

Special Education Pre-Student Teacher Handbook EDSP 487

**Developed by
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EDSP 487

Pre-Student Teaching in Special Education

INTRODUCTION

The purpose of Pre-Student Teaching is to *introduce* the student to the profession of teaching in a supportive and professional manner. In Pre-Student Teaching the student has the opportunity to experience teaching and the responsibilities that it entails under the direct guidance of the Cooperating Teacher and the University Supervisor. The support and constructive feedback provided the Pre-Student Teacher by these professional mentors are invaluable to this experience. The enthusiasm, interest, and energy of the Pre-Student Teacher make a critical contribution to this process. Pre-Student Teaching is designed to begin the life-long professional development and growth of a teacher -- to this end it is designed to be a proactive process.

Terms

Pre-Student Teacher: A student who is majoring in Special Education at the University of Nevada, Las Vegas and who has completed a minimum of 21 hours of coursework in Special Education including EDU 203, EDSF 441 (ESP 421), EDSP 481 (ESP 456), EDSP 423 (ESP 468), EDSP 462 (ESP 472), EDSP 453 (ESP 477), EDSF 415 (ESP 464), EDRL 471 (ICG 462), EDRL 437 (ICG 455), EDSP 464 (ESP 478), and EPY 303.

In addition, the student is enrolled in EDSP 466 (ESP 487 Group Methods for Students with Disabilities) while pre-student teaching and attends EDSP 488 Pre-student teaching Seminar.

Cooperating Teacher: An instructor in the Clark County School District with a minimum of two to three years experience in Special or General Education.

University Supervisor: An instructor at UNLV with experience in student teaching supervision; this individual monitors, observes and provides feedback to the Pre-Student Teacher.

Coordinator of Pre-Student Teaching: Faculty in the College of Education responsible for overall coordination of Pre-Student Teaching.

Implementation

The student spends twelve (12) weeks in a Special Education classroom at an approved placement and three (3) weeks in a General Education Classroom.

The experience requires a daily two-hour block of time in the classroom over the course of the semester. The two-hour block of time is to be *consistent* (e.g., during the same time period each day). This time block involves quality instruction time for students. It should not overlap with breaks or lunches. If possible, the time should be in the morning. Any tardiness or absences are reported the same day to the University Supervisor and must be made up at the end of the experience.

The student is *not* a paraprofessional, but an individual in the process of professional preparation under the guidance of a recognized professional educator. Because of the importance of quality professional preparation and insurance regulations, the student **cannot** be left unsupervised at any time.

Observation and Evaluation

Observations of the Pre-Student Teacher are made by the Cooperating Teacher and the University Supervisor. It is recommended that the **Cooperating Teacher complete three formal observations prior to the mid-term and three more formal observations prior to the final using the University Field Experience Observation forms.** These forms are designed to provide constructive feedback to the student. **The Cooperating Teacher should also observe the Pre-Student teacher weekly providing feedback using the Weekly Supervised Teaching Report on the weeks formal observations are not being completed.**

The University Supervisor will complete two formal observations prior to mid-term and two formal observations prior to the final. After a formal observation, the University Supervisor meets with the Pre-Student Teacher and the Cooperating Teacher to review the observations and discuss the progress of the Pre-Student Teacher. Copies of the observations are distributed to the student and the Coordinator of Field Experiences. Both the Cooperating Teacher and the University Supervisor will each complete a mid-term and a final evaluation assigning a letter grade that the Pre-Student Teacher has earned.

Midterm and Final Report The midterm and final report are each filled out by the Cooperating Teacher and the University Supervisor. These two assessments are used in determining the final grade for pre-student teaching.

Weekly Progress Report The *Weekly Progress Report* is completed on a weekly basis by the Cooperating Teacher and reviewed by the University Supervisor each visit. This report is shared with the Pre-Student Teacher and evaluates the week-by-week progress of the Pre-Student Teacher. This report is also filled out by the General Education teacher during the General Education Phase of the semester.

Student Teacher's Weekly Progress Summary The *Student Teacher's Weekly Progress Summary* is completed by the Pre-Student Teacher on a weekly basis as a form of self-evaluation. These should be shared with and signed by the Cooperating Teacher and the University Supervisor.

Final Grade The final grade in Pre-Student teaching is determined by the University Supervisor in conjunction with the Cooperating Teacher. The final grade takes into consideration the *Weekly Progress Reports and the Field Experience Observation forms and the midterm and final reports* completed by the Cooperating Teacher and the University Supervisor. Attendance at the pre-student teaching site is considered when the final grade is calculated.

Advancement to Student Teaching. Students must earn a B or higher in EDSP 487, Pre-Student Teaching, EDSP 488 Pre-Student Teaching Seminar and EDSP 466, Group Teaching Methods to be advanced to Student Teaching.

Responsibilities of Cooperating Teacher

1. To be present in the classroom during the time the Pre-Student Teacher is in attendance. Due to insurance regulations, the Pre-Student Teacher is not to be left unsupervised in the classroom.

4. Complete three formal observations prior to the mid-term and three more formal observations prior to the final using the University Field Experience Observation forms.
5. Observe the Pre-Student teacher weekly providing feedback using the Weekly Supervised Teaching Report **on the weeks formal observations are not being completed.**
6. Conduct weekly conferences in which the student teacher's performance is reviewed and evaluated. These meetings are designed to facilitate the professional growth and development of the Pre-Student Teacher.
7. Complete the written, mid-term evaluation. Discuss the evaluation with the Pre-Student teacher and the University supervisor and provide the Pre-Student Teacher with a copy of the evaluation.
8. To include the Pre-Student Teacher in MDT and IEP meetings, if possible.
9. Obtain a General Education placement for the Pre-Student Teacher. This placement occurs during the last three weeks that the Pre-Student Teacher is at the school. The Supervising Teacher should make sure that the General Education teacher knows the responsibilities and role of the Pre-Student Teacher and that the Pre-Student Teacher is not to be left alone in the classroom.
10. **Complete final evaluation.** Have ready for final meeting with University Supervisor.

Requirements and Responsibilities of Pre-Student Teacher

1. Contact host school to arrange an interview with the Principal, Vice Principal, or administrator responsible for pre-student teaching assignments. At that interview, the Pre-Student Teacher will be introduced to the assigned Cooperating Teacher and will be advised of administration expectations.
2. BE PUNCTUAL at all times. Always be in the classroom during the assigned school day hours. Remember any time missed must be made up at the end of the semester.
3. Know the dress code of the host school. Always be appropriately dressed and well-groomed during the semester.
4. Develop a professional attitude in and out of the classroom.
5. Be enthusiastic and display a sense of humor.
6. Practice spontaneity. This enables you to immediately react to different classroom situations.
7. Develop a tone of voice that is controlled and modulated.
8. Practice variation in the pitch of your voice.
9. Make sure that your speech is clear and distinct.
10. Be alert to all classroom activities, (e.g., moods of students, possible behavior problems developing, etc.).

12. Schedule weekly meetings with your Cooperating Teacher OUTSIDE of the assigned classroom hours. Use these meetings for ongoing progress evaluations, procedure clarification, etc.
13. Discuss specific disciplinary procedures and handling of disruptive behavior with the Cooperating Teacher before you assume responsibility for supervising any student.
14. Be open to suggestions from your Cooperating Teacher, University Supervisor, Building Principal, etc. Remember, this is a time to grow and develop professionally.
15. Become familiar with Special Education terminology appropriate to your setting.
16. Develop confidence in your teaching skills/abilities, but remain open minded to other methods/techniques.
17. Be sure all necessary paperwork/requirements are completed on schedule (lesson plans, reports, etc.).
18. Submit weekly reports and lesson plans to your Cooperating Teacher for approval the Thursday before a lesson is to be taught.
19. Begin a Pre-Student Teaching notebook at the beginning of the semester. All assignments are to be kept in this notebook. The notebook is to be organized, with tabs, in the following manner:
 - a. Weekly Reports
 - b. Lesson Plans
 - c. Observation Reports
 - d. IEP Form
 - e. School Policies
 - f. Ideas collected
 - g. Miscellaneous Information
20. School policies and procedures are to be collected and included in the notebook.
21. Weekly Reports must be signed on time by the Cooperating Teacher. These are included in the notebook.
22. Lesson plans must be approved and initialed by the Cooperating Teacher the Thursday before they are to be implemented. All lesson plans must follow the lesson plan format handed out in EDSP 487. A copy of the lesson plan is included in this handbook. These must be included in the notebook.
23. Keep a list of all school related functions in which you participate and include them in your notebook.
24. Pre-Student teachers must videotape or audio tape themselves teaching at least two 15 minute lessons. After taping the lesson, the student teacher will evaluate his or her teaching by viewing the tape and completing the Self-Evaluation Form. These tapes will be brought to the Pre-Student Teaching Seminar on a specific date mutually agreed upon by the pre-student teacher, cooperating teacher, and university supervisor. Prior to videotaping, the pre-student teacher must first acquire permission from the school principal. If the principal approves the videotaping, then written parent permission must be obtained (See sample permission form in Appendix C). If parent permission is not obtained for a particular student, he or she may not participate in the taped lesson.
25. Include the *Weekly Progress Report* in your notebook.
26. Complete the *Pre-Student Teacher's Weekly Summary* form on a weekly basis. These forms must be signed

27. Include copies of all evaluation forms (e.g., Field Experience Observation Form and Weekly Supervised Teaching Report in your notebook.
28. Respect and maintain the confidentiality of any student information or data (e.g., no discussion of a student in the teacher's lounge, maintain the anonymity of the student in any papers or class discussions, etc.
29. Attend scheduled EDSP 488 seminars.

Responsibilities of University Supervisor

1. Please remember that you represent UNLV and your positive participation as a supervisor enables us to continue making placements in CCSD.
2. Get to know the cooperating teacher and Pre-Student teacher. As soon as possible, make contact with the cooperating teacher.
3. Provide a phone number or email that may be used if they need to reach you
4. At the initial meeting, **discuss the expectations** for the cooperating teacher and for the Pre-Student teacher:
 - a. Establish a timeline for when items are due
 - b. Explain that Pre-Student teachers must write daily lesson plans and do their reflective summaries
 - c. Establish a time for your first observation.
5. Observe Pre-Student Teacher a minimum of 5 times throughout the semester. Complete two formal observations prior to mid-term and two formal observations prior to the final.
6. Meet with Cooperating Teacher on a regular basis with the Pre-Student teacher to provide constructive feedback and to discuss the professional progress of the Pre-Student Teacher.
7. Provide copies of all evaluations to the Pre-Student Teacher and the Coordinator of Field Experiences
8. Communicate with the Coordinator of Field Experiences on a regular basis to discuss the professional progress of the Pre-Student Teacher.
9. Complete mid-term and final evaluations for Pre-Student Teacher.

**GOALS AND OBJECTIVES:
SPECIAL EDUCATION PHASE**

Weekly Goals and Objectives: Special Education Phase

Week One

The Student Will:

Be introduced to and become acquainted with the school faculty and staff.

Begin to establish rapport with pupils.

Collect and become familiar with school policies, procedures, budgets, scheduling, parent handbooks requirements for graduation, district IEP forms, etc.

Become familiar with classroom materials (e.g., tests, textbooks, workbooks, worksheets, teaching manuals teacher designed materials etc.).

Observe the teaching techniques/methods of the Supervising Teacher.

Become familiar with classroom rules, consequences and rewards. Look for informal behavior management strategies (e.g., certain look, a hand on shoulder, etc.).

Assist in correcting papers.

Begin Pre-Student Teaching notebook by collecting materials from the checklist.

Week Two

The Student Will:

Continue implementing goals and objectives for Week One.

Know pupils by name.

Assist pupils with independent seat-work.

Become familiar with procedures required for the preparation and writing of lesson plans. See form included in appendices.

When giving directions make them clear and concise. Speak professionally when addressing pupils and faculty.

University Supervisor signs off on Weeks One and Two.

Week Three

The Student Will:

Continue implementing established goals and objectives identified from the first two weeks.

Supervised Lesson 1: Supervise and be responsible for one group lesson using the Cooperating Teacher's plans and materials. Make sure that the rules/social behaviors for the group adhere to, or compliment the rules established by the Cooperating Teacher.

Week Four

The Student Will:

Continue to implement established goals and objectives of the classroom.

Supervised Lessons 2, 3, 4: Using the Cooperating Teacher's plans and materials, supervise and be responsible for three group lessons.

Become familiar with procedures for the preparation and writing of IEPs.

University Supervisor signs off on Weeks Three and Four.

Week Five

The Student Will:

Lesson Plans 1, 2, 3: For lessons 1, 2, and 3, the student writes his/her own lesson plans. The student prepares three daily lesson plans for a group of students and provides materials necessary for their implementation. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue looking at IEPs and questioning the Cooperating Teacher as to the procedures for the preparation and writing of IEPs.

Week Six

The Student Will:

Lesson Plans 4, 5, 6: For lessons 4, 5, and 6, the student writes his/her own lesson plans. The student prepares three daily lesson plans for a group of students and provides materials necessary for their implementation. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Midterm evaluation due from Cooperating Teacher and University Supervisor.

University Supervisor signs off on Weeks Five and Six.

Week Seven

The Student Will:

Lesson Plans 7, 8, 9: For lessons 7, 8, and 9, the student writes his/her own lesson plans. The student prepares three daily lesson plans for a group of students and provides materials necessary for their implementation. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Week Eight

The Student Will:

Lesson Plans 10, 11, 12, 13, 14: The student plans and writes his/her own lesson plan for one of the two periods s/he is in the classroom. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue to assist with independent seat-work, correcting papers, and other classroom duties assigned by the Cooperating Teacher.

University Supervisor signs off on Weeks Seven and Eight.

Week Nine

The Student Will:

Lesson Plans 15, 16, 17, 18, 19: The student plans and writes his/her own lesson plan for one of the two periods s/he is in the classroom. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue with independent seat work and other duties assigned by the Cooperating Teacher.

With the help of the Cooperating Teacher, identify and meet the General Education Teacher for the General Education Phase.

Week Ten

The Student Will:

Lesson Plans 20, 21, 22, 23, 24: The student plans and writes his/her own lesson plan for the two periods s/he is in the classroom. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue with other assigned classroom responsibilities.

University Supervisor signs off on Weeks Nine and Ten.

Week Eleven

The Student Will:

Lesson Plans 25, 26, 27, 28, 29: The student plans and writes his/her own lesson plan for the two periods s/he is in the classroom. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue with assigned classroom responsibilities

Week Twelve

The Student Will:

Lesson Plans 30, 31, 32, 33, 34: The student plans and writes his/her own lesson plan for the two periods s/he is in the classroom. The lesson plans and materials must be approved by the Cooperating Teacher the Thursday before they are to be implemented. The lesson plan format included in this handbook is to be used. The lesson should last for an entire period.

Continue with assigned classroom responsibilities.

Final Evaluation of Special Education phase will be completed by the Pre-Student Teacher and the Cooperating Teacher.

University Supervisor signs off on Weeks Eleven and Twelve.

**GOALS AND OBJECTIVES:
GENERAL EDUCATION PHASE**

EDSP 487

Weekly Goals and Objectives: General Education Phase

Week One

The Student Will:

Establish rapport with the classroom teacher and pupils.

View and familiarize him/herself with classroom management, materials, arrangement, etc.

Observe the teaching techniques/methods of the Cooperating Teacher.

Become familiar with procedures required for the preparation and writing of lesson plans in the General Education classroom.

Assist in classroom responsibilities (e.g., checking papers, helping with independent seat work, learning names of students, etc.).

Week Two

The Student Will:

Continue implementing goals and objectives designated for Week One.

Supervised Lessons 1, 2, 3: Using the Cooperating Teacher's plans and materials, supervise and be responsible for three group lessons. These should last for an entire period.

Week Three

The Student Will:

Continue implementing the goals and objectives designated for Week One.

Lesson Plans 1, 2, 3: For lessons 1, 2, and 3, the student writes his/her own lesson plans. The student prepares three daily lesson plans for a group of students and provides materials necessary for their implementation. The lesson plans and materials must be approved by the General Education Cooperating Teacher the Friday before they are to be implemented. The lesson should last for an entire period.

Evaluation of General Education phase due from teacher and student.

University Supervisor will sign off on Weeks One, Two, and Three.

The Pre-Student Teaching notebook is due this week. It is to be turned in at the last Pre-Student Teaching Seminar.

APPENDIX A
Weekly Supervised Teaching Report

College of Education
Department of Special
Education

Weekly Supervised Teaching Report

UNLV Student	Observer	Date	Time
Supervising/Cooperating Teacher	School	Subject	Observation/Conference (Circle Type)

Brief description of student's performance (e.g. planning, classroom management, instructional techniques, pupil skill development, etc.):

Comments:

Keepers:

Things to Think About/Suggestions:

Observer's Signature

Student's Signature

APPENDIX B
Field Experience Observation Form

Date: _____

**College of Education
Field Experience Performance Evaluation**

<input type="checkbox"/> Practicum I	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> Special Education <input type="checkbox"/> Sports Education Leadership
<input type="checkbox"/> Practicum II/ <input type="checkbox"/> Pre-Student Teaching	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> Special Education <input type="checkbox"/> Early Childhood <input type="checkbox"/> Sports Education Leadership
<input type="checkbox"/> Student Teaching	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> Special Education <input type="checkbox"/> Early Childhood <input type="checkbox"/> Sports Education Leadership

Student: _____ Cooperating Teacher: _____

School: _____

Grade: _____ Room#: _____

UNLV Supervisor: _____ Semester: _____ Observatio# _____

Subject: _____ Lesson Topic: _____

Check all that apply: Integrated Lesson: _____ Midterm Grade: _____ Final Grade: _____

Planning and Preparation

UNLV Rating

Comments and

Recommendations

Goals/Objectives Written	
Based on Prior Knowledge	
Materials/Equipment	
Differentiated Instruction	
Procedures and Activities	
Assessment Component	

Learning Environment

Classroom Expectations	
Efficient Activities and Routines	
Classroom Management/Monitors Student Behavior	
Builds Positive Self Concept	
Proactive Discipline	
Interactions with Students	
Cultural Diversity	

Instruction

Introduces Lesson and States Objectives	
Content Knowledge	
Directions and Explanations	
Procedures and Activities	
Use of Materials/Equipment	
Student Involvement	
Effective Pacing	
Smooth Transitions	
Ongoing Assessment	
Accommodates Individual Needs	
Evaluation of Lesson	

Professional Dispositions

Professional Appearance	
Punctuality/Attendance	
Self-Initiative/Independence	
Reliability/Dependability	
Collegiality	
Receptive to Feedback	
Ability to Reflect on Performance	
Interpersonal Skills	

Tact/Judgment	
Written Expression	
Oral Expression	

Evaluator signature
name

Rating Scale: 3

2

1

NE

UNLV

Target

Acceptable

Unacceptable

Not Evident

Print name

Student signature

CCSD Confidential

=

3

=

2

=

1

=

NA

Print

APPENDIX C

Lesson Plan Format

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Lesson Components	Description
Identification of the Class Population of Students, Grade, Number of Students)	Population of Students: Grade: Number of Students:
Nevada State Standards/CCSD Power Standards Write out <i>relevant parts</i> of the standard applicable to your lesson.) IEP Goal(s)	Resources: Nevada State Standards: http://www.doe.nv.gov/standards.html Elementary Power Standards: http://schools.ccsd.net/beatty/tabs/standardsPower.htm
Rationale for Instruction Topic—what is the specific concept skill you are teaching today?; Rationale—why are you teaching this and how does it connect to what you taught before and will teach in the future?)	Topic: Rationale:
Daily Objectives State in operational, measurable terms; objectives should be directly linked to evaluation procedures; If you are working with a small group or one- on-one, individual goals may be appropriate; 1-3 goals per lesson). Write 4-part objectives: (1) who, (2) will do what/the behavior, (3) under what conditions, and (4) to what degree or criterion.	Number each objective. In the <i>Evaluation</i> section, clearly define how you will performance of the corresponding objective. <i>Example: 1. Given 10 single digit addition problems, the students will correctly solve 90% accuracy. (See the next section for corresponding evaluation.)</i>

<p>Evaluation/Monitoring description of how you will evaluate student achievement of lesson objectives; Attach any quizzes, questions used for assessment, or worksheets; “Observation”—needs to include a checklist of specific behaviors observed.)</p>	<p>For each numbered objective, create a corresponding plan for evaluation. <i>Example: 1. During independent work, students will be given a 10-problem worksheet (lesson plan). Worksheets will be graded to check for 90% accuracy.</i></p>	
<p>Instructional Sequence The Instructional Sequence should pass the “substitute teacher test.” That is, anyone could be able to pick up this lesson and teach it. Examples of exact language should be included.)</p> <p>Hierarchical Instructional Sequence Advance Organizer/Anticipatory Set Demonstration/Modeling Guided Practice Independent Practice Closure</p> <p>Embedded Instructional Questions a minimum of 3 points within your lesson, provide thinking questions or opportunities for problem solving. Prior to prompting these questions, be sure to have built sufficient prior knowledge or skill that will allow students the opportunity to <i>apply</i> the new knowledge or skill. Clearly highlight these questions within your lesson (bold font or yellow highlighter).</p>	<p>Teacher Does (Identify all of the things the teacher will do or say during the lesson)</p>	<p>Students Do (Identify the activities, and responses of students)</p>

Instructional Sequence continued The instructional sequence may take 3-5 pages to write out)	Teacher Does (Identify all of the things the teacher will do or say during the lesson)	Student (Identify the activities, & responses of)

<p>Assistive Technology identify specific technology that will be used in the lesson. Technology can include the use of UDL technologies that support the learning of all students or technology used by one or a few students)</p>	
<p>Materials/Equipment/Preparation st materials, attach any worksheets or assessment rms)</p>	
<p>Working with Families identify the way(s) in which you will make connections with families through this lesson. For example, are you working on a specific IEP skills that can be communicated to families, is there homework assistance or checklist that can go home to support the learning, or is there information about student progress such as CBM data that can be documented for family information.)</p>	
<p>Diversity identify specific ways that you have addressed the diversity of your students within this lesson. For example, have you provided culturally relevant materials or examples, have you taken into account diversity of background knowledge in the development of questions, or provided opportunities for student voice.)</p>	

<div>Self-evaluation</div> <div> <p>Identify and describe instructional modifications or adaptations made to address student differences (evidence-based practices, lesson planning, selected content or materials, grouping, alternative modes for participation or evaluation, model of instruction, specific strategy for instruction, etc.)</p> <p>Identify effective instructional design principles employed (e.g., design considerations such as connecting to student background, explicit strategies, generic strategy for instruction, pacing, scaffolding of background knowledge or reaching/strengthening skills)</p> </div>	
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APPENDIX D
Weekly Progress Report: Special Education Phase

Weekly Progress Report

EDSP 487: PRE-STUDENT TEACHING IN SPECIAL EDUCATION SPECIAL EDUCATION PHASE

Pre-Student Teacher _____ Cooperating Teacher _____

School _____ Starting Date _____

Days/Hours _____ Evaluation Rating _____

3 - Excellent
2 - Satisfactory
1 - Additional experience suggested at this time
NA - Not applicable

WEEK 1: OBSERVATION/FAMILIARIZATION

Observe teacher (methodologies, planning, etc.)

Introduction to faculty/staff

*Collect school policies, procedures

Interact with students appropriately

Observe pupils' level of performance

Assist teacher as directed

Shows enthusiasm, warmth, interest

Becomes familiar with classroom rules

Absences _____

Other

comments _____

Cooperating
Teacher

UNLV
Supervisor

WEEK 2: INITIATIVE PHASE

Continue week one objectives

Knows pupils by name

Assists teacher in preparation, correcting, etc.

Able to identify general pupil strengths/weaknesses

Communicates in clear, appropriate manner

Begins to take initiative (group work, offering assistance)

Absences _____

Other

comments _____

WEEK 3: SMALL GROUP DAILY LESSON

Cooperating
Teacher

UNLV
Supervisor

Continues objectives from previous weeks		
Student responsible for one group lesson (using teacher's plans)		
Sets/maintains both academic and behavioral expectations for pupils while in groups		
Effectiveness of group lesson		
Presentation of group lesson		
Student seeks suggestions, constructive feedback on lesson		
Absences _____ Other comments _____		

WEEK 4: STUDENT PLANS FOR THREE SMALL GROUP LESSONS

Continues objectives from previous week		
Student responsible for 3 group lessons (using teacher's plans)		
Sets/maintains academic and behavioral goals for group		
Effectiveness of group lessons		
Presentation of group lessons		
Student demonstrates regard for self-image of pupils at all times		
Student seeks suggestions, constructive feedback on lesson		
Absences _____ Other comments _____		

WEEK 5: STUDENT PLANS FOR THREE GROUP ACTIVITIES

Lesson plans approved by master teacher Friday prior to implementation		
Group lesson appropriate, effective		
Materials are appropriate, effective		
Lesson plans include appropriate objectives, methods, materials and evaluations		
Student has appropriate "back up" materials available		
Collect form for IEP		
Student seeks suggestions, constructive feedback from teacher on lesson		
Absences _____ Other comments _____		

WEEK 6: STUDENT PLANS FOR THREE GROUP ACTIVITIES

Lesson plans approved in advance		
Group lesson appropriate, effective		

Materials are appropriate, effective
 Lesson plans complete
 Student has appropriate “back up” materials available
 Student continues to consider pupils’ self-image
 Student seeks constructive feedback from teacher
 Absences _____ Other _____
 _____ comments _____

WEEK 7: STUDENT PLANS FOR THREE GROUP ACTIVITIES

Lesson plans approved in advance
 Group lesson appropriate, effective
 Materials are appropriate, effective
 Lesson plans complete
 Student has “back up” materials
 Student considers pupils’ self-image
 Student seeks constructive feedback from teacher
 Collect form for IEP
 Absences _____ Other _____
 _____ comments _____

Cooperating
Teacher

UNLV
Supervisor

WEEK 8: STUDENT IN CHARGE FOR ONE PERIOD PER DAY

Using his/her own plans, materials, student assumes
 responsibility for class for one hour daily
 Student displays confidence, flexibility, capability
 Lesson plans approved in advance for the week
 Lessons appropriate, effective
 Materials appropriate, effective
 Student has appropriate “back up” materials available
 Student sets/maintains appropriate behaviors for student
 Student considers pupils’ self image
 Student encourages, reinforces whenever appropriate
 Student continues to assist teacher as directed
 Student seeks constructive feedback from teacher
 Absences _____ Other _____
 _____ comments _____

WEEK 9: STUDENT IN CHARGE FOR ONE PERIOD PER DAY

Student assumes responsibility of class for one hour
 Displays confidence, flexibility, capability
 Lesson plans approved in advance for the week

Lessons appropriate, effective
 Materials appropriate, effective
 Student has appropriate “back up” materials available
 Student demonstrates classroom management skills
 Student uses appropriate reinforcement, encouragement
 Student considers pupils’ self image

Absences _____ Other
 _____ comments _____

WEEK 10: STUDENT IN CHARGE FOR TWO PERIODS PER DAY

Student assumes responsibility of class for two hours
 Displays confidence, flexibility, capability
 Lesson plans approved in advance
 Lessons/materials appropriate, effective
 Student has “back up” materials
 Student demonstrates classroom management skills
 Student uses appropriate reinforcement, encouragement
 Student shows regard for their pupils’ self image
 Student seeks feedback from teacher

Absences _____ Other
 _____ comments _____

Cooperating
Teacher

UNLV
Supervisor

WEEK 11: STUDENT IN CHARGE FOR TWO PERIODS PER DAY

Student plans, prepares, takes over class for two hours
 Complete lesson plans approved in advance
 Displays confidence, flexibility, capability
 Lessons/materials appropriate, effective
 Student has “back up” materials
 Student demonstrates classroom management skills
 Student uses appropriate reinforcement, encouragement
 Student considers pupils’ self image
 Student seeks feedback from teacher
 Student displays enthusiasm and warmth

Absences _____ Other
 _____ comments _____

WEEK 12: STUDENT IN CHARGE FOR TWO PERIODS PER DAY

NOTEBOOK DUE

Student plans, prepares, takes over class for two hours
 Complete lesson plans approved in advance

Displays confidence, flexibility, capability
 Lessons/materials appropriate, effective
 Student has “back up” materials
 Student demonstrates classroom management skills
 Student uses appropriate reinforcement, encouragement
 Student considers pupils’ self image
 Student seeks feedback from teacher
 Student displays enthusiasm and warmth
 Student demonstrates ability to evaluate pupil progress to date

Absences _____ Other
 comments _____

Please note any absences or lost time and reason _____

Comments _____

Cooperating Teacher’s Signature _____ Date _____

APPENDIX E
Weekly Progress Report: General Education Phase

Weekly Progress Report

**EDSP 487: PRE-STUDENT TEACHING IN SPECIAL EDUCATION
GENERAL EDUCATION PHASE**

Pre-Student Teacher _____ Cooperating Teacher _____

School _____ Starting Date _____

Days/Hours _____ Evaluation Rating _____

- 3 - Excellent
 2 - Satisfactory
 1 - Additional experience suggested at this time
 NA - Not applicable

WEEK 1: OBSERVATION/FAMILIARIZATION

Observe classroom routine, procedures, etc.
 Establish rapport with cooperating teacher, aide
 Establish rapport with students
 Observe classroom management techniques
 Observe teaching techniques used
 Become familiar with lesson plan preparation
 Assist supervising teacher as directed
 Displays enthusiasm, warmth, interest

Cooperating Teacher	UNLV Supervisor

WEEK 2: GROUP ACTIVITY

Continue week one objectives
 Knows pupils by name
 Assists supervising teacher in preparation, correcting, etc.
 Communicates in clear, appropriate manner
 Takes initiative
 Implements effective behavior management techniques
 Demonstrates regard for pupils' self-image
 Displays enthusiasm, warmth, interest
 Implements 3 group activities (supervising teacher's plans)
 Lesson plans approved (for next week)
 Seeks constructive feedback from cooperating teacher
 Sets/maintains academic and behavioral expectations

WEEK 3: ORIGINAL LESSONS

Continues objectives from previous weeks
 Implements 3 group activities following own lesson plans
 Sets/maintains both behavioral expectations
 Demonstrates regard for pupils' self-image
 Encourages, reinforces pupils whenever appropriate

Student seeks feedback from cooperating teacher

--	--

Please note any absences or lost time and reason _____

Comments _____

Cooperating Teacher's Signature _____ Date _____

APPENDIX F
Pre-Student Teacher's Weekly Progress Summary

PRE-STUDENT TEACHER'S WEEKLY PROGRESS SUMMARY

Department of Special Education
College of Education
University of Nevada, Las Vegas
Las Vegas, Nevada 89154-3014
895-3205

Pre-Student Teacher _____ Date _____ Week # _____

Supervising Teacher _____ School _____

1. General, overall description of past week's participation in instruction and responsibilities summary of
2. Extra-class duties (bus duty, school functions, clubs, etc.) Professional meetings attended (include any in-services)
3. Observation(s) made by pre-student teacher regarding students, teaching, or cooperating teacher methods.
4. Problems or challenges encountered with behavior management
5. Problems or challenges encountered with academics

6. Accommodations/Modifications or strategies used

7. Evaluation of the week from your perspective

8. Conference with Cooperating Teacher (3 goals or issues agreed upon to work on during the next week)

1)

2)

3)

9. Check if applicable

_____ lesson plans approved for following week

_____ assignments up to date

_____ absences

_____ observed by

Principal _____ Supervisor _____ Advisor _____ Other _____

Signature of Student Teacher _____

Signature of Cooperating Teacher _____

Signature of University Supervisor _____

APPENDIX G
Pre-Student Teacher Self-Evaluation Form

Self-Evaluation of Videotaped Lesson

Lesson Content _____

Date of Lesson _____

Things I liked about the lesson:

1. _____
2. _____
3. _____

Things I might change in a similar future situation:

1. _____
2. _____
3. _____

Effective teacher behaviors to increase

1. _____
2. _____
3. _____

Ineffective teacher behaviors to decrease

1. _____
2. _____
3. _____

Effective teacher behaviors to maintain

1. _____
2. _____
3. _____

What did you learn from this experience?

Date _____ 199 _____

Dear Parent or Guardian,

In a continuous effort to improve my teaching skills, I would like to videotape myself teaching a lesson in your child's classroom. This is one of the requirements for my student teaching experience provided parent permission is obtained. Although the focus of the tape will be on my teaching behaviors, pupils in the class will unavoidably be shown on the tape. For this reason, we are asking your consent to film your child as s/he interacts with me during the lesson being taught.

The video taping will be conducted under the supervision of (cooperating teacher's name). The disruption to normal classroom instruction will be minimal. The classroom activities will progress as scheduled. The filming will require a maximum of one to two hours.

The taped lesson will give me an opportunity to view myself teaching and will help me identify ways that I can improve my skills. UNLV Department of Special Education faculty may also view the tape and show it to other teacher trainees for the purpose of illustrating effective teaching strategies. If you have any questions about any aspect of this activity, please call me at _ or _____ the Cooperating Teacher.

Sincerely,

(your name)
Student Teacher

_____ Yes, I give permission to videotape my child.

_____ No, I do not give permission to videotape my child.

Parent Signature