

CHAPTER 3

The General Education Directed Teaching Experience (SPED 439)

The Education Specialist Credential Program (Mild/Moderate and Moderate/Severe) is a professional education program that has been designed to allow future teachers to acquire the competencies necessary for the successful teaching of students with disabilities in K-12 grade classrooms.

Welcome to the SPED 439 Directed Teaching Experience

Dear SPED 439 Directed Teaching Student:

Welcome to the general education/first directed teaching experience! During this semester of directed teaching, you will complete coursework and fieldwork that prepares you to teach in the multiple subject or single subject classroom. You will also expand your knowledge of special education in preparation for your second semester of directed teaching. Prepare for a busy semester!

This chapter provides details of the weekly activities required of candidates in SPED 439. You will want to familiarize yourself with these requirements so that you can work with your master teacher and University supervisor to determine a plan to achieve them.

When candidates are employed, every effort will be made to follow an on-the-job support model. Candidates teaching on a University Internship Credential will be asked to take their "intern days" to participate in the demonstration/application lessons. Candidates teaching with a University Internship Credential will be required to do all of the same field assignments. For more information, see Chapter 7, Special Policies and Issues for Interns.

The chapter is organized in the following categories:

- [*Teaching Performance Expectations*](#)
- [*Student Dispositions*](#)
- [*Reading/Language Arts Competencies*](#)
- [*Responsibilities of the Student Teacher*](#)
- [*Description of the SPED 439 Directed Teaching Experience*](#)
- [*SPED 439 Directed Teaching Requirements and Assessments*](#)
- [*Interns/Employed Candidates*](#)
- [*Weekly Activities*](#)

Teaching Performance Expectations

During this semester, your fieldwork activities will be aligned with the Teaching Performance Expectations. The guiding philosophy of SB 2042 multiple and single subject credentialing legislation is the belief that effective teacher preparation takes several, if not many years. With this in mind, the developers of 2042 program standards derived a set of outcomes specifically for pre-service candidates, known as the Teaching Performance Expectations (TPEs). Teaching Performance Expectations address multiple and overlapping knowledge and skill domains and provide the basis for course design and assessment for candidates.

Below is a list of the thirteen Teaching Performance Expectations organized under the six California Standards for the Teaching Profession. Detailed information on these expectations is found in Appendix B: Teaching Performance Expectations.

TEACHING PERFORMANCE OBJECTIVES

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 1a: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- TPE 1b: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6a: Developmentally Appropriate Practices in Grades K-3
- TPE 6b: Developmentally Appropriate Practices in Grades 4-8
- TPE: 6c. Developmentally Appropriate Practices in Grades 9-12
- TPE 7: Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

- TPE 8: Learning About Students
- TPE 9: Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- TPE 10: Instructional Time
- TPE 11: Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

Student Dispositions

Throughout the program, you are also assessed on your dispositions toward the teaching profession. Outcomes of our College of Education programs are to graduate candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully achieve these outcomes, we believe that candidates must possess particular dispositions toward teaching and learning. These dispositions are assessed in each semester of Directed Teaching.

COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING

KNOWLEDGEABLE & COMPETENT SPECIALISTS

- **Commitment to Learning:** The candidate demonstrates curiosity and interest in learning more about students and content areas. The candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.
- **Use of Language:** The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
- **Self-Reflection:** The candidate reflects on and evaluates his or her own behavior and work. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
- **Collaboration:** The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

COMMITTED & CARING PROFESSIONALS

- **Professional Demeanor & Responsibility:** The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth:** The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

Reading/ Language Arts Competencies

During this directed teaching experience, you will also be assessed on your ability to understand and demonstrate the Reading/Language Arts Competencies. These competencies, which are introduced in SPED 433, focus on Knowledge of the research on and instructional practices for supporting the development of literacy for all students, including English Learners, children with reading difficulties, and proficient readers and the ability to develop instruction based on this knowledge. This set of competencies is evaluated by you and your SPED 433 instructor, master teacher, University supervisor.

READING LANGUAGE ARTS COMPETENCIES

1. Knowledge of the research on how children learn to read, including English Learners, children with reading difficulties, and proficient readers and the ability to develop instruction based on this knowledge.
2. Knowledge of the structure of the English language and the cognitive bases of reading.
3. Knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge.
4. Ability to develop systematic, explicit instruction in phonics, decoding and word-attack skills,

including structural elements.

5. Ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words.
6. Understanding of the importance of fluency in reading, how to assess fluency, and ways to develop readers' fluency.
7. Ability to use explicit instruction in developing vocabulary and concept formation.
8. Knowledge of and ability to provide explicit instruction in comprehension, including the following:
 - 8.1 Developing and activating students' background knowledge
 - 8.2 Comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences
 - 8.3 Metacognitive strategies
 - 8.4 Study skills strategies
9. Ability to develop a case study that demonstrates the ability to:
 - 9.1 Conduct assessment and evaluation of reading performance.
 - 9.2 Plan and deliver reading instruction based on assessment and evaluation.
10. Knowledge of appropriate instruction for struggling readers and the ability to provide such instruction.
11. Ability to use a range of instructional materials including state-adopted texts, high quality literature, and expository texts, all of which reflect cultural diversity.
12. Ability to develop ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts.
13. Knowledge of the interrelatedness of listening, speaking, reading, writing, and thinking skills and the ability to develop curriculum which integrates the language arts.
14. Knowledge of and ability to promote the use of oral language, including the ability to encourage speaking and listening proficiency by engaging students in oral language activities such as role playing, storytelling, informal discussions, and formal presentations.
15. Ability to effectively integrate the language arts with content areas of the curriculum.
16. Knowledge of curriculum, materials, and effective reading instruction for English Learners in relation to the content standards.
17. Knowledge of English language development and the professionals, materials, methods, and strategies used to support children in becoming speakers of English.
18. Knowledge of the role of home and community literacy practices as they relate to literacy development.
19. Knowledge of environmental, psychological, physical, cultural, and linguistic factors that influence motivation and the ability to learn to read, and the ability to provide instruction that reflects this knowledge.
20. Familiarity with the *California Reading/Language Arts Framework* and *English- Language Arts Content Standards*.
21. Familiarity with some selections from the California State Department of Education's *Recommended Literature: Kindergarten through Grade Eight* and the ability to develop lessons based on this literature.
22. Knowledge of a variety of ways to organize a classroom for reading instruction to accommodate the needs of all students, including English Learners.
23. Knowledge of approaches to in-service in reading; professional organizations, journals, and texts as a source of knowledge; and local sources of materials for teaching reading.
24. Attendance at one professional meeting where the teaching of reading/language arts is discussed.

Responsibilities of the Student Teacher

The student teacher is in the advantageous position of being in charge of the classroom, yet having the strong support of a master teacher, the university supervisor, and the principal of the school in which s/he is doing directed teaching.

The student teacher is expected to:

1. Give top priority in time, attention, and preparation to the directed teaching assignment.
2. Attend orientations, scheduled by the school and district, prior to the beginning of his/her directed teaching assignment, and report to the school as directed by the university supervisor.
3. Limit class load during the two semesters of professional education. Students must obtain approval from the Chair of the Department of Special Education for more than 18 units.
4. Keep off-campus responsibilities to a minimum.
5. Report at the time designated to the appropriate authority in the school to which the student teacher is assigned.
6. Dress professionally and in accordance with the school site standards.
7. Be punctual and regular in attendance.
8. Spend the beginning days of the directed teaching assignment in observing and assisting the master teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when in the judgment of the master teacher and the university supervisor the student teacher is ready.
11. Arrange time with the supervising teacher for assistance in planning and evaluating.
12. Inform the master teacher, the school, and the university supervisor as soon as possible in case of unavoidable absence.
13. Attend the seminars scheduled for student teachers.
14. Determine with the master teacher the curricular units of teaching for which the student teacher will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long range and short range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the master teacher and the university supervisor.
18. Hold frequent evaluation and planning conferences with the master teacher and the university supervisor.
19. Initiate planning for ways in which competencies are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using the appropriate forms provided.
20. Continually engage in self-evaluation of teaching performance.
21. Learn pupils' names as soon as possible.
22. Become acquainted with the cumulative records, IEPs, or IFSPs and any other files pertinent to the pupils with whom the student works.
23. Become aware of the types of populations served by the school to which the student is assigned.
24. Know the school regulations and rules affecting the pupils for whom the student teacher is responsible.
25. Become acquainted with the various learning materials used for the classes
26. Become acquainted with the material and personnel resources available to teachers in the building, department, and school.

27. Attend faculty meetings, PTA and other school-related functions when these do not conflict with university coursework.
28. Fill out reports promptly.
29. Recognize that the master teacher and the school are legally responsible for the student teacher's activities as well as the activities of pupils.
30. Observe the University and school regulations covering student teachers and directed teaching.
31. Follow the schedule of the school district for vacations.
32. Take responsibility for ensuring that all forms are completed and submitted to the master teacher and University Supervisor at appropriate times.
33. Inform the university supervisor of any incidents that may potentially jeopardize the students' safety.
34. Inform the master teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

Guidelines for Student Teachers

The CSUF student is expected to participate in all activities normally expected of a teacher. When a CSUF student is teaching in their own classroom the same responsibilities hold as when the person is student teacher. The following suggestions are provided to assist the student in the performance of his/her role:

1. Prepare thoroughly and carefully for each day of teaching.
2. Appear appropriately dressed and well groomed at all times.
3. Be punctual and regular in attendance.
4. Inform the master teacher and University supervisor as soon as possible in case of unavoidable absence.
5. Attend faculty meetings, parent conferences and other school-related functions whenever it is possible to do so.
6. Attend seminars and other meetings scheduled for the student teacher by the University Supervisor.
7. Observe University and public school/agency regulations with regard to directed teaching.

The student is expected to develop and demonstrate adequate mastery of the competencies related to each field experience. Any deficiency in these competencies during directed teaching should form the basis for a remedial plan agreed upon between the student, master teacher, and Site Principal and/or University supervisor.

Documenting Competencies

SPED 439 is competency-based, and the course is graded pass/fail for 6 units of credit. Candidates must achieve all competencies to pass SPED 439. Incompletes are not given for this course. Candidates who fail to meet all competencies and course requirements will need to repeat the course in its entirety.

Please refer to the syllabus provided for the current semester for a comprehensive listing of course requirements and due dates. The following is a general overview of basic course requirements.

1. **Attend** scheduled seminar meetings (5 total).

2. **Demonstrate** mastery of the Education Specialist Competencies. It is the student teacher's responsibility to be familiar with these competencies and to track progress toward their achievement.
3. **Complete** of all assigned material and requirements.
4. **Verify** at least 30 hours of classroom contact per week; a minimum of 240 hours of University supervised field-based attendance.
5. **Fulfill** all suggestions for improvement from your master teacher and University supervisor
6. **Maintain** an ongoing journal/notebook, which should include the following and be reviewed with your University supervisor and master teacher on a weekly basis. At the end of the last week, the binder should be turned in to the University supervisor. Candidates should retain a copy of all materials.
 - daily/weekly schedule
 - observations by supervisor and/or master teacher
 - support log
 - daily log/journal of teaching activities
 - a reflective journal entry at least once a week
 - a log of your contacts with parents, paraprofessionals, general education staff, administrators, students etc.
 - course assignments and ongoing data collection
3. **Write** lesson plans: You must write, perform, evaluate and be observed by your University Supervisor and/or Master Teacher for four total lessons, including at least one individual and one group lesson. This is a minimum requirement and more maybe required by the University Supervisor and/or Master Teacher. Use the lesson plan format from SPED 430.
5. **Monitor** your ongoing development as a teacher through maintenance of your professional portfolio. Keep copies of the evaluation materials for each teaching placement in your portfolio.

Description of the SPED 439 Directed Teaching Experience

If you are enrolled in SPED 439, you are completing a general education assignment in the K-12 classroom. You may be placed at an elementary (K-6), middle (7-8) or high school (9-12). Your placement will depend on your request, your area of subject matter competency, and/or placement availability. Regardless of your placement, you will be introduced to general education, observe, participate, and co-teach in classes, learn and practice basic concepts of classroom management; write instructional objectives, participate directly in classroom instruction with your assigned Master Teacher; and demonstrate your developing proficiency of the Teaching Performance Expectations.

Over the 8-week directed teaching experience, you will be gradually inducted into teaching. You will begin by observing your Master Teacher and will gradually assume responsibilities of a classroom teacher. These experiences are carefully structured and outlined later in this chapter. Each week will end with reflective journaling.

Development of professional level communication skills is facilitated by assignments involving interviewing parents, students, other professionals and all levels of school site personnel. Assignments also emphasize demonstration of clarity and focus in oral and written communication, in report making, teaming, and especially when communicating with parents/care providers, where the issue of "informed consent" is vital.

As you become more autonomous in the classroom, you will be required to develop, implement, and evaluate lessons. Depending on the classroom context, you may want to use one or more of the following lesson plan formats:

- Lesson Plan Format (Elementary and Bilingual Education Adapted for Special Education)
- Lesson Plan Format (Single Subject Credential Program)
- Lesson Plan Format (Special Education Teacher/Child Behaviors)
- A lesson plan format provided by your master teacher or University supervisor

Your Master Teacher will often observe your classroom activities and provide feedback about your teaching strengths and areas of needed improvement. It is important to maintain good rapport with your Master Teacher. You will want to:

1. Review all of the requirements for this semester with your Master Teacher and plan how you will meet these requirements.
2. Be sensitive to the need for effective human relations.
3. Maintain open, truthful, and direct communication.
4. Respect the Master Teacher's ideas.
5. Communicate your concerns and needs.
6. Listen effectively and actively.
7. Receive suggestions for improvement in a professional and responsive manner.

SPED 439 Directed Teaching Requirements and Assessments

During this semester, you will participate in a variety of assessments, including the following:

- **Student-Initiated Assessments**
 - **Portfolio** - you will continue the development of your portfolio.
 - **Reflective Journal**– you will complete weekly journals of your directed teaching activities.
 - **Support Log** – you will document interactions with your master teacher and University supervisor.
 - **Self-Evaluation of Teaching Performance Expectations**– you will self-assess your proficiency in the Teaching Performance Expectations.
 - **Self-Evaluation of Reading Competencies** – you will self-assess your proficiency in the Reading Competencies.
- **Master Teacher-Initiated Assessments**
 - **Master Teacher Observations and Feedback** - your master teacher will provide formal and informal feedback about your classroom teaching and practices.
 - **Master Teacher Evaluation of Teaching Performance Expectations**– your master teacher will assess your proficiency in the Teaching Performance Expectations.
 - **Master Teacher Evaluation of Reading Competencies** – your master teacher will assess your proficiency in the Reading Competencies.
- **University Supervisor-Initiated Assessments**
 - **University Supervisor Observations** – your University supervisor will observe and provide feedback on your classroom teaching and practices.
 - **University Supervisor Evaluation of Candidate Dispositions** – your University supervisor will assess your proficiency in the dispositions toward teaching.

- **University Supervisor Evaluation of Teaching Performance Expectations** – your University Supervisor will assess your proficiency in the Teaching Performance Expectations.
- **University Supervisor Evaluation of Reading Competencies** – your University supervisor will assess your proficiency in the Reading Competencies.
- **Portfolio Review** – Your University supervisor will review your portfolio.

Several evaluation forms will need to be completed by your mater teacher and University supervisor. You are responsible for obtaining all signatures, discussing all evaluations with the evaluator, and setting goals to achieve these requirements within the directed teaching experience. Failure to meet all requirements and competencies may result in your having to repeat SPED 439. See Chapter 13 for the specific forms required.

Interns/Employed Candidates

When candidates are employed, every effort will be made to follow an on-the-job support model. Candidates teaching on a University Internship Credential will be asked to take their “intern days” to participate in the demonstration/application lessons. Candidates teaching with a University Internship Credential will be required to do all of the same field assignments. For more information, see Chapter 7, Special Policies and Issues for Interns.

SPED 439 Weekly Activities

In any given week, you have a list of activities and competencies to meet. These activities are listed by week on the following pages.

In addition, the following objectives should be met on a daily or weekly basis. These performance objectives are taken directly from the California Commission on Teacher Credentialing and will be evaluated during each on-site observation.

Interact with General Education Staff:

1. Attend weekly or monthly General Education staff meetings.
2. Eat or take breaks in the general education staff dining/break area.
3. Meet with one or more General Ed faculty to plan for, evaluate, and modify inclusive activities for students in your class.

Be Involved in Individual and group Instruction:

1. Use pre-planned schedules of reinforcement.
2. Use functional reinforcers.
3. Use natural reinforcers.
4. Use natural contexts for instruction.
5. Instruct using typical peers as mediators or role models.
6. Fade reinforcers when needed, such as when acquisition of a step in a T.A. has occurred.
7. Display enthusiasm when providing contingent social reinforcement.
8. Embed opportunities for choice for reinforcers, activities, materials, people, etc.
9. Make use of natural times and natural contexts for instruction.
10. Use massed trial instruction when needed, for example with Difficult Steps.
11. Use spaced trial instruction when needed.
12. Conduct sessions using chains of responses in functional skill sequences.

13. Use flexibility when student is demonstrating high error rates. End sessions with a successful trial.
14. Maintain appropriate level of task demand.
15. Plan for use of incidental teaching techniques to generate language whenever the opportunity arises.
16. Use age appropriate behaviors (voice tone, verbal directives, etc.) when interacting with students.
17. Have materials ready prior to beginning an instructional session.
18. During small or large group instruction ensure that each student is occupied and on-task. Distribute attention evenly but in sync with each student's schedule of reinforcement.
19. During small or large group instruction ensure that the task or activity is appropriate for the entire group, or adapt the activity to meet the needs of all the students.
20. Use Positive Behavior Support strategies for the replacement of behavior problems.
21. Record data for all programs.
22. Collaborate with general education teacher to adapt or modify instruction or materials to accommodate for inclusion.

DAILY OR WEEKLY ACTIVITIES AND OBJECTIVES

In any given week, you have a specific list of activities and competencies to meet. These activities are listed by week on the following pages.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 1:		CONTACT DATE:	

Demonstrate Schedule of Activities:

- Read school policies and procedures.
- Give a copy of your weekly schedule to the University supervisor.
- Become familiar with the weekly classroom schedule.
- Identify support personnel who come into the classroom.
- Complete attached "Get to Know Your School" worksheet.

Demonstrate Skills for Planned Transitions:

- Observe the classroom teacher teach.
- Make note of what happens during transition times, structured and unstructured settings, and non-school settings.

Evaluation of Instruction:

- Observe the master teacher teaching.
- Make note of examples of quality instruction and how effective teaching guides discipline and classroom management.

Instruction and Program Implementation:

- Greet the students each morning and be part of the opening activities.

Assessment:

- Discuss classroom assessment process with the classroom teacher.
- Identify what assessments are used.
- Learn student's names and basic information about the students.

Documentation:

- Document all activities in your notebook. Create weekly divider tables and track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential
SPED 439: General Education: First Directed teaching Experience
Get to Know Your School

Name:	
School:	
District / Grade:	
SELPA:	
Superintendent:	
Director of Special Education:	
Principal:	
Vice Principal:	
Secretary:	
Custodian:	
Classroom Teacher:	
Special Education Teacher:	
Speech & Language Specialist:	
Psychologist:	
Reading Specialist:	
University Supervisor:	
Librarian:	
Instructional Assistant:	
Adaptive PE Instructor:	
Others:	
Additional Notes:	

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 2:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- List staff and position and introduce yourself to the following personnel: principal, secretary, same-grade general education teachers, support staff including special education staff, psychologist, janitor, etc.

Organize Classroom Space:

- Draw a map of current classroom sub-environments, listing activities and materials.

Assessment:

- Record anecdotal data (A-B-C) for one student in the following settings. Take a 5 minute sample of each setting, noting challenging behavior.
 - small group instruction
 - large group instruction
 - structured and unstructured settings
 - non-school settings
 - recess and hallways

Evaluation of instruction:

- Analyze at least one lesson for the *structure of the lesson* format (open, body, close).
- Identify what the classroom teacher does to gain students' attention prior to lessons.
- Observe the master teacher teach.
- Identify examples of quality instruction and effective teaching methods.

Instruction and Program Implementation:

- Greet the students and run any classroom opening activities.

Program Development:

- If you haven't already done so, conduct an icebreaker with your class to help them get to know you and you get to know them.
- Consult with classroom teacher to become acquainted with instructional materials and curricular guides used by the teacher to structure and plan instruction.

Documentation:

- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 3:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings, SST and/or parent conferences as scheduled (be sure to get principal's permission).
- Set up a meeting with a teacher for next week to discuss plans for including and/or modifying the curriculum for students with disabilities in one or more of the classroom activities.

Instruction and Program Implementation:

- Complete a bulletin board (be sure to display student work!)
- Conduct an opening activity (i.e. greet students, do calendar, or whatever opening activity your master teacher has implemented).
- Begin some type of individual instruction (i.e., tutoring).
- Observe the classroom teacher teach.
- Identify examples of quality instruction and effective teaching methods.

Assessment:

- Conduct a basic assessment with one student.

Evaluation of instruction:

- Identify types of student motivators used by the classroom teacher. Document these in your notebook.
- Identify types of behavior management techniques used in the classroom. Remember to include both positive and negative experiences in your journal.

Documentation:

- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.
- Self-evaluate your skills using the disposition form. Review and compare these to the evaluation of your University supervisor.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 4:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings, SST and/or parent conferences as scheduled. Be sure to get principal's permission.

Instruction and Program Implementation:

- Continue individual instruction.
- Begin small group instruction of intact programs.
- Conduct an opening activity (i.e. greet students, do calendar, or whatever opening activity your master teacher has implemented).
- Work with a small group of students on a basic concept or-skill.

Evaluation of instruction:

- Analyze at least one lesson for the structure of the lesson format (open, body, close).
- Identify what the classroom teacher does to prepare for lessons.
- Observe the classroom teacher teach.
- Identify examples of quality instruction and effective teaching methods.

Assessment:

- Make an appointment to observe the school psychologist or other specialist at your site.

Program Development:

- With cooperation of teacher and using the IEP as a reference, develop a Task Analysis (Content and Process) for a skill to be taught.

Documentation:

- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entries.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.
- Complete a midterm evaluation of your progress using the final evaluation forms for this class.
- Review these with your University Supervisor and Master Teacher.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 5:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings.
- Follow up on meeting with general education teacher.

Instruction and Program Implementation:

- Conduct an opening activity (i.e. greet students, do calendar, or whatever opening activity your master teacher has implemented)
- Continue individual instruction under the direction and planning of the classroom teacher.
- Continue small group instruction.
- Teach at least one lesson (content of your choice) this week. Write performance objectives using the model from the SPED 430 Foundations.
- Observe the classroom teacher teach.
- Identify examples of quality instruction and effective teaching methods.

Program Development:

- Design and teach a lesson based on the Task Analysis (Content and Process) you wrote last week.

Classroom management:

- Assume teaching responsibilities for transitional times (e.g., monitoring halls, bathroom, preparing students for activities even when they are not assigned to you, preparing materials, etc.).

Assessment:

- Conduct at least one running record.

Documentation:

- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 6:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings weekly.

Instruction/Program Implementation:

- Continue individual and small group instruction.
- Teach at least one social studies or history lesson this week - write performance objectives using the model from the Foundations course.
- Orally read to your class at least twice this week.
- Design a lesson to teach vocabulary to your grade level. Discuss the lesson with your master teacher - once approved teach it!

Assessment:

- Administer formal assessment to one student. Program Development:
- As you plan your literature unit for SPED 433 or thematic unit for 482A please realize you are expected to show knowledge of the research on effective teaching of reading and demonstrate the ability to apply this research in classroom situations.

Technology:

- Use the technology as a teaching aide for a lesson.

Documentation:

- Document your ability to encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion and formal presentations.
- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential			
SPED 439: General Education: First Directed teaching Experience			
NAME:		CWID:	
WEEK 7:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings weekly.

Instruction/Program Implementation:

- Continue individual and small group instruction.
- Teach at least one lesson that integrates art and/or music this week - write performance objectives using the model from the Foundations course.
- Teach a series of at least three math or science lessons over the next two weeks - write performance objectives using the model from the Foundations and Methods courses.
- Orally read to your class at least twice this week.
- Teach a series of four reading lessons; be sure one includes storytelling.
- Teach a series of five lessons in an area of your choice; be sure to include modifications, accommodations and adaptations.
- Take over all responsibilities for the classroom, in order that you are teaching full-time.

Technology:

- Use at least one Internet lesson.

Documentation:

- Make an appointment to sit down with your master teacher and evaluate your fieldwork participation.
- Document your ability to encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion and formal presentations.
- Document your use of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes in your journal. Reflect on the effectiveness of your use.
- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Education Specialist Credential			
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NAME:		CWID:	
WEEK 8:		CONTACT DATE:	

Inclusive and Collaborative Activities:

- Attend staff meetings weekly.

Instruction and Program Implementation:

- Give COPIES (not originals) of all programs to master teacher or to University supervisor if you do not have a master teacher.
- Plan to continuation the implementation process on all programs.
- These programs should become part of the students' ongoing educational instruction.
- Take over all responsibilities for the classroom, in order that you are teaching full-time.

Documentation:

- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

Evaluation:

- Collect copies of competency checklist to master teacher and University supervisor. Be sure you sign them!
- File all documentation in your portfolio.