours

\_\_Continue journaling requirements.

\_\_Update SJSU supervisor on IEP observations and schedule an appointment for next week

\_\_Submit plans to master teacher for next week.

\_\_Push in for a set number of hours in classes selected by master teacher

#### **Week 6**

\_\_Teach two small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_Continue journaling requirements.

\_\_Push in for a set number of hours in classes selected by master teacher

\_\_Type summary of principal interview

\_\_Type summary of observations made during IEP and or SST meetings to date.

\_\_Take photos of interesting behavior management systems, language arts projects etc around the school. Place in portfolio.

\_\_Review a behavior plan written for a student in the program.

\_\_Begin to create or collect self reflection forms. Use with students in program. Place examples in portfolio.

#### **Week 7**

\_\_Teach two small groups daily. Maintain records of work done with students.. When not teaching observe program or support master teacher.

\_\_Continue journaling requirements.

\_\_Push in for a determined number of hours

\_\_Plan for increasing teaching next week.

\_\_Schedule a time to attend one faculty meeting or district special education meeting.

\_\_Plan to teach a unit in two weeks.

#### **Week 8**

Teach three small groups daily. Maintain records of work done with students.. When not teaching observe program or support master teacher.

Continue journaling requirements.

Push in for a determined number of hours.

Update SJSU advisor on seminars attended at SJSU and meetings/observations completed.

Plan to teach a unit next week.

### **Week 9**

Teach three small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

Continue journaling requirements.

Push in for a determined number of hours.

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.

Plan to create a hypothetical IEP or submit test data online for a web based IEP of a student in the program

### **Week 10**

Teach three small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

Continue journaling requirements.

Push in for a determined number of hours

Visit another district special education program with your master teacher's approval

Plan for increased teaching at the approval of the master teacher

### **Week 11**

Assume responsibility for the planning of as many groups as possible. for this week and next week.

Teach three small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

Continue journaling requirements.

Push in for a determined number of hours

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

Have all IEP observations completed. Type observations of these meetings.

### **Week 12**

\_\_ Assume responsibility for the planning of as many groups as possible. for this week.

\_\_ Teach four small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_ Continue journaling requirements.

\_\_ Push in for a determined number of hours

\_\_ Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

### **Week 13**

\_\_ Assume responsibility for the planning of as many groups as possible. for this week.

\_\_ Teach four small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_ Continue journaling requirements.

\_\_ Push in for a determined number of hours.

\_\_ Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

\_\_ Write a behavior management reflection.

\_\_ Remind master teacher that his/her SJSU evaluation will be due in two weeks.

### **Week 14**

\_\_ Teach four small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_ Continue journaling requirements.

\_\_ Push in for a determined number of hours.

\_\_ Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

\_\_ Confirm that all SJSU seminars have been attended.

### **Week 15**

\_\_ Teach four small groups daily. Maintain records of work done with students. When not teaching observe program or support master teacher.

\_\_ Continue journaling requirements.

\_\_ Push in for a determined number of hours.

\_\_ Complete additional requirements based upon feedback of SJSU supervisor and master teacher.

\_\_ Arrange a three way meeting with yourself, the SJSU supervisor and the master teacher for this week. At this meeting, the master teacher will submit the summative form to the SJSU supervisor.

\_\_ Complete all necessary write ups.

\_\_Complete self assessment form and leave in portfolio.

\_\_Have portfolio ready for collection by SJSU supervisor. Total hours and provide supervisor with a copy of this.

\_\_Return school items including keys, books etc.

\_\_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

<b>Item:</b>	<b>Observation</b>	<b>Portfolio Evidence</b>	<b>Meeting with Candidate</b>	<b>Overall Average Rating</b>	<b>Comments:</b>
<p><b>1. Pedagogical Knowledge and Skills</b></p> <p><b>TPE 1: Pedagogical Skills for Subject Matter Instruction:</b> demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students' IEP/IFSP/ITP (p. PSC 2D-11)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b> <b>MM 3. Planning and Implementing Mild/Moderate Curriculum and Instruction:</b> 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><b>ECSE 6. Intervention and Instructional Strategies: Birth through Pre-Kindergarten:</b> demonstrates ability to design and implement developmentally, culturally and individually appropriate intervention and instructional strategies that address specific learning needs and family's concerns and priorities.</p>					
<p><b>2. Assessing and Monitoring Student Learning</b></p> <p><b>TPE 2: Monitoring Student Learning during Instruction:</b> monitors progress based on each student's IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</p> <p><b>PS 5. Assessment of Students</b></p>					

<p><b>3. Assessment and Interpretations</b></p> <p><b>TPE 3: Interpretation and Use of Assessments:</b> 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)</p> <p><b>PS 5. Assessment of Students</b></p>					
--	--	--	--	--	--

Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
<p><b>4. Making Content Accessible</b></p> <p><b>TPE 4: Making Content Accessible:</b> demonstrates in the ability to participate in the development and implementation of IEP goals aligned with California content standards (p. PSC 2D-19)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></p>					
<p><b>5. Engaging Students in Learning</b></p> <p><b>TPE 5: Student Engagement:</b> 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><b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b></p>					
<p><b>6. Developmentally Appropriate Teaching Practices</b></p> <p><b>TPE 6: Chronologically Appropriate or Child-based Teaching Practices:</b> demonstrates the ability to set student expectations based on knowledge of typical and atypical development and develops and implements behavior support plans and accommodations that promote successful</p>					

inclusion in general education settings (adapted from TPE 6; p. PSC 2D-21) <b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b> <b>PS 13. Curriculum and Instruction of Students with Disabilities</b>					
---	--	--	--	--	--

Item:	Observation	Portfolio Evidence	Meeting with Candidate	Overall Average Rating	Comments:
<p><b>7. Teaching Diverse and English Learners</b></p> <p><b>TPE 7:Teaching English Learners:</b> can apply pedagogical theories, principles, and instructional practices for instruction of English Learners (p. PSC 2D-21)</p> <p><b>PS 3.Educating Diverse Learners</b>  <b>PS 10.Preparation to Teach English Language Learners</b></p>					
<p><b>8. Developmentally Appropriate Assessment and Evaluation</b></p> <p><b>TPE 8: Learning about Students:</b> assesses students’ abilities, ideas, interests and aspirations and encourage parents to become involved (p. PSC 2D-22)</p> <p><b>PS 5.Assessment of Students</b></p> <p><b>MS 4. Assessment, Program Planning and Instruction:</b> utilizes person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students’ meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum and progress towards IEP goals.</p> <p><b>ECSE 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers:</b> 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><b>M/M 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities:</b> 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><b>9. Instructional Planning</b></p> <p><b>TPE 9:Instructional Planning:</b> plans instruction that is comprehensive and based on state and local standards; utilizes explicit teaching methods such as direct</p>					

instruction and inquiry; plans how to explain content clearly; connects content with linguistic and cultural backgrounds, experiences, interests, and learning needs (p. PSC 2D-23) <b>PS 13. Curriculum and Instruction of Students with Disabilities</b>					
---	--	--	--	--	--

<b>Item:</b>	<b>Observation</b>	<b>Portfolio Evidence</b>	<b>Meeting with Candidate</b>	<b>Overall Average Rating</b>	<b>Comments:</b>
<b>10. Instructional Collaboration</b>  <b>TPE 10: Instructional Time:</b> 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) <b>PS 13. Curriculum and Instruction of Students with Disabilities</b>					
<b>11. Building Social Environment</b>  <b>TPE 11: Social Environment:</b> 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) <b>PS 12. Behavioral, Social, and Environmental Supports for Learning</b>					
<b>12. Home, School, Community Collaboration</b>  <b>Home, School, Community Collaboration:</b> demonstrates effective communication and collaboration skills with family members or guardians as evidenced in reflections, documents, feedback from participants and/or home visit summaries.					
<b>13. Professionalism:</b> 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><b>14. Participation in IEP Process</b></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><b>TPE 2:Monitoring Student Learning during Instruction:</b> monitors progress based on each student’s IEP/IFSP/ITP to determine progress (p. PSC 2D-18)</p>					
<p><b>Item:</b></p>	<p><b>Observation</b></p>	<p><b>Portfolio Evidence</b></p>	<p><b>Meeting with Candidate</b></p>	<p><b>Overall Average Rating</b></p>	<p><b>Comments:</b></p>
<p><b>15. Technology in the Classroom</b></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><b>TPE 1: Pedagogical Skills for Subject Matter Instruction:</b> demonstrates delivery of systematic instruction with accommodations and adaptations in academic subjects based on students’ IEP/IFSP/ITP (p. PSC 2D-11)</p> <p><b>PS 13. Curriculum and Instruction of Students with Disabilities</b></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 Language Learner Teacher Evaluation**

**Student/Candidate, this form must be completed by your principal or designated administrator**

Candidate's Name \_\_\_\_\_

Current candidate's position/role \_\_\_\_\_

Instructional level: \_\_\_\_\_ Birth to K \_\_\_\_\_ K-6 \_\_\_\_\_ K-8 \_\_\_\_\_ 6-8/9 \_\_\_\_\_ 9-12

Subjects candidate teaches: \_\_\_\_\_

**Note to the Administrator:** Please read carefully the following checklist. We need evidence that candidates can apply what they have learned to their work with English Learners in their daily interactions with them. You and/or your designee are the persons most closely working with the candidate. Please provide us the following information, so that we are able to incorporate it into our material

	<b>Element Description</b>	<b>Evidence</b>
1.	Knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
2.	Knows local and school organizational structures and resources designed to meet the needs of English learners.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
3.	Knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior

4.	Draws upon 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.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
5.	Demonstrates the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
6.	Demonstrates ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English, and in their first language, when available.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
7.	Demonstrates ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
8.	Knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
9.	Plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
10.	Develops appropriate and meaningful learning experiences that draw on students'	How well? Select the rating that best applies.

	prior knowledge and experiences.	--1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
11.	Understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
12.	Effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
13.	Provides an equitable learning environment that encourages students to express meaning in a variety of ways.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior
14.	Effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.	How well? Select the rating that best applies. --1. Poor ___ 2. Low ___ 3. Satisfactory ___ 4. Strong ___ 5. Superior

Administrator's Name (printed): \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

Signature: \_\_\_\_\_

SJSU Department Chairs approval: \_\_\_\_\_