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PREFACE

The purpose of this handbook is to provide information regarding the Student Teaching Program which is implemented through the Department of Special Education at the University of Nevada, Las Vegas. Included in this handbook is a discussion of the role expectations for the "Key Players" involved in the student teaching experience (i.e., Student Teacher, Cooperating Teacher, University Supervisor, and District Liaison). Each member of this team has designated responsibilities which assist in the facilitation of a successful student teaching experience.

Also included in this handbook is a discussion of the specific requirements that student teachers must complete prior to the culmination of their student teaching semester. These requirements are designed to provide an opportunity for the student teacher to integrate the discrete parts of previous course work and previous field experiences into a total teaching process. Knowledge of instructional systems and classroom management will be emphasized throughout the student teaching program.

The last section of this handbook contains information regarding the supervision model that will be used to provide performance feedback to the student teachers. Evaluation procedures and grading policies are also discussed.

It is hoped that the information included in this handbook will be helpful to everyone involved in the student teaching process. A mutual understanding of the responsibilities and requirements of student teaching coupled with a continuous communication system between the student teacher, cooperating teacher, university supervisor, and district liaison will undoubtedly result in a successful program.

INTRODUCTION

Purpose of Student Teaching

The purpose of the student teaching program is to provide practical field opportunities that are similar to the realities of full time teaching so that preservice students can develop the skills and values necessary to become an effective teacher. In other words, the student teacher is given the opportunity to assume the total scope of duties assigned to a classroom teacher. Since student teaching is the final field experience for teacher trainees, it is assumed that certain prerequisite skills have been acquired. Upon entry into the program, student teachers should already be familiar with basic principles of learning and behavior management. Moreover, it is expected that these preservice students have demonstrated minimum competency in applying these principles in small group and individualized formats during previous field experiences.

Competencies to be Mastered

Although competencies to be mastered may vary slightly from one classroom setting to another, there seem to be some generic expectations that are appropriate across special education placements. All student teachers should strive to master the ten competencies listed in this section of the handbook. Additional competencies may be identified by the student teacher, cooperating teacher, or university supervisor. The generic competencies are:

1. Interpret and apply educational theories to special education classrooms.
2. Assess and plan for the educational needs of students with disabilities.
3. Develop and refine effective teacher behaviors.
4. Modify instructional strategies and materials to meet the needs of individual students.
5. Use a variety of behavior management techniques appropriate for the given setting.
6. Make use of appropriate resource and support services.
7. Establish communication and collaboration with parents.
8. Establish communication and collaboration with school administrators and related personnel.
10. Get involved in school-related functions beyond the scope of the classroom.
11. Develop a sense of professionalism.

Teacher competencies extend beyond the instruction provided in a given classroom. It is the responsibility of each student teacher to become involved in peripheral activities that will serve as the foundation for their continued professional growth.
**Recommended Gradation of Student Teacher Responsibilities**

The gradual transition of responsibility from the cooperating teacher to the student teacher is an important component of the student teaching experience (Burstein, 1989). It is recognized, however, that the placement and initial skill level of the student teacher will affect the rate of assuming classroom responsibilities. Therefore, the following gradation is simply a recommendation. This schedule may be altered based on the cooperating teacher's perception of the student teacher's ability. If a decision is made to alter this schedule, the cooperating teacher and/or student teacher should inform the university supervisor.

**Weeks 1-2**  
Student teacher will observe the total classroom operation, assist the cooperating teacher, become familiar with materials, and receive orientation.

**Weeks 3-4**  
Student teacher will assume approximately 1/4 of the planning and teaching responsibilities of the cooperating teacher.

**Weeks 5-6**  
Student teacher will assume approximately 1/3 of the planning and teaching responsibilities of the cooperating teacher.

**Weeks 7-8**  
Student teacher will assume approximately 1/2 of the planning and teaching responsibilities of the cooperating teacher.

**Weeks 9-10**  
Student teacher will assume approximately 2/3 of the planning and teaching responsibilities of the cooperating teacher.

**Weeks 11+**  
Student teacher will assume total responsibility for the classroom program.

If a student teacher is receiving dual certification in regular and special education, s/he will be placed in a special education setting for half of the student teaching semester. In such cases, the following gradation is recommended.

**Week 1**  
Student teacher will observe the total classroom operation, assist the cooperating teacher with instruction, become familiar with materials, and become oriented to the school.

**Week 2**  
Student teacher will assume approximately 1/3 of the planning and teaching responsibilities of the cooperating teacher.

**Week 3**  
Student teacher will assume approximately 2/3 of the planning and teaching responsibilities of the cooperating teacher.

**Weeks 4+**  
Student teacher will assume total responsibility for the classroom program.
ROLE EXPECTATIONS FOR INDIVIDUALS INVOLVED IN STUDENT TEACHING

Student teaching is a cooperative venture between university personnel, school personnel, and the preservice student. To facilitate communication it is helpful to clarify the various role expectations of these individuals. It is recognized that variations in placements may dictate the need to modify some of the role expectations to ensure the most appropriate and meaningful student teaching experience. It is the responsibility of the cooperating teacher, university supervisor, and student teacher to cooperatively address any necessary changes in role expectations.

**Student Teacher Responsibilities**

1. **Contact** and arrange to meet with your cooperating teacher prior to the first day of student teaching.

2. **Attend school every day.**
   Attendance is mandatory throughout the student teaching experience. Each student teacher must follow the academic calendar of the school district, not the academic calendar of the university. If illness or a death in the family prevents the student teacher from attending their assigned duties, the cooperating teacher and university supervisor must be notified immediately. A maximum of two excused absences are permitted. Additional time off must be made up after the scheduled conclusion of the student teaching semester. Extended absenteeism may warrant removal from the student teaching experience.

3. **Be punctual.**
   Punctuality is mandatory throughout the student teaching experience. Student teachers must conform to the school's guidelines relative to the length of the teacher's day and arrive prepared to teach. Additional hours may be required by the cooperating teacher.

4. **Get involved in extra-curricular activities.**
   The student teacher should participate in the extra curricular activities that the cooperating teacher is required to attend. Involvement in these activities will broaden the student teachers' perspective and make them feel more a part of the entire school program.

5. **Display a positive attitude.**
   The student teacher is expected to demonstrate a positive attitude throughout their student teaching experience. This positive attitude should be evident at faculty meetings, parent-teacher conferences, within the classroom, within the faculty lounge, etc. The student teacher must learn to accept corrective feedback and suggestions for improvement from a variety of sources (i.e., cooperating teacher, university supervisor, district liaison, principal, etc.). Feedback should be viewed as an opportunity to improve.

6. **Demonstrate competence in teaching and behavior management.**
   Throughout the student teaching experience, the preservice student should focus on developing and refining his or her teaching skills. This process should include administering appropriate assessment devices, planning instruction relevant to student needs, implementing daily lessons, and evaluating the effectiveness of instruction. Concurrent to the development of teaching skills, the student teacher must also develop appropriate behavior management procedures. The process of developing skills in behavior management should include enforcing previously established class rules, observing student behavior, planning for behavioral remediation, implementing individual and/or group management strategies, evaluating the effectiveness of these strategies.

7. **Display professionalism.**
   An important aspect of student teaching is the development of professionalism. In addition to the already discussed responsibilities, this includes completing assignments in a timely manner, conferring with the cooperating teacher, attending designated meetings, consistently observing school policies and legal regulations, showing initiative, and honoring the confidentiality of information about individual students.
Cooperating Teacher Responsibilities

1. **Introduce and orient the student teacher.**
   The cooperating teacher should introduce the student teacher to members of the administrative staff, co-teachers, and other school employees. The cooperating teacher should also make sure that the student teacher is oriented to the school facilities, routines, rules, policies, and available resources.

2. **Provide opportunities for observation.**
   At the beginning of the student teaching experience, the cooperating teacher should give the student teacher an opportunity to observe his or her teaching and behavior management style. The cooperating teacher should also facilitate opportunities for the student teacher to observe in several other classrooms in the school.

3. **Expose the student teacher to a variety of instructional materials and effective strategies for classroom intervention.**
   Although student teachers will have some understanding of instructional materials and classroom strategies, the cooperating teacher should add to this existing knowledge base. It is important for the cooperating teacher to share information about the materials and techniques used in his or her classroom. It is also important for the cooperating teacher to allow the student teacher the freedom to try a variety of teaching activities which may not exactly replicate those previously used by the cooperating teacher.

4. **Review lesson and projects.**
   The cooperating teacher should review the student teacher's lesson plans each week and make suggestions for improvement when applicable. Once the student teacher has demonstrated proficiency in the ability to conceptualize and record all the necessary components for a successful lesson, the cooperating teacher and university supervisor will jointly give permission to use a shortened lesson plan format.

5. **Evaluate student teacher performance and provide feedback on a regular basis.**
   The cooperating teacher should provide the student teacher with ongoing informal feedback. Initially this feedback is likely to occur on a daily basis. The cooperating teacher will also **complete three formal observations using the Field Experience Observation Form prior to mid-term and three more formal observations prior to the final.** Cooperating teachers will also conduct more **informal observations weekly using the Weekly Supervised Teaching form.** Time should be scheduled to conduct a weekly conference which will provide an opportunity to discuss the student teacher's observations, to review the weekly progress summaries and have the lesson plans for the following week approved. Additionally, the cooperating teacher will complete a midterm and final evaluation form regarding the student teacher's performance.

6. **Provide a supportive environment for the student teacher.**
   The cooperating teacher plays a tremendous role in the professional development of the student teacher. It is important for the cooperating teacher to develop a program that will allow the student teacher to acquire and refine the skills needed to be a successful professional. The cooperating teacher should structure the program in ways that will maximize the student teacher's performance. If mistakes are made, the cooperating teacher should discuss these with the student teacher in a sensitive and private manner. An emphasis should be placed on how to prevent similar mistakes in the future. The cooperating teacher should remember to encourage the student teacher and to provide positive feedback whenever possible.

7. **Mid-term and Final Grade**
   The cooperating teacher and the university supervisor will both be responsible for submitting a mid-term and final grade on the Field Experience Portal for the student teacher. It is the student teacher responsibility to view and download a copy of each mid-term and final submitted by the cooperating teacher and university supervisor.
8. **Failure to Attain Satisfactory Levels of Performance**

Student teaching should be viewed as a continuation of the learning process. Therefore, students having difficulty must receive remedial assistance. Typically, the cooperating teacher will identify the problem first. S/he should discuss the problem with the student teacher and together they should devise some strategies for remediating the situation. Early identification of problems during the student teaching semester will increase the likelihood of effective intervention. If the university supervisor is apprised of the problem, s/he can assist with the remediation.

**University Supervisor Responsibilities**

1. **Participate in student teaching orientation session.**
   The university supervisor is expected to attend an orientation session for student teachers. Typically this orientation session will be scheduled during the week preceding the first day of student teaching. The orientation session provides a forum for the student teachers, field placement coordinator, university supervisor, and district liaison to become acquainted with one another and with the student teaching guidelines and role expectations.

2. **Serve as resource consultant for student teachers.**
   The university supervisor should provide academic and behavior management suggestions to the student teachers. The supervisor should also inform the student teachers of resources that are available to assist with the acquisition of ideas for instruction.

3. **Establish a supportive relationship with the student teachers.**
   The university supervisor should be viewed as a support person for the student teacher. A relationship should be established whereby the student teacher is given opportunities to discuss concerns, fears, or the need for assistance from the supervisor. In other words, the university supervisor should be accessible to the student teachers.

4. **Observe the student teachers providing instruction and provide feedback regarding their performance.**
   The university supervisor will provide periodic observations during the student teaching semester. Typically four formal observations will be conducted for each student teacher. The University Supervisor will complete two formal observations prior to mid-term and two formal observations prior to the final. Additional observations will occur when the student teacher, cooperating teacher, or university supervisor decide this would be appropriate.

5. **Review the student teacher notebook.**
   The university supervisor will periodically review the student teachers’ notebooks to ensure adequate progress on the student teaching assignments.

6. **Communicate with cooperating teachers, district liaison, and other personnel involved in the student teaching program.**
   The university supervisor will communicate and collaborate with other professionals regarding the student teaching program. Attempts should be made to continually evaluate and improve the program's activities.

7. **Failure to Attain Satisfactory Levels of Performance**
   Student teaching should be viewed as a continuation of the learning process. Therefore, students having difficulty must receive remedial assistance. Typically, the cooperating teacher will identify the problem first. S/he should discuss the problem with the student teacher and together they should devise some strategies for remediating the situation. Early identification of problems during the student teaching semester will increase the likelihood of effective intervention. If the university supervisor is apprised of the problem, s/he can assist with the remediation. If the problem continues and is severe enough to consider removal from student teaching or severe enough to recommend a failing grade, then the following procedure should be implemented.

   1. A conference facilitated by the university supervisor will be held with the student teacher and cooperating teacher to devise the Performance Improvement Record (see Appendix E). The Performance Improvement Record will be the recognized documentation of action to improve performance or conduct. The building level principal, Field Experience Coordinator and district liaison will be invited to attend, however their presence is not mandatory.
2). The university supervisor will increase their observation of the student teacher to assist in the monitoring of improvement.

3). A follow-up conference will be held, involving the same individuals who participated in the original conference, to evaluate the action taken by the student teacher. If the action has been satisfactory, the student teacher will continue to proceed with student teaching. If the student teacher's performance has not been satisfactory, discussion will occur to determine which of the following alternatives should be taken.
   a. The student teacher withdraws.
   b. The student teacher receives an incomplete.
   c. The student teacher is administratively dropped
   d. The student teacher receives appropriate grade.
SPECIFIC REQUIREMENTS FOR STUDENT TEACHERS

EDSP 492 - Student Teaching Curriculum Seminar

All student teachers must enroll in EDSP 492. The content of this course will directly relate to the student teaching experience. Special education curriculum, academic interventions, and behavior management techniques will be discussed. Student teachers will have the opportunity to discuss and brainstorm strategies to meet the specific demands of their individual placements. Moreover, information and issues related to job placement will be addressed during the EDSP 492 Curriculum Seminar.

Student Teaching Notebook

A large three-ring notebook should be organized during the first week of student teaching. Tabbed pages are useful for dividing the notebook into a variety of sections. The following items should be included in the notebook. Appendix A of this handbook contains sample forms (see asterisks) related to these notebook items.

1. Notebook Grade Sheet
2. Orientation Powerpoint
* 3. Cooperating Teacher-Student Teacher Contract
* 4. Copy of Letter Sent to Parents Introducing Student Teacher
* 5. Requirement Checklist
* 6. Classroom Observation Notes
  7. Individualized Educational Plan (IEP)
  8. Lesson Plans (These may be kept in a separate plan book if preferable.)
* 9. Weekly Progress Summaries
* 10. Self-Evaluations of Videotaped Lessons
* 11. Substitute Plan
* 12. Additional Materials Collected During the Semester

Parent Contacts

Student teachers should communicate with the parents of their students throughout the semester. Parent contacts may occur via telephone calls, written notes, face to face conferences, IEP meetings, and/or open houses sponsored at the school. The student teacher should use whatever procedure the cooperating teacher uses to document these contacts.

Classroom Observations

In addition to observing in the cooperating teacher's classroom, the student teacher must observe in three other classrooms. If another special education program is available in the school, it is recommended that the student teacher conduct one of their observations in that setting. Student teachers should use the classroom observation form while they observe. This form cues the student teacher to observe specific elements within the classroom environment.

Assessment and IEP Writing

Student teachers need to experience the process of evaluating students' current academic levels and then use these data to generate an appropriate educational plan. To facilitate this process, it is recommended that the student teacher assess a student and then write an IEP that accurately reflects the students' needs. The cooperating teacher should recommend appropriate assessment instruments and should provide feedback to the student teacher regarding their selection of goals, benchmarks, and informal or formal evaluation procedures. The student needs to be receiving direct services. The student teacher should have the opportunity to present the developed IEP to the cooperating teacher or attend and participate in an actual IEP meeting. Student will need to include the IEP Development and Presentation contract signed by the cooperating teacher when the IEP is submitted to the seminar instructor.
Lesson Plans

During Student Teaching, lesson plans will be generated using the special education departmental format taught in EDSP 487 and used during EDSP 488. (See Appendix B). Most educators use shortened versions of this lesson plan format because of their ability to accurately conceptualize an entire lesson without writing down all of the minute details. Student teachers are expected to function at this level and may therefore use the same lesson plan format as their cooperating teacher. If the student teacher’s lessons do not reflect the ability to conceptualize all lesson components, then he or she will be required to use the longer format until the cooperating teacher and university supervisor agree that mastery has been achieved.

Weekly Progress Summaries

At the conclusion of each week, the student teacher should complete a Weekly Progress Summary form. This form should serve as the vehicle for reflecting on the week’s activities. The cooperating teacher should review and sign these forms on a weekly basis. The university supervisor will review and sign them when making a site visit.

Self-Evaluation of Videotaped Lesson

Student teachers must video tape themselves teaching at least one 15 minute lesson. After taping the lesson, the student teacher will evaluate his or her teaching by viewing the tape and completing the Self-Evaluation Form. These tapes will be brought to the Student Teaching Curriculum Seminar on a specific date mutually agreed upon by the student teacher, cooperating teacher, and university supervisor.

Prior to videotaping, the student teacher must first acquire permission from the school principal. If the principal approves the videotaping, then written parent permission must be obtained (See sample permission form in Appendix C). If parent permission is not obtained for a particular student, he or she may not participate in the taped lesson.

Substitute Plan

The student teacher will write a substitute plan that could be used by an adult hired to instruct the class with neither the cooperating or student teacher present. In other words, the plan should be written with enough specificity for successful implementation by someone who has never seen the classroom in operation. The Substitute Plan presented in Appendix A may be used as a guideline.

Supplemental Experiences for Student Teachers

Throughout the student teaching semester, supplemental experiences will become available to the student teacher. Although these activities are not listed as requirements, student teachers should participate in as many as possible. Extra time and effort devoted to the student teaching experience will undoubtedly result in greater preparation for that first professional teaching position.

Supplemental experiences include, but are not limited to the following.

1. Participate in IEP meetings.
2. Review the confidential folders of the classroom students.
3. Design and prepare educational materials and bulletin boards.
4. Review educational catalogs to become familiar with curricular materials and their cost.
5. Attend special activities at the school (e.g., school carnivals, plays, money making events)
6. Consult with general education teachers and support personnel.
7. Attend teacher in-services.
8. Participate in home visits, when appropriate.
9. Ask lots of questions. Learn as much as possible.

**Field Experience Assessment Team Portfolio Presentations**

At the end of the student teaching experience, students will present a portfolio of the semester to the Field Experience Assessment Team (FEAT). The FEAT will be comprised of:

- The instructor of the field experience seminar,
- The field experience coordinator,
- The student’s field experience supervisor,
- The special education program coordinator, and
- A member of the special education program faculty.

Students will sign up for their FEAT portfolio presentation during the field experience seminar course during the second half of the semester. During their presentation, students will discuss the following:

- Their field experience, including their strengths, areas of targeted improvement, and things they learned,
- A lesson that they implemented that they thought went extremely well,
- A sample video of them teaching a lesson,
- The components of their field experience notebook, and
- An overall reflection of the field experience, including areas they want to work on in order to be successful in their own classroom environment.

These presentations should include a Powerpoint presentation and a handout for the FEAT. Presentations will last for 20 minutes, with 10 minutes for questions and answers. Students are expected to dress professionally for this presentation.

Final field experience grades will be calculated using the following scale:

Field experience supervisor evaluations – 40%
Mentor teacher evaluations – 40%
FEAT presentation – 20%
APPENDIX A

Sample Forms for Student Teaching Notebook
Department of Special Education  
College of Education  
University of Nevada, Las Vegas

Student/Cooperating Teacher Contract

THE STUDENT TEACHER SHALL:

1. Be present in the classroom during regularly assigned school hours from _________________ to _________________ (dates).
2. Volunteer for, and participate in school-related functions.
3. Establish professional relationships with the staff, faculty, and administration.
4. Accept corrective feedback and demonstrate a willingness to initiate suggestions for improvement.
5. Demonstrate competence in teaching and behavior management.
6. Display professional behavior in all aspects of student teaching.

THE COOPERATING TEACHER SHALL:

1. Orient the student teacher to the school environment.
2. Provide opportunities for observation.
3. Make appropriate materials available to the student teacher and offer guidance for their application and use.
4. Review the student teacher's lesson, projects and summaries a regular basis each week.
5. Evaluate the student teacher's performance and provide feedback on a regular basis.
6. Provide a supportive environment for the student teacher.

Cooperating Teacher _______________________________ Date _______________

Student Teacher _______________________________ Date _______________
**Sample Letter Sent to Parents Introducing Student Teacher**

(This letter is only a sample. It should be modified to meet the circumstances of your placement. Obtain approval from your cooperating teacher prior to sending any correspondence to parents).

Date ____________________________

Dear Parent or Guardian:

My name is ____________________________ and I am currently student teaching at ____________________________ (Name of School) in the primary resource room. In March, I will be taking over all the responsibilities of ____________________________ (Cooperating Teacher's name) classroom. This will include lesson planning, teaching, assigning grades, maintaining classroom discipline, and maintaining student I.E.P's. I will be under constant supervision of my cooperating teacher receiving direction and feedback.

If you have any questions or concerns or if I may be of any assistance to you, please do not hesitate to contact me at ____________________________ (name of school and phone number). Thank you for your cooperation.

Sincerely,
Notebook Item Checklist

1. Notebook Grade Sheet
2. Orientation Powerpoint
3. Cooperating Teacher - Student Teacher Contract
4. Copy of Introductory Letter Sent to Parents
5. Notebook Item Checklist
6. Classroom Observation Notes
7. IEP for a student
8. Lesson Plans
9. Weekly Progress Summaries
10. Self-Evaluations of Videotaped Lessons
11. Substitute Plan
12. Additional Materials Collected
Classroom Observation Notes

Class Observed ___________________________

Date/Time ___________________________

Classroom Environment
(physical arrangement, bulletin boards, learning centers, etc.)

Instructional Materials
(storage, distribution and retrieval, types used, management techniques)

Teaching Strategies

Behavior Management
Transition
(from activity to activity, from room to room)

Techniques Used to Promote a Positive Classroom Program

Other Observations
IEP DEVELOPMENT AND PRESENTATION

1. _____Student teacher assessed identified special education student using proper assessment instruments. List instruments used.

2. _____Student teacher will score assessments and report results.

3. _____Student teacher will develop present levels and IEP using the ENCORE system.

4. _____Student will present IEP to cooperating teacher and possibly parents.

_________________________________            ___________________
Cooperating Teacher Signature            Date

_________________________________            ___________________
Student Teacher Signature            Date
STUDENT TEACHER'S WEEKLY PROGRESS SUMMARY

Department of Special Education
College of Education
University of Nevada, Las Vegas
Las Vegas, Nevada 89154-3014
895-3205

Student Teacher ___________________________ Date ___________ Week# ___________

Cooperating Teacher _________________________ School ___________________________

1. Reflect on your teaching and lessons this past week. What went well? What would you change? How did you engage your students?

2. What behavior management techniques did you use this week?

3. What instructional strategies were used to meet the needs of individual learners?
4. How did you assess student learning? What did you do with the results of assessment?

5. In what ways does your classroom show evidence of the involvement of both teacher and students learning about cultural diversity?

6. Evaluation of the week from your perspective

7. Conference with Cooperating Teacher (issues/goals focused on)
   1)
   2)
   3)
8. Check if applicable
   _____ lesson plans approved for following week
   _____ assignments up to date
   _____ absences
   _____ observed by

   Principal _____  Supervisor _____  Advisor _____  Other _____

__________________________  __________________________
Student Teacher's            Cooperating Teacher          Supervisor
Signature                   Signature                           Signature

Self-Evaluation of Videotaped Lesson

Lesson Content __________________________  Date of Lesson_____________________

In preparation of this lesson, how did you consider the diversity and individual needs of your students?

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________

What are the strengths you exhibit in your teaching?

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________

What instructional strategies did you use during your lesson?

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________

Describe your interactions with your students during the lesson:

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
How did you evaluate student understanding of lesson objective?

Evaluate the effectiveness of the lesson for your students

How would you improve this lesson or student learning in the future?
SAMPLE SUBSTITUTE PLAN

TEACHER’S GUIDE FOR THE SUBSTITUTE

Please Read Through These Directions Before Beginning The Day

The school day begins at 7:45 a.m. when the first bell rings. There is an 8:00 a.m. bell followed by the tardy bell at 8:05 a.m.

POSSIBLE EMERGENCY SITUATIONS

**Fire Drill:** When the fire alarm rings, be sure lights and overhead fans are turned off and windows are closed. Leave the room by the _____________ door. The last student should close the door.

Exit the building and walk ____________________________

______________________________

______________________________

Take attendance. A bell will indicate when to return to the building.

______________________________

**Severe Weather Alert:** At the signal, ____________________________

______________________________

______________________________

The children should face the wall and wait for a signal to take cover. If the *take cover* signal is given, they should kneel down and cover their heads with their arms until the *all clear* signal is heard.

______________________________

**Bomb Scare:** An announcement will be made that we are having a "Finley Field Day." Gather materials for an extended organized activity time outside (stories to read, paper and crayons, etc.) and exit as if for a fire drill. Further directions will be given after everyone is out of the building.

______________________________

**Hurt or Injured Children:** If a child becomes sick or is hurt, fill out a clinic pass and send the child to the clinic. Some clinic passes are in this folder.

______________________________

**Discipline:** Students are to be supervised at all times. Proper self control is expected of all students. If a child becomes extremely disruptive, fill out a discipline slip and send the child with the slip to the office. If necessary, feel
free to call the team leader or another nearby teacher for assistance. Discipline slips can be found in this folder. The discipline system used in my classroom is:

The following are reliable students and may be asked to help you:

You will find the following items in this folder:
1. class lists
2. daily schedule
3. emergency plans to be used IF DAILY PLANS ARE NOT AVAILABLE
4. a school map
5. clinic passes
6. discipline slips

Please lock the door and check out in the office at the end of the day.

Thank you for coming. I hope you have a pleasant day.

Sincerely,
APPENDIX B

Lesson Plan Format Taught in EDSP 487
Lesson Plan Organizer

Identification of the Class

Common Core Standard Addressed

Rationale for Instruction

Lesson Objective

Evaluation/Monitoring

Materials and Equipment

Instructional Sequence  Teacher Says/Does  Students Say /Do

Advance Organizer

Demonstration

Guided Practice

Independent Practice

Closure/Post Organizer

Accommodations, Modifications, and Adaptations

Generalization

Diversity
APPENDIX C

Parent Permission for Videotaping
Dear Parent or Guardian,

In a continuous effort to improve my teaching skills, I would like to videotape myself teaching a lesson in your child's classroom. This is one of the requirements for my student teaching experience provided parent permission is obtained. Although the focus of the tape will be on my teaching behaviors, pupils in the class will unavoidably be shown on the tape. For this reason, we are asking your consent to film your child as s/he interacts with me during the lesson being taught.

The video taping will be conducted under the supervision of (cooperating teacher's name). The disruption to normal classroom instruction will be minimal. The classroom activities will progress as scheduled. The filming will require a maximum of one to two hours.

The taped lesson will give me an opportunity to view myself teaching and will help me identify ways that I can improve my skills. UNLV Department of Special Education faculty may also view the tape and show it to other teacher trainees for the purpose of illustrating effective teaching strategies. If you have any questions about any aspect of this activity, please call me at or the Cooperating Teacher.

Sincerely,

(your name)
Student Teacher

______ Yes, I give permission to videotape my child.

______ No, I do not give permission to videotape my child.

__________________________________________
Parent Signature
APPENDIX D

Field Experience Observation Form
College of Education
Field Experience Performance Evaluation

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Special Education</th>
<th>Sports Education Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum II/Pre-Student Teaching</td>
<td>Elementary Leadership</td>
<td>Secondary</td>
<td>Special Education</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Elementary Leadership</td>
<td>Secondary</td>
<td>Special Education</td>
<td>Early Childhood</td>
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Student: ______________________________       Cooperating Teacher: ______________________________
School: ______________________________       Grade: _____ Room#: ___________
UNLV Supervisor: _____________________________ Semester_____________ Observation #___________
Subject: ______________________________       Lesson Topic ______________________________________
Check all that apply: Integrated Lesson: _____ Midterm Grade______ Final Grade______

### Planning and Preparation

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>UNLV Rating</th>
<th>Comments and</th>
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<tr>
<td>Goals/Objectives Written</td>
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<td>Materials/Equipment</td>
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<td>Procedures and Activities</td>
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### Learning Environment

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<td>Builds Positive Self Concept</td>
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<td>Proactive Discipline</td>
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<td>Interactions with Students</td>
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### Instruction

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<td>Content Knowledge</td>
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<td>Directions and Explanations</td>
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<td>Accommodates Individual Needs</td>
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<td>Evaluation of Lesson</td>
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### Professional Dispositions

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<td>Punctuality/Attendance</td>
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<td>Self-Initiative/Independence</td>
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<td>Reliability/Dependability</td>
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<td>Collegiality</td>
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<td>Ability to Reflect on Performance</td>
<td>Interpersonal Skills</td>
<td>Tact/Judgment</td>
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**Evaluator signature**  
**Print name**  
**Student signature**  
**Print**

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<th>Rating Scale</th>
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<th>CCSD Confidential</th>
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UNLV Confidential
APPENDIX E

Performance Improvement Record
Student's Name ____________________________________________

School ____________________________________________ Date ____________________________

Cooperating Teacher ____________________________________________

A. CONFERENCE DESIGNED TO IMPROVE PERFORMANCE AND COMPETENCIES

Description of Problem: ____________________________________________

__________________________________________________________________________

Agreed upon Solution: ____________________________________________

__________________________________________________________________________

Action to be taken by student: ____________________________________________

__________________________________________________________________________

Action to be taken by Cooperating Teacher: ____________________________________________

__________________________________________________________________________

Action to be taken by University Supervisor: ____________________________________________

__________________________________________________________________________

Date/Time Action Implementation: ____________________________

Student's Comments: ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

Student ____________________________ University Supervisor ____________________________ Cooperating Teacher ____________________________
B. FOLLOW-UP OF EVALUATION TO DETERMINE STUDENT’S REMEDIATION OF CONCERNS IDENTIFIED IN PERFORMANCE IMPROVEMENT RECORD

Date

Describe action taken by student

(attach documentation)

Satisfactory _______ Unsatisfactory _______

If unsatisfactory, describe action to be taken by:

University Supervisor

Cooperating Teacher

Student

C. CONFERENCE TO DETERMINE STATUS OF STUDENT

Date

Recommendation

Repeat Student Teaching ______
Termination ______
Other ______

Student's Comments

Student

University Supervisor

Cooperating Teacher

Coordinator of Field Exp.

Building Administrator

District Liaison