CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

Special Education
Master Teacher Guide

Contact Information

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Master Teacher Guidelines

1. Familiarize the Teacher Candidate with the school campus, faculty, staff, resource personnel, principal, vice principal, special education staff, paraeducator, related service personnel, administrative assistants, custodians, nurse, bus driver, etcs.
2. Share materials and forms that the Teacher Candidate may be required to use (e.g., Student Study Team meetings, documentation forms, IEP forms, district guidelines, and forms for reporting and responding to dangerous student behavior, and suspected cases of child abuse, neglect, goals and objectives.) Please remind the Teacher Candidate that all student information is confidential.
3. Provide the Teacher Candidate with daily, weekly, and annual schedules (e.g., school bell schedule, holidays, events, individual student schedules including related services).
4. Provide the school and district policies regarding Teacher Candidates (e.g., policy on substitute teaching, responding to illness and injury on the school site).
5. Discuss the protocol for reporting and resolving student, parent, and colleague's issues and concerns.
6. Share the emergency plans for earthquakes, lock downs, and fire drills.
7. Familiarize the Teacher Candidate with the behavior support system of the school and within your individual classroom.
8. Share expectations and processes for unit and lesson planning, data collection, and IEP writing.
9. Encourage the Teacher Candidate to use a variety of teaching and assessment strategies and apply best practices from University coursework.
10. Schedule formal and informal observations with the Teacher Candidate. Debrief with the Teacher Candidate honest observational feedback.
11. If a concern arises, please inform the University Supervisor immediately.
12. Arrange for the final summative interview at the conclusion of the student teaching placement with the Teacher Candidate and the University Supervisor. Communicate with the University Supervisor before the meeting so that a draft of the final summary and TPE assessment may be prepared for signatures.
13. When the Teacher Candidate completes student teaching, submit the completed and signed paperwork to the University Supervisor.

Master Teacher Observations

Required Number of Observations

Please coordinate with the University Supervisor to complement and support the Teacher Candidate throughout their placement. During the Teacher Candidate's semester placement, the Master Teacher is required to conduct at least **SIX** formal observations and a Summary Interview. These observations can focus on various content areas, including (but not limited to):

1. Lesson Delivery
2. Participation (to some degree) a formal assessment of a student
3. Data collection for a Behavior Intervention Plan
4. IEP observation.

All forms can be found in the appendices. If you have any questions or concerns, please contact the Student Teaching Placement Coordinator or the University Supervisor.

Preliminary Education Specialist
Documentation of Assessment Administration and Formal Report

Teacher Candidate:_____ **Date:**_____

School Site:_____**Setting:**_____
Supervisor:_____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment

2. _____ Provides an ecological assessment of the student

3. _____Demonstrates knowledge of assessment administration (formal and informal)

4. _____Chooses assessments that are appropriate based upon student's present level of performance

5. _____ English Language needs are considered

6. _____Demonstrates knowledge of basal and ceiling

7. _____Interprets the standard scores appropriately

8. _____ Report identifies strengths and areas of relative weaknesses

9. _____ Present Levels of Performance are clear and concise

10. _____Goals and Objectives are based on formal assessments and are aligned to the state standards

11. _____ Appropriate accommodations and modifications are identified

12. _____Continuum of Services reviewed and considered

Comments:

Teacher Candidate Signature:_____ **Date:**_____

University Supervisor/Cooperating Signature:_____ **Date:**_____

Date/Time of Next Observation:_____

Preliminary Education Specialist
Documentation of Behavior Intervention Process

Teacher Candidate:_____ Date:_____

School Site:_____Setting:_____
Supervisor:_____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern

2. _____ Provides a rationale for developing a BIP

3. _____ Provides present levels of performance

4. _____ Setting events/antecedents are described

5. _____ Targeted behavior is described and operationally defined.

6. _____ Consequences Identified and described

7. _____ Hypothesized and function of behavior is described

8. _____ Intervention/Prevention Strategies identified

9. _____ Functionally Equivalent Replacement Behavior (FERB) identified

10. _____ Describes progress monitoring process

11. _____ Describes follow-up procedures and timeline for reporting

Comments:

Supervisor Observations and Remarks:

Teacher Candidate Signature:_____ Date:_____

University Supervisor/Cooperating Signature:_____ Date:_____

Date/Time of Next Observation:_____

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Education Specialist
Student Teaching Lesson Planning and Delivery Observation Form

_____ TPE 1 Instruction of Students   _____ TPE 5 Student Engagement   _____ TPE 9 Instructional Planning

_____ TPE 2 Monitoring Instruction   _____ TPE 6 Appropriate Teaching   _____ TPE 10 Time Management

_____ TPE 3 Assessments   _____ TPE 7 Differentiation ELL   _____ TPE 11 Social Environment

_____ TPE 4 Content Accessible   _____ TPE 8 Learning about Students   _____ TPE 12 Prof, Legal, Ethical Oblig.

_____ TPE 13 Prof. Growth

Comments

Next Steps:

University Supervisor:_____Date:_____

Master Teacher:_____Date:_____

Teacher Candidate:_____Date:_____

Special Education Student Teaching Final Summary

Teacher Candidate:_____ Semester:_____ Date:_____

School:_____ District:_____ Grade Level(s):_____

Please include the following areas to support your recommendation:
a) A brief description of the school and classroom setting
b) Performance and growth during student teaching
c) Areas of special competence
d) Additional comments

University Supervisor:_____ Signature:_____

Master Teacher:_____ Signature:_____

Teacher Candidate:_____ Signature:_____

Education Specialist Final E-Portfolio Assessment (Mild/Moderate)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
  - Lesson Plans
  - Behavior Intervention Plans (names redacted)
  - Assessment Reports
  - Visual Schedules
  - Individualized Education Plan (goals and objectives)
  - Pictures of Student Work
  - Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Master Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Master Teacher and University Supervisor to Taskstream.

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

Education Specialist Mild/Moderate TPE Assessment-Formative (Mid-Semester) Feedback

Teacher Candidate:_____Semester:_____Date:_____ _____

Master Teacher:_____School Site:_____District:_____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.
To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.
- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: **Specific Pedagogical Skills for Subject Matter Instruction** **The candidate:** • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP					
TPE 2 **Monitoring Student Learning During Instruction** **The candidate:**					

• Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards • Paces instruction and re-teaches content based on evidence gathered using assessment strategies					
TPE 3 **Interpretation and Use of Assessments** **The candidate:** • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction					
TPE 4 **Making Content Accessible** **The candidate:** • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures					
TPE 5 **Student Engagement** **The candidate:** • Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners					
TPE 6 **Developmentally Appropriate Teaching Practices** **The candidate:** • Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education					
TPE 7 **Teaching English Learners** **The candidate:** • Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion,					

contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities					
TPE 8 **Learning About Students** **The candidate:** • Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement • Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations					
TPE 9 **Instructional Planning** **The candidate:** • Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs • Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals					
TPE 10 **Instructional Time** **The candidate:** • Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional					

TPE 11 **Social Environment** **The candidate:** • Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students • Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes					
TPE 12 **Professional, Legal and Ethical Obligations** **The candidate:** • Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement • Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment • Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel • Models ethical behavior and honors laws relating to professional misconduct					
TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

Education Specialist Mild/Moderate-Summative (Final) TPE Assessment

Teacher Candidate:_____Semester:_____Date:_____

Master Teacher:_____School Site:_____District:_____ ___

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.
To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: **Specific Pedagogical Skills for Subject Matter Instruction** **The candidate:** • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP					
TPE 2 **Monitoring Student Learning During Instruction** **The candidate:**					

• Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards • Paces instruction and re-teaches content based on evidence gathered using assessment strategies					
TPE 3 **Interpretation and Use of Assessments** **The candidate:** • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction					
TPE 4 **Making Content Accessible** **The candidate:** • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures					
TPE 5 **Student Engagement** **The candidate:** • Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners					
TPE 6 **Developmentally Appropriate Teaching Practices** **The candidate:** • Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education					
TPE 7					

Teaching English Learners **The candidate:** • Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities					
TPE 8 **Learning About Students** **The candidate:** • Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement • Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations					
TPE 9 **Instructional Planning** **The candidate:** • Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs • Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals					
TPE 10 **Instructional Time** **The candidate:** • Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional					

TPE 11 **Social Environment** **The candidate:** • Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students • Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes					
TPE 12 **Professional, Legal and Ethical Obligations** **The candidate:** • Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement • Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment • Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel • Models ethical behavior and honors laws relating to professional misconduct					
TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

Education Specialist Final E-Portfolio Assessment (Moderate/Severe)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
  - Lesson Plans
  - Behavior Intervention Plans (names redacted)
  - Assessment Reports
  - Visual Schedules
  - Individualized Education Plan (goals and objectives)
  - Pictures of Student Work
  - Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Master Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Master Teacher and University Supervisor to Taskstream.

Education Specialist Moderate/Severe TPE Assessment-Formative (Mid-Semester) Feedback

Teacher Candidate:_____Semester:_____Date:_____ _____

Master Teacher:_____School Site:_____District:_____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
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- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: **Specific Pedagogical Skills for** **Subject Matter Instruction** **The candidate:** • Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. • Effectively trains, oversees, and uses paraeducators and other related service providers to help students achieve their goals.					
TPE 2 **Monitoring Student Learning During Instruction** **The candidate:**					

• Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards • Paces instruction and re-teaches content based on evidence gathered using assessment strategies					
TPE 3 **Interpretation and Use of Assessments** **The candidate:** • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction					
TPE 4 **Making Content Accessible** **The candidate:** • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures					
TPE 5 **Student Engagement** **The candidate:** • Facilitates student communication abilities and increases and extends a variety of social interactions in order to achieve meaningful social relationships across settings					
TPE 6 **Developmentally Appropriate Teaching Practices**					

The candidate: • Develops and implements instructional and behavior support plans and accommodations that promote positive behavior and social skills for building constructive relationships among all students to increase learner competence.					
TPE 7 **Teaching English Learners** **The candidate:** • Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities					
TPE 8 **Learning About Students** **The candidate:** • Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement • Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations					
TPE 9 **Instructional Planning** **The candidate:** • Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs					

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TPE 10 **Instructional Time** **The candidate:** • Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional					
TPE 11 **Social Environment** **The candidate:** • Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students • Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes					
TPE 12 **Professional, Legal and Ethical Obligations** **The candidate:** • Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement • Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment • Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel • Models ethical behavior and honors laws relating to professional misconduct					

TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

Education Specialist Moderate/Severe TPE Assessment-Summative (Final) Feedback

Teacher Candidate:_____**Semester:**_____**Date:**_____

Master Teacher:_____**School Site:**_____**District:**_____ ___

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TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):   **Semester:**

School Site: **District**   **University Supervisor:**

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.	

Week	**Teacher Candidate Directions:** Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
	Activities: **# Hours:**

Signature of US :	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **#Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **#Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**
Activities: **# Hours:** **Signature of US :**	**Date:**	**Signature of SP**	**Date**

Preliminary Education Specialist Weekly Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Master Teacher (MT), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and MT weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):   **Semester:**

School Site: **District**   **University Supervisor:**

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the Master Teacher.	

Week #	**Teacher Candidate Directions:** Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
	Activities: **# Hours:** Signature of US : Date: Signature of MT Date
	Activities: **# Hours:** Signature of US : Date: Signature of MT Date
	Activities: **# Hours:** Signature of US : Date: Signature of MT Date
	Activities: **# Hours:** Signature of US : Date: Signature of MT Date
	Activities: **# Hours:** Signature of US : Date: Signature of MT Date
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Special Education
University Supervisor Guide

Contact Information

Special Education Program Coordinator: Trisha Sugita, Ph.D.
nishimur@chapman.edu

Admissions Specialist: Laura Burns
laburns@chapman.edu

Credential Analyst: Maria Lynch
mmlynch@chapman.edu

Fieldwork Administrator: Robin Blauvelt
blauvelt@chapman.edu

Support Staff: Zac Nguyen
znguyen@chapman.edu

ACES Front Desk: (714) 997-6781

Public Safety: (714) 997-6763

University Supervisor Guidelines

1. Please read the Special Education Student Teaching Handbook to familiarize yourself with our program and its requirements. Also review all of the forms that are relevant to your supervision assignment.

2. Act as the liaison between your Teacher Candidate, Master Teacher, Principal, and Chapman University. This is critical to a successful placement.

3. As soon as possible after you have received your assignments, please contact the site administrators, Master Teacher, and Teacher Candidate to arrange for introductions.

4. Communicate with the Special Education Student Teacher Placement Coordinator and the Coordinator of Special Education Programs to ensure that placements are appropriate and working well for all parties.

5. Formally observe each candidate for the minimum number of required observations (generally six visitations with one initial meeting, at least six formal observations, and a final 3-way summative interview with the Teacher Candidate and the Master Teacher). Mentor and coach each candidate in the areas of need. It may be necessary and beneficial to perform additional observation than the minimum required. See appendices for observation forms.

6. Facilitate Teacher Candidate's assumption of special education responsibilities and proposed timelines. See appendices for suggested timelines.

7. Read, review, and respond to any communication from the Teacher Candidate.

8. Attend scheduled meetings and trainings of University Supervisors and Teacher Candidates.

9. If a concern arises, please inform the Special Education Student Teacher Placement Coordinator and the Coordinator of Special Education Programs.

10. Arrange for the final summative interview at the conclusion of the student teaching placement with the Teacher Candidate and the Master Teacher. Communicate with the Master Teacher before the meeting so that a draft of the final summary and TPE assessment may be prepared for signatures.

11. When the Teacher Candidate completes student teaching, submit the completed and signed paperwork to the Special Education Student Teacher Placement Coordinator. Also, submit the TPE rubric scores and Summary for each Teacher Candidate on Taskstream.

University Supervisor Mild/Moderate Education Specialist Student Teaching
Suggested Timelines and Forms

Week	University Supervisor	Forms/Follow-up
1-2	• Exchange information and begin entries in the Education Specialist Student Teaching Weekly Collaboration Log. First Meeting at school site: • See sample Agenda. Review Forms and Special Education Student Teacher Handbook • Drop off an overview folder with the Master Teacher and make contact with the Principal	✓ Teacher Candidate Agreement ✓ Student Teaching Weekly Collaboration Log
3-4	First Observation, Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures • Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns Debrief with the Teacher Candidate	✓ Observation Form/Content Assessment Form ✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log
4-5	Second Observation, Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures • Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns • Debrief with the Teacher Candidate • Check off standards that have been met at the 3=Meets or 4=Exceptional levels. If a concern arises, contact the Program Coordinator immediately and begin the Statement of Concern process.	✓ Observation Form/Content Assessment Form ✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log
5-6	Third Observation Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures	✓ Complete Disposition Evaluation on Taskstream

	• Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns • Debrief with the Teacher Candidate • Check off standards that have been met at the 3=Meets or 4=Exceptional levels. If a concern arises, contact the Program Coordinator immediately and begin the Statement of Concern process.	✓ Observation Form/Content Assessment Form ✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log
7-8	Fourth Observation Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures • Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns • Debrief with the Teacher Candidate • Check off standards that have been met at the 3=Meets or 4=Exceptional levels. If a concern arises, contact the Program Coordinator immediately and begin the Statement of Concern process.	✓ Individual Professional Development Plan form ✓ Observation Form/Content Assessment Form ✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log ✓ Complete Formative (TPE) Evaluation on Taskstream
9-10	Fifth Observation Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures • Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns • Debrief with the Teacher Candidate • Check off standards that have been met at the 3=Meets or 4=Exceptional levels. If a concern arises, contact the Program Coordinator immediately and begin the Statement of Concern process.	✓ Observation Form/Content Assessment Form ✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log
11-12	Sixth Observation Debrief/Feedback Session (following lesson or content specific observation) • Complete the appropriate form and obtain all signatures	✓ Observation Form/Content Assessment Form

	• Give a copy to the Teacher Candidate once all signatures are obtained • Check in with the Master Teacher regarding any concerns • Debrief with the Teacher Candidate • Check off standards that have been met at the 3=Meets or 4=Exceptional levels. If a concern arises, contact the Program Coordinator immediately and begin the Statement of Concern process.	✓ TPE Assessment (ongoing) ✓ Student Teaching Weekly Collaboration Log
13	Final Meeting with the Teacher Candidate and Master Teacher • In collaboration with the Master Teacher, prepare the appropriate Summary form. Make and distribute copies. Obtain signature. One copy-University File, One copy-Master Teacher, One copy-Teacher Candidate • Complete the TPE Assessment form • Collect the Student Teaching Weekly Collaboration Log	✓ Teacher Candidate Final Summary ✓ TPE Assessment ✓ Collect all forms
14-15	Taskstream • Upload final summary with signatures • Submit final TPE Assessment Scores • Submit Summative TPE Assessment Evaluation Submit Final Grades & Forms to the Program Coordinator	

Suggested Semester Timeline

Suggested Agenda Items for the First On-Site Meeting
- Visit the front office. Meet the principal if possible. Leave information about the program and your likely schedule for the semester.
- With the Teacher Candidate, exchange information including correct names of the Master Teacher or Support Provider (for intern candidates), school hours, and the school calendar.
- Provide print examples of observation form and lesson plan options, the appropriate Mild/Moderate or Moderate/Severe Education Specialist TPE Clinical Practice Assessment form. Direct the Teacher Candidate and the Master Teacher to the Special Education Handbook and signature page which the Teacher Candidate MUST sign.
- Determine a visitation schedule, demonstrate the use of the log, the folder and expectations for visits.

Site Information Folder Contents
- Letter of introduction to the principal and the Master Teacher

- Your contact information
- Lesson plan format(s), sample observation forms including the assessment and IEP observation forms.

Observation Visits
- Wear a nametag, sign in and out at the front office, and bring an observation form(s)
- Mild/Moderate or Moderate/Severe Education Specialist TPE Assessment Form
- Use Teacher Candidate's lesson plans, assessment plans, IEP meeting agendas, and materials to give written feedback
- Check in with the Master Teacher (or Support Provider, with intern candidates)

ONLY if NEEDED: Statement of Concerns
- Discuss specific concerns with the Teacher Candidate and the Master Teacher first. Call the Special Education Program Coordinator and the Special Education Fieldwork Administrator the same day this conversation occurs.
- Complete the Statement of Concern according to the guidelines and deliver to the Teacher Candidate ASAP. Set up meeting.

- In the meeting with the Master Teacher, Teacher Candidate, decide upon a plan of Action, and use the Performance Improvement part of the Statement of Concern Form. Secure all signatures, make copies for all parties involved, and deliver the original to the Program Coordinator.
- Follow monitoring process and add additional observations as warranted. Stay in very close contact with Special Education Fieldwork Administrator and the Special Education Program Coordinator.

Closing Files to Submit
- Education Specialist Teacher Performance Expectations Assessment (signed by all)
- Mild/Moderate Summary or Moderate/Severe Summary of Student Teaching, signed by all.
- Observations with appropriate evidence (e.g., lesson plans, assessment protocols, and IEP meeting agendas.

Preliminary Education Specialist
Documentation of Assessment Administration and Formal Report

Teacher Candidate:_____ **Date:**_____

School Site:_____**Setting:** _____
Supervisor:_____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment

2. _____ Provides an ecological assessment of the student

3. _____Demonstrates knowledge of assessment administration (formal and informal)

4. _____Chooses assessments that are appropriate based upon student's present level of performance

5. _____ English Language needs are considered

6. _____Demonstrates knowledge of basal and ceiling

7. _____Interprets the standard scores appropriately

8. _____ Report identifies strengths and areas of relative weaknesses

9. _____ Present Levels of Performance are clear and concise

10. _____Goals and Objectives are based on formal assessments and are aligned to the state standards

11. _____ Appropriate accommodations and modifications are identified

12. _____Continuum of Services reviewed and considered

Comments:

Teacher Candidate Signature:_____ **Date:**_____

University Supervisor/Cooperating Signature:_____ **Date:**_____

Date/Time of Next Observation:_____

Preliminary Education Specialist
Documentation of Behavior Intervention Process

Teacher Candidate:_____ **Date:**_____

School Site:_____**Setting:** _____
Supervisor:_____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern

2. _____ Provides a rationale for developing a BIP

3. _____Provides present levels of performance

4. _____Setting events/antecedents are described

5. _____Targeted behavior is described and operationally defined.

6. _____Consequences Identified and described

7. _____Hypothesized and function of behavior is described

8. _____Intervention/Prevention Strategies identified

9. _____Functionally Equivalent Replacement Behavior (FERB) identified

10. _____ Describes progress monitoring process

11. _____ Describes follow-up procedures and timeline for reporting

Comments:

Supervisor Observations and Remarks:

Teacher Candidate Signature:_____ **Date:**_____

University Supervisor/Cooperating Signature:_____ **Date:**_____

Date/Time of Next Observation:_____

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Education Specialist
Student Teaching Lesson Planning and Delivery Observation Form

_____ TPE 1 Instruction of Students   _____ TPE 5 Student Engagement   _____ TPE 9 Instructional Planning

_____ TPE 2 Monitoring Instruction   _____ TPE 6 Appropriate Teaching   _____ TPE 10 Time Management

_____ TPE 3 Assessments   _____ TPE 7 Differentiation ELL   _____ TPE 11 Social Environment

_____ TPE 4 Content Accessible   _____ TPE 8 Learning about Students   _____ TPE 12 Prof, Legal, Ethical Oblig.

_____ TPE 13 Prof. Growth

Comments

Next Steps:

University Supervisor:_____Date:_____

Master Teacher:_____Date:_____

Teacher Candidate:_____Date:_____

Special Education Student Teaching Final Summary

Teacher Candidate:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Semester:＿＿＿＿＿＿Date:＿＿＿＿＿＿

School:＿＿＿＿＿＿＿＿＿＿＿＿＿District:＿＿＿＿＿＿＿＿＿Grade Level(s):＿＿＿＿＿＿

Please include the following areas to support your recommendation:
a) A brief description of the school and classroom setting
b) Performance and growth during student teaching
c) Areas of special competence
d) Additional comments

University Supervisor:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿

Master Teacher:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿

Teacher Candidate:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Signature:＿＿＿＿＿＿＿＿＿＿＿＿＿

Education Specialist Final E-Portfolio Assessment (Mild/Moderate)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
  o Lesson Plans
  o Behavior Intervention Plans (names redacted)
  o Assessment Reports
  o Visual Schedules
  o Individualized Education Plan (goals and objectives)
  o Pictures of Student Work
  o Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Master Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Master Teacher and University Supervisor to Taskstream.

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Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate:_____Semester:_____Date:_____

Master Teacher:_____School Site:_____District:_____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.
To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.
- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: **Specific Pedagogical Skills for Subject Matter Instruction** **The candidate:** • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP					
TPE 2 **Monitoring Student Learning During Instruction**					

The candidate: • Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards • Paces instruction and re-teaches content based on evidence gathered using assessment strategies				
TPE 3 **Interpretation and Use of Assessments** **The candidate:** • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction				
TPE 4 **Making Content Accessible** **The candidate:** • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures				
TPE 5 **Student Engagement** **The candidate:** • Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners				
TPE 6 **Developmentally Appropriate Teaching Practices** **The candidate:** • Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education				

TPE 7 **Teaching English Learners** **The candidate:** • Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities					
TPE 8 **Learning About Students** **The candidate:** • Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement • Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations					
TPE 9 **Instructional Planning** **The candidate:** • Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs • Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals					

TPE 10 **Instructional Time** **The candidate:** • Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional					
TPE 11 **Social Environment** **The candidate:** • Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students • Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes					
TPE 12 **Professional, Legal and Ethical Obligations** **The candidate:** • Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement • Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment • Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel • Models ethical behavior and honors laws relating to professional misconduct					
TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____ Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

Education Specialist Final E-Portfolio Assessment (Moderate/Severe)

All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
    - Lesson Plans
    - Behavior Intervention Plans (names redacted)
    - Assessment Reports
    - Visual Schedules
    - Individualized Education Plan (goals and objectives)
    - Pictures of Student Work
    - Progress Monitoring Data Sheets
- Letter of Introduction
- Resume

The purpose of the e-portfolio is to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth.

Collaboratively, your Master Teacher and University Supervisor will review your evidence and rate your competency on each TPE. You will need to upload your completed TPE Assessment form (attached) with the signatures of your Master Teacher and University Supervisor to Taskstream.

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Education Specialist Moderate/Severe TPE Assessment

Teacher Candidate:_____Semester:_____Date:_____

Master Teacher:_____School Site:_____District:_____ ___

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level.
 To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: **Specific Pedagogical Skills for Subject Matter Instruction** **The candidate:** • Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. • Effectively trains, oversees, and uses paraeducators and other related service providers to help students achieve their goals.					
TPE 2 **Monitoring Student Learning During Instruction**					

The candidate: • Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards • Paces instruction and re-teaches content based on evidence gathered using assessment strategies				
TPE 3 **Interpretation and Use of Assessments** **The candidate:** • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction				
TPE 4 **Making Content Accessible** **The candidate:** • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures				
TPE 5 **Student Engagement** **The candidate:** • Facilitates student communication abilities and increases and extends a variety of social interactions in order to achieve meaningful social relationships across settings				
TPE 6 **Developmentally Appropriate Teaching Practices**				

The candidate: • Develops and implements instructional and behavior support plans and accommodations that promote positive behavior and social skills for building constructive relationships among all students to increase learner competence.					
TPE 7 **Teaching English Learners** **The candidate:** • Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities					
TPE 8 **Learning About Students** **The candidate:** • Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement • Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations					

TPE 9 **Instructional Planning** **The candidate:** • Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs • Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals					
TPE 10 **Instructional Time** **The candidate:** • Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional					
TPE 11 **Social Environment** **The candidate:** • Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students • Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes					

TPE 12 **Professional, Legal and Ethical Obligations** **The candidate:** • Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement • Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment • Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel • Models ethical behavior and honors laws relating to professional misconduct					
TPE 13 **Professional Growth** **The candidate:** • Sets professional goals for increasing subject matter knowledge and teaching effectiveness					

Teacher Candidate Signature:_____Date:_____

Master Teacher Signature:_____Date:_____

University Supervisor Signature:_____Date:_____

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Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):   **Semester:**

School Site: **District**   **University Supervisor:**

Week	
Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.	
Week	**Teacher Candidate Directions:** Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
	Activities: **# Hours:** Signature of US : Date: Signature of SP Date
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	Activities: **# Hours:** Signature of US :	Date:	Signature of SP	Date

Preliminary Education Specialist Weekly Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Master Teacher (MT), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and MT weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto your E-portfolio.

Teacher Candidate (Name):   **Semester:**

School Site: **District**   **University Supervisor:**

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) guided/directed by the Master Teacher.	
Week #	**Teacher Candidate Directions:** Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.
	Activities: **# Hours:** **Signature of US :** Date: **Signature of MT** Date
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