

Welcome University  
Supervisors  
Special Education  
Student Teaching Orientation  
Spring 2018

# University Supervisor Observation Guidelines

- Formally observe each candidate for at least **6** visitations
- At least **5** formal observations +
- **Final** 3-way summative interview with the (Teacher Candidate and the Master Teacher).

# Master Teacher Observation Guidelines

- Coordinate with the US to complement and support the Teacher Candidate throughout their placement.
- Conduct at least **SIX** formal observations.
- These observations can focus on various content areas, including (but not limited to):
  - Lesson Delivery
  - Participation (to some degree) a formal assessment of a student
  - Data collection for a Behavior Intervention Plan
  - IEP observation.

# Weekly Log

## (both INTERN & Traditional)-EPortfolio



### 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 [Taskstream](#).

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.

	<b>Activities:</b> <b># Hours:</b>  Signature of US: _____ Date: _____ Signature of SP _____ Date _____
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# Lesson Observations

## 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

# Assessment Administration

## 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. \_\_\_\_ Choses 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

# Behavior Competency

## Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Setting: \_\_\_\_\_  
Supervisor: \_\_\_\_\_

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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

# Mid-Semester Formative Assessment

## 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
<p style="text-align: center;"><b>TPE 1:</b> <b>Specific Pedagogical Skills for Subject Matter Instruction</b></p> <p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>• Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment</li> <li>• Delivers comprehensive systematic instruction</li> <li>• Implements appropriate assessment and instructional accommodations for students as described in each student's IEP</li> </ul>					
<p style="text-align: center;"><b>TPE 2</b> <b>Monitoring Student Learning During Instruction</b></p> <p><b>The candidate:</b></p>					



# Final Summary Report



## 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

# TPE e-Portfolio

- 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

# TPE e-Portfolio

- It is the student's responsibility to upload ALL observation forms and feedback to their e-portfolio

# TPE FINAL Assessment Rubric

## Education Specialist Mild/Moderate TPE Assessment

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

Master Teacher: \_\_\_\_\_ School Site: \_\_\_\_\_ District: \_\_\_\_\_

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# TPE Assessment Rubric

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Master Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidates will upload their TPE Assessment Rubric to **Taskstream**.

# Professional Dispositions (week 7-8)

## Special Education Professional Disposition Rubric Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<b>Professionalism Work Habits</b>	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	

# Professional Dispositions

- Please rate your Teacher Candidate's Professional Dispositions
- A survey will be sent to you during week 7-8, please complete the survey (one for each candidate)

# Students of Concern

- Students who are not meeting expectations
- Students who are not demonstrating professionalism
- Students who are not responding to feedback
- During week **7-8**: Complete the survey **ONLY** for Students of Concern

OR

- Exceptional Students



<https://www.youtube.com/watch?v=TOSVQWFvqmM>

# POST TPE SCORES IN TASKSTREAM

[http://www.chapman.edu/campus-services/information-systems/\\_files/training/campus-solutions/faculty-center-ref-guide-final-grading.pdf](http://www.chapman.edu/campus-services/information-systems/_files/training/campus-solutions/faculty-center-ref-guide-final-grading.pdf)

# POST FINAL GRADES IN PEOPLESOFT

Welcome to the Spring 2018  
Special Education  
Student Teaching Orientation

# The Plan

Welcome & Introductions

Overview of Student Teaching

Review of Student Teaching Handbook

Timelines & Expectations

Meet with your Supervisor

# Important Notes

- The student teaching assignment is considered a full-time job.
- The student is expected to attend all day, every day except in case of serious illness or death in the immediate family.
- If you absences exceed a total of **THREE** days, you assignment shall be extended. Students doing their student teaching while on an Internship Credential must follow school procedures for reporting absences.

# Substitute Teaching

- In rare instances, a student teacher may be permitted to substitute on a limited basis. This may not occur for **more than four days** within the entire semester.
- The student teacher must have a Substitute Teaching Permit on file with the district. Student teachers are to be compensated the district's daily substitute rate.

# University Supervisor Observations

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# Final Summary Report



## Special Education Student Teaching Final Summary

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

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

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# TASKSTREAM

TPE GRID WITH SIGNATURES

**QUESTIONS?**

# Meet with your Supervisor

- Exchange contact information
- Coordinate your first visit
- Best wishes!!