

APPENDIX

Secondary/SPED Student Teaching II

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8710.2000 MN STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

Standards. A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under part [8700.7600](#).

Standard 1, Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- A.** understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B.** understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C.** connect disciplinary knowledge to other subject areas and to everyday life;
- D.** understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E.** use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F.** use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G.** evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H.** engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I.** develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J.** design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2, Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A.** understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B.** understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C.** understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- D.** use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
- E.** assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

- F.** link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
- G.** use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
- H.** demonstrate knowledge and understanding of concepts related to technology and student learning

Standard 3, Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- A.** understand and identify differences in approaches
- B.** know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
- C.** know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D.** understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- E.** understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- F.** understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- G.** understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H.** understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- I.** understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- J.** know about community and cultural norms;
- K.** identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- L.** use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- M.** accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- N.** identify when and how to access appropriate services or resources to meet exceptional learning needs;
- O.** use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- P.** bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
- Q.** develop a learning community in which individual differences are respected.
- R.** identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them;
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
- D. enhance learning through the use of a wide variety of materials and human and technological resources;
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- I. monitor and adjust strategies in response to learner feedback;
- J. vary the instructional process to address the content and purposes of instruction and the needs of students;
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5, Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
- B. understand how social groups function and influence people, and how people influence groups;
- C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- D. know how to help people work productively and cooperatively with each other in complex social settings;
- E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G. understand how participation supports commitment;

- H.** establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I.** establish peer relationships to promote learning;
- J.** recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K.** use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L.** design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M.** engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N.** organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O.** maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P.** develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q.** analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R.** organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A.** understand communication theory, language development, and the role of language in learning;
- B.** understand how cultural and gender differences can affect communication in the classroom;
- C.** understand the importance of nonverbal as well as verbal communication;
- D.** know effective verbal, nonverbal, and media communication techniques;
- E.** understand the power of language for fostering self-expression, identity development, and learning;
- F.** use effective listening techniques;
- G.** foster sensitive communication by and among all students in the class;
- H.** use effective communication strategies in conveying ideas and information and in asking questions;
- I.** support and expand learner expression in speaking, writing, and other media;
- J.** know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- K.** use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7, Planning Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

- A.** understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B.** plan instruction using contextual considerations that bridge curriculum and student experiences;
- C.** plan instructional programs that accommodate individual student learning styles and performance modes;
- D.** create short-range and long-range plans that are linked to student needs and performance;
- E.** plan instructional programs that accommodate individual student learning styles and performance modes;
- F.** design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- G.** implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
- H.** evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8, Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A.** be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B.** understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C.** understand the purpose of and differences between assessment and evaluation;
- D.** understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E.** select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F.** use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G.** use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- H.** use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
- I.** implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J.** evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

- K.** monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L.** establish and maintain student records of work and performance; and
- M.** responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.
- N.** use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- A.** understand the historical and philosophical foundations of education;
- B.** understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C.** understand the influences of the teacher's behavior on student growth and learning;
- D.** know major areas of research on teaching and of resources available for professional development;
- E.** understand the role of reflection and self-assessment on continual learning;
- F.** understand the value of critical thinking and self-directed learning;
- G.** understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- H.** use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- I.** use professional literature, colleagues, and other resources to support development as both a student and a teacher;
- J.** collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- K.** understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8710.2100](#); and
- L.** understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.
- M.** understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- A.** understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B.** understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

- C.** understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- D.** understand the concept of addressing the needs of the whole learner;
- E.** understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
- F.** understand data practices;
- G.** collaborate with other professionals to improve the overall learning environment for students;
- H.** collaborate in activities designed to make the entire school a productive learning environment;
- I.** consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- J.** identify and use community resources to foster student learning;
- K.** establish productive relationships with parents and guardians in support of student learning and well-being; and
- L.** understand mandatory reporting laws and rules.
- M.** understand the social, ethical, legal and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS

Subpart 1. *Scope.*

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart. 2. *Standards of professional conduct.*

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Suggested 6-week Secondary Student Teaching Induction Plan

Subject→ Week↓	<i>edTPA (if required)</i>	Prep 1 Section 1	Prep 1 Section 2	Prep 2 Section 1	Prep 2 Section 2	Prep 3 (if applicable)
1	<i>Context for Learning</i>	X				
2	<i>Task 1 Planning for Instruction and Assessment</i>	X	X			
3		X	X	X	X	
4	<i>Task 2 Instructing and Engaging Students in Learning</i>	X	X	X	X	X
5	<i>Task 3 Assessing Student Learning</i>	X	X	X	X	X
6	<i>Completion of edTPA Portfolio</i>	X	X	X	X	X

The order of induction of particular preps is open to negotiation between the cooperating teacher and the teacher candidate.

Student Teaching Lesson Plan Template

Teacher	Subject/Grade	Lesson Topic/Title	Date/Time

Central Focus:

Is there an overarching theme or question in the classroom or subject area that this lesson fits under? This information may encompass many lessons, an entire unit, or even a semester. It wouldn't need to change with every lesson. This information is not a lesson objective and it is not a theme/category.

Central Focus Here

N/A

Standard(s):

State, CCSS, and/or Content Area; indicate which and reference numbers. Include the text of the standard.

Numeral Label	Text of Standard	How does the lesson meet this standard?

Learning Objectives/Targets and Assessments:

(measurable, align throughout plan and activities; student-friendly terms)

Objective

Success Criteria

"The student will..." or "I can..."

The observable activities and/or assessments that show how your students have met the objective. Identify if each success criteria is formative or summative.

1.

2.

3.

Academic Language and Language Demands:

Vocabulary

Language

Syntax and/or Discourse

Definition(s)

Tier 2 and Tier 3

Function(s)

verb from Standards

Instructional Materials:

Attach worksheets or other print material (PPTs, SMARTboard notebook, technology, etc.)

Teacher/Teaching Resources

include text information

Student Resources

Special Preparation

in advance of teaching

Theoretical Model(s):

List and explain how this lesson is supported by concepts and ideas from the works of educational theorists and/or researchers.

Theorist(s)/Researcher(s)

Explanation

Planned Support for Differentiation/Diversity (Accommodations):

How are you addressing the diverse learning needs of students in this class? The specific learning needs of your students will determine how you differentiate your lesson.

Include students with IEPs, 504 plans, special needs (documented/undocumented) and provide the following:

Describe (3) students who may benefit from differentiation/accommodations.

- 1.
- 2.
- 3.

Complete the chart below as you consider:

- what **accommodations** will you make (**not changing level** of difficulty; only how the student will access and demonstrate knowledge)
- what **modifications** will you make (**changed level** of difficulty; using IEP requirements and embedding them into classroom instruction)

Highlight the tool you'll use in your lesson or write in your own. Then explain the accommodation or modification in your lesson.

Representations

Considerations for presenting **content** - what is taught.

Tool(s): Artifacts, Pictures, Graphic Organizers, Video Clips, Audio Recordings, Lab, Lecture, Other

Accommodation(s)/Modification(s):

<p>Engagement</p> <p><i>Considerations for engaging student interest; process - <u>how</u> you teach</i></p>	<p>Tool: Cooperative Group Work, Partner Work, Manipulatives, Movement, Debates, Role Plays or Simulations, Other</p> <p>Accommodation(s)/Modification(s):</p>
<p>Expression</p> <p><i>Considerations for demonstrating student learning; product - <u>outcomes</u></i></p>	<p>Tool(s): Written Response, Illustrated Response, Oral Response, Model Creation or Construction, Other</p> <p>Accommodation(s)/Modification(s):</p>
<p>Environment</p> <p><i>Considerations for the setting of instruction</i></p>	<p>Tool(s): Whole Class, Small Group, Individual, Classroom, Other</p> <p>Accommodation(s)/Modification(s):</p>
<p>Cultural Considerations</p> <p><i>What student, community, or cultural assets will you draw upon during this lesson?</i></p>	<p>Tool(s): Nature of Content and Race/Ethnicity of Students, Other</p> <p>Accommodation(s)/Modification(s):</p>

Instructional Procedures

List every step, with details; include the questions you will ask (anticipated answers), how groupings will be made, and directive for active learning strategies to be implemented. Additionally, include how you will make transitions.

Anticipatory Set:

Initial active engagement, review, development of background, opening, or hook. How will you gain student interest and tap into their prior knowledge?

-

Transitional Statement:

Inclusion of objective(s); offers students focus for the lesson being taught; "Today we..." "In our lesson we will..." etc.

-

New Lesson/Learning Task:

Would include demonstration and guided practice.

-

Summary/Review/Closure:

How will you review what is learned and assess understanding? Remember that students should make connections to the Central Focus - this is not teacher restatement.

-

Assessment:

Post-lesson work, formative assessments throughout.

-

Lesson Analysis:

To be completed after each lesson.

Answer at least ONE question from each of the THREE groups.

Lesson Creation and Teaching

- In what ways(s) was the lesson effective? Why/how?
- What did not go as you planned/expected? Why?
- Did the students meet the objectives? How do you know?

Student Assessment and Next Steps

- Based on the results of this lesson, what are your *next steps*?
- If you were to teach this lesson again to the same group of students, what *changes* would you make to your instructional strategies that would improve student learning? Why?
- How effective were your *assessment tools* in helping you *monitor student progress*? What *modification* would you make to help students better demonstrate their learning?

Reflection

- Analyze your *biggest challenge* during this lesson. What did you learn from it? How will that impact future lessons?
- How did you use *feedback* from the students to make *instructional decisions* while you were teaching the lesson?
- How did the *feedback* you gave your students help address their needs in *relation to the objectives*?
- How does this lesson demonstrate your *growth as a teacher* in relation to one or more of the [WELS Teaching Standards](#)?

SECONDARY STUDENT TEACHING BLOCK PLAN

Student Teacher: _____

School: _____

Week #: _____ 20 _____

Subject: _____

Grade Level: _____ Section: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVES					
MATERIALS					
DIFFERENTIATION					
INSTRUCTIONAL PROCEDURE(S) * Review * Transitional Statement (Aim) * New Lesson * Assignment					
ASSESSMENT					

A-11

This weekly plan is to be completed and submitted to the classroom supervisor by Friday or Saturday prior to its implementation

Directed Observation Journal- Secondary

The Classroom Environment

1. Label seating charts for the different classrooms
2. List non-verbal management cues and decide their effectiveness.
3. List consequences for misconduct.
4. Determine the cooperating teacher's style of classroom management.
5. List concerns about one's own abilities to manage the learning environment in secondary school classrooms.
6. Detect and record the components of a well-constructed lesson.
7. Comment on the types of questioning techniques.
8. Comment on the way in which the Christian perspective is incorporated in both instruction and aspects of management.
9. List instructional strategies utilized to better accommodate students' learning styles.
10. Comment on the availability and use of technology.

The School Environment

1. Select a topic from the Faculty Handbook and comment both on its content and on the rationale for selecting this particular topic on which to write.
2. Select a topic from the Student Handbook and comment both on its content and on the rationale for selecting this particular topic on which to write.
3. Comment on the words, actions, perceived needs, etc. of adolescents.
4. Interview one of the several members of the school's administrative and support staff for the purpose of getting several adult perspectives about students in their school.

Public School 2 Visit
College and Classroom Supervisor Observation Report

Student Teacher:

School:

Grade:

Supervisor:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

Classes Observed:

Personal (Briefly describe how each of the following is evident.)
Professionalism evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers and other adults (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Communication skills:
Enthusiasm (in and out of the classroom-rate as 1-10):
Stamina (emotional & physical):

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Teaching - Preparation (Rate the following on the scale of 1-4 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):		
Knowledge of subjects (content, evidence of thorough preparation):		
Understands and applies principles of child development and differentiation:		
Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Teaching - Presentation (Rate the following on the scale of 1-4 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)		
Variety of techniques:		
Lesson “mirrors” the plan:		
Questioning : Variety of levels is appropriate for content:		
Wait time:		
Distribution of questions to students:		
Students are actively involved in lessons:		
Vocabulary and tone are grade level appropriate and support students’ language development:		
Quality of writing on white/chalkboards and/or interactive boards:		
Use of technology in the classroom for teaching and assessing learning:		

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Management (Rate the following on the scale of 1-4 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Current correcting, grading, recording:		
Organizational skills: (personal, classroom):		
Awareness of student behavior (quick scan):		
Classroom control: States expectations clearly (proactive vs. reactive):		

Consistently enforces expectations:		
Uses appropriate management strategies for the age level:		
Time management and Transitions (time on task vs. off task):		
Management extends beyond classroom (if applicable):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with children continuum (buddy - aloof):		

6-Week Student Teaching Implementation Plan Special Education 6-12 & Transition

wk	edTPA	Resource Rm & CoTeaching	Child Study, Service Plan & Evaluation	Monday	Tuesday	Wednesday	Thursday	Friday	
1	Context for Learning	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					ADD: Progress Monitoring & Skills Screening
2	Task 1 <i>Planning for Instruction & Assessment</i>	ADD: One CT Responsible Resource Rm & CoTeaching	Observe: all opportunities the CT attends & Add parallel participation	ADD: Teach SEB, Adaptive, Functional, Organizational skills. Detailed Planning. Continue: Progress Monitoring & Skills Screening					
3		Continue & ADD: One CT Responsible Resource Rm & CoTeaching		ADD: Teach Math & ELA Skills. Detailed Planning. Continue: Teach SEB, Adaptive, Functional, Organizational skills. Continue: Progress Monitoring & Skills Screening					
4	Task 2 <i>Instructing & Engaging Students in Learning</i>	FULL LOAD		FULL LOAD - All Block Planning					
5	Task 3 <i>Assessing Student Learning</i>	FULL LOAD	FULL LOAD - All Block Planning						
6	Completion of edTPA Portfolio	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.

SPED STUDENT TEACHING BLOCK PLAN

School:		City:		Teacher:	
Week:		Subject:		Grade(s):	
Day Date	Monday	Tuesday	Wednesday	Thursday	Friday
LESSON FOCUS					
OBJECTIVES					
MATERIALS					
DIFFERENTIATION Accommodations Modifications					
INSTRUCTIONAL PROCEDURES					
IEP GOALS PROGRESS MONITORING					
TEACHER REFLECTION					

**Special Education
Student Teaching Data Tracker**

Period - Subject

Student Name	Week	Week	Week	Week	Week	Week	Week
Goal 1 -							
Goal 2 -							
Goal 3 -							

Progress Notes:

Q1

Q2

Q3

Q4

SPED 2-Visit Form
College and Classroom Supervisor Observation Report

Teacher Candidate: _____ **School:** _____ **Grade:** _____
Cooperating Teacher: _____ **College Supervisor:** _____ **Session:** _____
First Visit: _____ **Classes Observed:** _____
Second Visit: _____ **Classes Observed:** _____

Personal (Briefly describe how each of the following is evident.)
Professionalism evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers, other adults, parents (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Communication skills:
Enthusiasm (in and out of the classroom-rate as 1-10):
Stamina (emotional & physical):

Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

Teaching - Preparation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Lesson plans have all parts (objectives, standards, academic language, adaptations, etc.):		
Specialized instruction connecting plan goals & general education classroom is planned:		
Knowledge of subjects (content, evidence of thorough preparation):		
Understands and applies principles of child development, differentiation, and adaptations unique to each student's program:		

Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		

Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

Teaching - Presentation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)		
Variety of techniques:		
Lesson “mirrors” the plan:		
Precise Questioning: Variety of levels is appropriate for content:		
Wait time:		
Distribution of questions to students:		
Students are actively involved in lessons:		
Vocabulary and tone are grade level appropriate and support students’ needs and language development:		
Quality of writing modeled for students:		
Use of assistive technology in the classroom for teaching and assessing learning:		

Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

Management (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Current data grading, correcting, recording, data collection, IEP/ISP deadlines, evaluation deadlines, prepared for meetings:		

Organizational skills: (personal, classroom, instruction, caseload progress monitoring):		
Awareness of student needs (quick scan):		
States classroom expectations clearly (proactive vs. reactive):		
Consistently follows through with expectations specific to the needs of the student:		
Uses appropriate management strategies for the needs of the student:		
Time management and transitions (time on task vs. off task):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with students is a top priority (safety through connection is established and balance between silly & strict, cold & warm):		

