

10-Week Student Teaching Implementation Plan Special Education K-8

wk	Resource Rm & CoTeaching	Child Study, Service Plan & Evaluation	Monday	Tuesday	Wednesday	Thursday	Friday	
1	Observe: all CT Responsible Resource Rm & CoTeaching	Observe: all opportunities the CT attends	Observe: all class hours of CT caseload. File Review, Journal, & Build Relationships with Learners & Colleagues					
2	ADD: One CT Responsible Resource Rm & CoTeaching		ADD: Teach SEB, Adaptive, Functional, Organizational skills. Detailed Planning.					ADD: Progress Monitoring & Skills Screening
3	Continue & ADD: One CT Responsible Resource Rm & CoTeaching		ADD: Teach Math Skills. Detailed Planning. Continue: Teach SEB, Adaptive, Functional, Organizational skills. Continue: Progress Monitoring & Skills Screening					
4	Continue & ADD: One CT Responsible Resource Rm & CoTeaching		ADD: Teach Reading Skills. Detailed Planning. Continue: Teach SEB, Adaptive, Functional, Organizational skills. Continue: Progress Monitoring & Skills Screening Continue: Teach Math Skills					
5	Continue & ADD: One CT Responsible Resource Rm & CoTeaching	Observe: all opportunities the CT attends & Add parallel participation	ADD: Teach Writing Skills. Detailed Planning. Continue: Teach SEB, Adaptive, Functional, Organizational skills. Continue: Progress Monitoring & Skills Screening Continue: Teach Math Skills Continue: Teach Reading Skills					
6	FULL LOAD		FULL LOAD - All Block Planning					
7	FULL LOAD		FULL LOAD - All Block Planning					
8	FULL LOAD		FULL LOAD - All Block Planning					
9	FULL LOAD		FULL LOAD - All Block Planning					
10	REDUCED LOAD	Observe: all opportunities the CT attends	REDUCED LOAD & Observation of Other Special Education Teachers					

Notes:

- This suggested implementation guide will be adjusted based on the caseload, daily schedule, and services provided by the cooperating teacher. Co-teaching of lessons is encouraged prior to formally picking up a subject.
- During parts of the schedule the student teacher is not teaching, they are to be observing the cooperating teacher to make note of practices and routines they will soon implement. Planning, journaling, and file review are to be done during allocated prep times before, after, or during school hours.
- During weeks 6-7 the cooperating teacher can take back selected subjects/intervention groups to model or reinforce particular skills or lesson components.
- The teacher candidate is required to have a minimum of 10 and a maximum of 15 consecutive days of full load teaching near the end of the experience.
- Week 10 may include up to 2 days of observation of special education students in another classroom.