

## CHAPTER 4

# The Mild/Moderate Special Education Directed Teaching Experience (SPED 489A)

The Education Specialist Credential (Mild/Moderate) Program 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 mild to moderate disabilities.

### *Welcome to the SPED 489A Directed Teaching Experience*

Dear SPED 489A Student Teacher:

Welcome to the special education/second directed teaching experience. Special Education 489A fulfills the directed teaching experience necessary to achieve a specialist credential in Mild/Moderate disabilities. The experience is designed to provide hands-on teaching experience with supervision from both the University supervisor and the master teacher. If you thought last semester was busy, just wait!

This chapter provides details of the weekly activities required of candidates in SPED 489A. You will want to familiarize yourself with these requirements so that you can work with your master teacher to determine a plan to achieve them.

The chapter is organized in the following categories:

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### *California Commission on Teacher Credentialing Definition of the Credential for Education Specialist, Mild/Moderate Disabilities*

The following information was excerpted from [Standards of Quality and Effectiveness for Education Specialist Credentials](#), California Commission on Teacher Credentialing.

**Education Specialist, Mild/Moderate Disabilities:** Credentials in Mild/Moderate Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, and serious emotional disturbance. Educational specialists preparing to work

with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

### **Education Specialist Competencies**

SPED 489A fieldwork activities are aligned with the Education Specialist Competencies, which are a blend of standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children. Below are listed the Council for Exceptional Children Standards for Professional Practice of Special Education. These ten standards are detailed in [What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education \(5<sup>th</sup> Edition\)](#).

### **CEC STANDARDS FOR PROFESSIONAL PRACTICE OF SPECIAL EDUCATION**

1. **Foundations:** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
2. **Development and Characteristics of Learners:** Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
3. **Individual Learning Differences:** Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.
4. **Instructional Strategies:** Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
5. **Learning Environments and Social Interactions:** Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.
6. **Communication:** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.
7. **Instructional Planning:** Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.
8. **Assessment:** Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

9. **Professional and Ethical Practice:** Special educators are guided by the profession's ethical and professional practice standards.
10. **Collaboration:** Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

### ***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.)

### ***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, Site Principal and/or University supervisor.

### **Documenting Competencies**

SPED 489 A is competency-based, and the course is graded pass/fail for 6 units of credit. Candidates must achieve all competencies to pass SPED 489A. 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 meetings).
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 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 489A Directed Teaching Experience***

If you are enrolled in SPED 489A, you are completing a special education assignment in the K-12 classroom. You may be placed at an elementary (K-6), middle (7-8) or high school (9-12) in a mild/moderate placement. 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 special education, and you will observe, participate, and co-teach in classes, learn and practice basic concepts of classroom management; participate in the assessment process; write instructional objectives, participate directly in classroom instruction and IEP writing and meetings with your assigned Master Teacher; and demonstrate your developing proficiency of the Special Education Competencies.

Over the 10-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 489A 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 Special Education Competencies** – you will self-assess your proficiency in the Special Education 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 Special Education Competencies** – your master teacher will assess your proficiency in the Special Education 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 Special Education Competencies** – your University Supervisor will assess your proficiency in the Special Education Competencies.
  - **University Supervisor Assessment of Dispositions** – your University supervisor will assess your dispositions.
  - **Portfolio Review** – Your University supervisor will review your portfolio.

Several evaluation forms will need to be completed by your master 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 489A. Incomplete grades are not assigned in SPED 489A. See Chapter 13 for these forms.

### ***Interns/Employed Candidates***

When candidates are employed, every effort will be made to follow an on-the-job support model. Candidates teaching on an University Internship Credential will be asked to take their “intern days” to participate in the demonstration/application lessons. Candidates teaching with an 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 489A 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 addition to the above, there are special activities in which you will engage each week. You will document all of your activities in your notebook. Cover pages for each week are provided on the following pages.

<b>Education Specialist Credential Special Education: First Directed teaching Experience SPED 489A Mild/Moderate</b>			
<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 1:</b>		<b>CONTACT DATE:</b>	

**Demonstrate Schedule of Activities:**

- Give a copy of your weekly schedule to the University supervisor.
- Become familiar with the weekly classroom schedule.
- 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 489A: Special Education: Second Directed teaching Experience  
 Get to Know Your School**

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

**Education Specialist Credential  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 2:</b>		<b>CONTACT DATE:</b>	

**Demonstrate Schedule of Activities:**

- Read school policies and procedures.
- Identify support personnel who come into the classroom.

**Demonstrate Skills for Planned Transitions:**

- Continue to observe the classroom teacher teach.
- Continue to 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.
- If there is another M/M program at your school site, make sure you spend at least 1 hour observing in that classroom too.

**Instruction and Program Implementation:**

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

**Assessment:**

- Read IEPs and document types of tests used for assessment.
- Become familiar with the classroom assessment process with the classroom teacher.
- Identify what assessments are used.

**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.

<b>Education Specialist Credential Special Education: First Directed teaching Experience SPED 489A Mild/Moderate</b>			
<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 3:</b>		<b>CONTACT DATE:</b>	

**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. Include items that may distract students' attention, such as lighting, noise, and colors.

**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 each morning and be a part of the opening activities.
- Assist your master teacher in grading an assignment or unit.

**Assessment:**

- Review the manual and instrument used by your Master Teacher for standardized assessment.

**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.
- Complete a Dispositions self-assessment. Compare this to the evaluation completed by your University supervisor.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

<b>Education Specialist Credential</b>			
<b>Special Education: First Directed teaching Experience</b>			
<b>SPED 489A Mild/Moderate</b>			
<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 4:</b>		<b>CONTACT DATE:</b>	

**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:**

- 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.
- Identify types of behavior modification, incentives, and reinforcement.

**Assessment:**

- Make an appointment to observe a staff member completing a standardized assessment with a student (this may be your master teacher, school psychologist, or other specialist on site).
- Record anecdotal data (A-B-C) for one student in the following settings. Take a 5 minute sample of each setting, noting challenging behavior.
  - a. small group instruction
  - b. large group instruction
  - c. structured and unstructured settings
  - d. non-school settings
  - e. recess and hallways

**Evaluation of Instruction:**

- Analyze at least one lesson for the structure from the lesson format (open, body, close).
- Identify what the teacher does to prepare for lessons.

**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  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 5:</b>		<b>CONTACT DATE:</b>	

**Inclusive and Collaborative Activities:**

- 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:**

- Continue to conduct an opening activity (i.e. greet students, do calendar, or whatever opening activity your master teacher has implemented).
- Observe the classroom teacher teach.
- Identify examples of quality instruction and effective teaching methods.
- Identify types of behavior modification, incentives, and reinforcement.

**Assessment:**

- Conduct a basic assessment with one student. Include student name, chronological age, diagnosis and implications of diagnosis, impressions from initial observation (include strengths and weaknesses), areas to be assessed and rationale (i.e., psychomotor, language/communication, cognitive/academic, social/emotional, self-help, career/vocational), intended methods, strategies, instruments that will be used to assess each area identified, and work samples.

**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.
- Analyze at least one lesson for the structure from the lesson format (open, body, close).
- Identify what the teacher does to prepare for lessons.

**Documentation:**

- Develop a Task Analysis (content and process) for a skill to be taught. Collaborate with the teacher and incorporate the IEP as a reference.
- Track all weekly activities and materials developed/used in the appropriate section of your notebook. Include your journal entry.
- Complete a mid-term self-evaluation using the 489a competencies. Review this with the midterm evaluation completed by your supervisor. Use this to guide your fulltime fieldwork, Weeks 6-10.
- Be prepared to share the information with your master teacher, University supervisor, and/or seminar instructor.

**Education Specialist Credential  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 6:</b>		<b>CONTACT DATE:</b>	

**Inclusive and Collaborative Activities:**

- Attend staff meetings, SST and/or parent conferences as scheduled. Be sure to get principal's permission.
- Make sure you attend or will attend at least one Annual IEP and one Tri IEP meeting for a student.
- Include one or more of your students in a general education activity.

**Instruction and Program Implementation:**

- Continue individual instruction under the direction and planning of the master teacher.
- 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.
- Teach at least one lesson (content of your choice). Write performance objectives/benchmarks using a model from SPED 430.

**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.
- Administer a standardized test or subtest to an individual student with supervision and guidance from your master teacher.

**Program Development:**

- Design and teach a lesson based on the Task Analysis you developed last week.

**Classroom Management**

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

**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  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 7:</b>		<b>CONTACT DATE:</b>	

**Inclusive and Collaborative Activities:**

- Attend staff meetings.
- Include one or more of your students in a general education activity.

**Instruction and Program Implementation:**

- 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.
- Design a phonics lesson. Remember to use lesson format structure.
- Observe the classroom teacher teach.
- Identify examples of quality instruction and effective teaching methods.

**Assessment:**

- Use one or more running records.
- Write and implement the results of an assessment for one student.
- Summarize the student's current level of performance in each area.
- Write an instructional plan including specific IEP goals and two or more benchmarks for each area being assessed.

**Documentation:**

- Document how you practiced questioning techniques, problem solving strategies, and critical thinking strategies.
- 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  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 8:</b>		<b>CONTACT DATE:</b>	

**Inclusive and Collaborative Activities:**

- Attend staff meetings weekly.
- Make sure you have participated or will participate in at least one initial/tri IEP meeting and at least one annual IEP meeting.
- Document the dates and types of these meetings to review with your supervisor.
- In this documentation please also document your role in the meeting (i.e., note taker, presented goals, presented assessment data, observer, etc.).

**Instruction/Program Implementation:**

- Continue individual and small group instruction.
- Teach at least one social studies or history lesson this week .
- Read aloud 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:**

- Expand the assessment from last week.
- Provide evidence of your knowledge of timelines, parent notification/permission, parent rights, student involvement, written IEP, IFSP, and/or ITP and then follow-up evaluations with your University supervisor.
- Conduct a formal assessment or part of a formal assessment for a student. Make sure you are scheduled to complete this task prior to finishing week 8.

**Program Development:**

- Document how you have effectively addressed the Literature Unit in SPED 433 or the Thematic Unit in 482A. Include how you have addressed knowledge of the research on effective teaching of reading as well as demonstrate how you applied this research in the classroom.

**Technology:**

- Continue to document the use of assistive technology or other types of technologies you may have used in the classroom this week.

**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  
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<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 9:</b>		<b>CONTACT DATE:</b>	

**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.
- Read aloud to your students at least twice this week.
- Teach a series of four reading lessons. Include one storytelling. Use background experiences from students. Incorporate multicultural activities.
- Teach a series of five lessons in an area of your choice; be sure to include modifications, accommodations and adaptations.
- Write sample IEP goals and benchmarks for two or more students. Discuss with your master teacher and/or University supervisor. If you are teaching in your own classroom, have current IEPs ready to discuss with your supervisor.

**Assessment**

- Expand the assessments from the last two weeks.
- Record performance of students by maintaining adequate records of performance objectives, modification of instructional program, evaluation of each day's instructional sessions, and a final evaluation of student progress and program effectiveness.

**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  
Special Education: First Directed teaching Experience  
SPED 489A Mild/Moderate**

<b>NAME:</b>		<b>CWID:</b>	
<b>WEEK 10:</b>		<b>CONTACT DATE:</b>	

**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 continue the implementation process on all programs. These programs should become part of the students' ongoing educational instruction.

**Documentation:**

- Write a self-evaluation/reflection between 3-5 pages. List your present strengths as a teacher, areas of improvement, and specific objectives and strategies you will use to improve your teaching abilities. Submit this to your University supervisor.
- Complete and submit your portfolio to your University supervisor.
- 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.
- Set meeting with your University supervisor/master teacher to review the semester and complete all competencies and requirements.

**Evaluation:**

- Collect copies of competency checklist to master teacher and University supervisor. It is your responsibility to keep these in your portfolio. Be sure you sign them!
- Attend Final fieldwork meeting on campus.