

Special Education Student Teacher Activity Guidelines

Candidate Name _____

Candidate Signature _____

Fall Mentor Teacher _____

Fall Placement Site _____

Spring Mentor Teacher _____

Spring Placement Site _____

HSU Supervisor _____

This chart is a guideline for the Student Teacher Mentor and Supervisor to implement and complete important learning activities, whose sequence and time-lines are flexible. These can be re-arranged to fit the schedule of IEP's, SST's, Special Education referrals and other activities at the school where the student teaching takes place. Most should be achieved by the end of the second twelve week placement.

** As each activity is successfully performed, please initial box and/or describe progress and indicate steps taken toward completion.*

Introductory Activities		Fall Mentor/ Spvr. Initials	Spring Mentor/ Spvr. Initials	Progress/Comments
1	Meet Staff: offices, classrooms, bus, playground, other			F: S:
2	Learn school procedures, requirements, locations.			F: S:
3	Review school webpages and handbook and dashboard.			F: S:
4	Observe students, procedures, methods.			F: S:
5	Learn roles & procedures for contacting Specialists, DIS staff & community/school agencies.			F: S:
6	Work with students & observe teacher in variety of settings.			F: S:
Assessment/IEP Activities				
1	Become familiar with student IEP's, SEIS data system & become familiar with the needs & goals of the students. Learn to track progress.			F: S:

2	Observe IEP meeting and participate.			F: S:
3	Attend IEP meetings for assigned students & participate (give report on part of assessments completed & answer questions.)			F: S:
4	Monitor student progress towards IEP goals and work collaboratively with specialists and general education teachers.			F: S:
5	Create lesson plan designed to meet students' IEP's within Mentor Teacher classroom for at least one subject, deliver lesson, assess results for effectiveness. Reflect and plan next steps.			F: S:
6	Complete formal assessment (annual, triennial or initial) of student & score, under supervision of teacher: plan appropriate assessment, arrange for time to test student, do assessment of student & score.			F: S:
7	Work with IEP Team to create and/or implement behavior plan for student with identified/observed behavior difficulties.			F: S:
8	Create appropriate goals and objectives, including Transition goals, under mentor guidance & supervision for IEP meeting.			F: S:
9	Present complete assessment report or present levels, assist with scheduling of IEP meeting (with Mentor), including contacting agencies involved with student, such as Regional Center			F: S:
10	Attend or review Transition Planning Meeting			F: S:
11	Record progress, save indicators & enter attained goals on SEIS.			F: S:
Curricular/ Instructional Activities				
1	Observe assessments by Special Educator and/or Psychologist; arrange some modifications/adaptation for students based on test results.			F: S:
2	Instruct students (individually/small groups) & continue to observe.			F: S:
3	Plan lessons, deliver for group of assigned students, keeping IEP goals in mind and evaluate if appropriately related to IEP identified strengths and needed modifications.			F: S:

