

Candidate Name \_\_\_\_\_  
 Mentor Teacher \_\_\_\_\_  
 HSU Supervisor \_\_\_\_\_

School \_\_\_\_\_  
 Semester \_\_\_\_\_

**Special Education Student Teacher Activity Guidelines**

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 eight week placement. In all cases, the Mentor teacher's discretion and supervision will be the vital factor.

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

Activities	Mentor/ Supervisor Initials	Fall	Spring	Progress/Comments
1.1 Meet Staff: offices, classrooms, bus, playground, other 1.2 Learn school procedures, requirements, locations. 1.3 Read school and district handbooks. 1.4 Observe students, procedures, methods. 1.5 Learn roles and procedures for contacting Specialists, DIS staff and community/school agencies.				
2.1 Continue to work with students and observe teacher in a variety of settings. 2.2 Become familiar with student IEP's, especially needs and goals, begin to track progress, add samples to file, give careful attention to the cues and goals in the IEP when working with students. 2.3 Observe assessments by Special Educator and/or Psychologist, arrange some modifications/adaptation for students bases on results.				
3.4 Observe IEP meeting and participate. 3.2 Instruct students (individually/small groups) and continue to observe. 3.3 Observe, and then confer and assist General Education teacher(s) in class with identifying and solving instructional and/or behavior problems and making needed modifications.				

<p>4.1 Attend IEP meetings for assigned students and participate (give report on part of assessments completed and answer questions.)</p> <p>4.2 Continue to work with students and confer with teachers, as needed (including alternative programs.)</p> <p>4.3 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.</p>				
<p>5.1 Fill role of Education Specialist for selected “caseload” of students (At least 3 students)</p> <p>5.2 Continue to confer with target students’ general education teacher(s) and parent(s), as needed.</p> <p>5.3 Attend conferences and meetings with Special Education teacher (shadowing).</p> <p>5.4 Create lesson plan designed to meet students’ IEP’s within Mentor Teacher classroom for at least one subject, deliver lesson, assess results for effectiveness and plan next steps.</p>				
<p>6.1 Complete formal assessment (Annual, 3 year or Initial) of student and score, under close supervision of teacher: plan appropriate assessment, arrange for time to test student, do assessment of student and score.</p> <p>6.2 Work with IEP Team to create behavior plan for student with identified/ observed behavior difficulties.</p> <p>6.3 Create appropriate goals and objectives, including Transition goals, under mentor guidance and supervision for IEP meeting.</p> <p>6.4 Write Report (form 8), assist with scheduling of IEP meeting (with Mentor), including contacting agencies involved with student, such as Regional Center.</p> <p>6.5 Plan and give lessons geared to individual needs of students within larger group, (in at least one subject).</p> <p>6.6 Coordinate, inform and instruct Aide, as needed for instructional role.</p> <p>6.7 Continue to work with students and confer with target students’ general education teachers, counselor and parent(s): curriculum, activities, evaluation etc.</p>				

<p>7.1 PRE-SOLO (INTRO): Do planning and instruction within Mentor teacher classroom.</p> <p>7.2 Fill role of Education Specialist for caseload of students, under guidance of Mentor.</p> <p>7.3 Hold IEP/ITP meeting: present assessment results, work with Team to develop appropriate goals/objectives, present Range of Options for placement to parent and facilitate decision of placement.</p> <p>7.4 Join Mentor in conferring with Community Agencies, such as Regional Center, in finding solutions for student problems.</p> <p>7.5 Evaluate plan for individualization of instruction for your students and update, based on their IEP goals and identified needs, learning style and preferences.</p> <p>7.6 Fill other duties of teachers at school (adjunct duties such as yard duty).</p>				
<p>8.1 SOLO week: Do planning, instruction, monitoring, communication, evaluation and follow-up for instruction.</p> <p>8.2 Continue to evaluate student progress and find appropriate materials to meet student needs.</p> <p>8.3 Record progress, save indicators and enter attained goals on form 11 in IEP folder.</p> <p>8.4 Fill role for caseload of students, do required teacher “duty” assignments, fill all roles: attend Faculty meetings, conferences, confer with students, teachers, parents, etc.</p> <p>8.5 Assist general education teachers in identifying source of problems and finding solutions through assignment modifications and adaptations of instruction.</p> <p>8.6 Work with Mentor to prepare students for a smooth transition back to Mentor assumption of functions.</p>				