INTRODUCTION

Student teaching has been viewed as a valuable training practice in the field of education for many years. It is hoped that the experience obtained during the student teaching semester will bridge the gap between educational theory and practice. It is also expected that the student teacher will acquire the skills and confidence needed to design and implement effective academic and social programs.

Success of the student teaching experience is directly related to the commitment of the individuals involved. A continuous cycle of planning, implementation, and evaluation is needed to ensure the maintenance of a quality program.

Purpose of Student Teaching

The purpose of student teaching is to provide practical field opportunities similar to the realities of full time teaching so that student teachers can develop the skills and values necessary to become an effective teacher. Since student teaching is the final field experience, it is assumed that certain prerequisite skills have been acquired. Upon entry into the program, student teachers should be familiar with basic principles of learning and behavior management. It is also expected that student teachers have demonstrated minimum competency in applying these principles in small group and individualized formats during other practicum experiences. At the completion of student teaching, it is expected that students will be prepared to function effectively in their own classroom.

Individuals Involved in the Student Teaching Experience

Student Teacher:
A student who is majoring in Special Education at Peabody College of Vanderbilt University. Student teachers have completed all coursework in the area of special education and have been approved by the Department of Special Education Faculty to complete their professional semester.

Cooperating Teacher:
An instructor with a minimum of three years teaching experience. Cooperating teachers must be licensed in the area of special education for which their student teacher is seeking licensure (i.e., comprehensive, modified, hearing, vision, early childhood). School principals must also approve the cooperating teacher.

University Supervisor:
A faculty member or graduate student in the Department of Special Education at Peabody College of Vanderbilt University. This individual monitors, observes, and provides feedback to the student teacher as well.
as serves as a liaison between the cooperating teacher and the field experience coordinator.

Field Experience Coordinator:
Faculty in the Department of Special Education responsible for overall coordination of field experiences.

Seminar Instructor:
Faculty in the Department of Special Education responsible for teaching the Student Teaching Seminars.

Implementation

The student teacher will spend 7.5 weeks in a special education classroom with a cooperating teacher who is licensed in the student teacher’s area of concentration. Student teaching is an all day, every day experience.

The student teacher is not a paraprofessional, but an individual in the process of professional preparation under the guidance of a recognized professional educator.

In addition, the student teacher must attend a Student Teacher Seminar.
Recommended Gradation of Student Teacher Responsibilities:

The following gradation is a recommendation for the cooperating teacher, university supervisor and student teacher to follow. This schedule may be altered based on the cooperating teacher’s and university supervisor's perception of the student teacher’s ability.

Week 1  Student teacher will observe the cooperating teacher and regular education teachers, assist the cooperating teacher, become familiar with materials and daily schedules, learn student names, receive orientation, and become familiar with the policies and procedures of the school.

Week 2  Student teacher will assume approximately 1/4 of the planning and teaching responsibilities.

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

Week 4  Student teacher will assume approximately 3/4 of the planning and teaching responsibilities.

Weeks 5-6  Student teacher will assume total responsibility of the planning and teaching responsibilities.

Week 7  Student teacher will assist the cooperating teacher where needed as the cooperating teacher takes back the responsibility of planning and teaching.
ROLE EXPECTATIONS FOR INDIVIDUALS INVOLVED IN STUDENT TEACHING

Student Teacher Responsibilities

Student teaching provides an opportunity for students to demonstrate proficiency in the Council for Exceptional Children, Tennessee Special Education Core, and Tennessee Special Education Specialty Area Competencies, and then be recommended for teacher licensure. Student teachers will put into practice the concepts, strategies, and skills presented in their coursework.

Orientation Meeting

The student teacher will attend an orientation meeting prior to beginning their student teaching experience. The orientation meeting will be facilitated by the university supervisor and will explain expectations and timelines.

Professional Conduct

Student teachers are guests in the school and class in which they teach, and should conduct themselves as such. Student teachers should fit into the school and the classroom, rather than attempting to make major changes. Student teachers should have a receptive attitude toward suggestions, new ideas, and constructive criticism. They need to keep physically and mentally fit. Student teachers should follow a sensible living pattern that includes adequate sleep, diet, and some recreation. It is essential that student teachers attend school every day and are on time.

Initiative

Student teachers are expected to make a contribution to the class. They should take responsibility for becoming involved by asking cooperating teachers to give them responsibilities during the time they are in the class. Student teachers should also assume responsibilities for non-teaching duties required of their cooperating teachers (e.g., bus-duty, open houses, school functions, faculty meetings, etc.).

Planning

Student teachers are expected to carefully plan their lessons. These plans should be available to the cooperating teacher and the university supervisor prior to the lesson being taught. Detailed, written lesson plans are required in the initial phase. As proficiency is exhibited, student teachers may use a modified lesson plan or teacher planbook. The cooperating teacher and university supervisor will notify the student teacher when they may use the modified lesson plans.
Confidentiality
Student teachers are permitted to have access to records which are critical to planning instruction for students. Student teachers must respect the confidentiality of these records. Student teachers should not use a student’s full name in any paperwork submitted for university classes. First names or initials should be used.

Notebook of Competencies
Student teachers should collect materials for their notebook as the semester progresses. They should not procrastinate until the conclusion of their student teaching experience. All materials prepared for the classroom to complete general competencies and course requirements must be included in their notebook. Requirements for the notebook are outlined later in this handbook. Due dates for each assignment can be found in the course syllabus.

Medication and Corporal Punishment
Student teachers are not authorized to administer medication or corporal punishment, if used by the school district. Student teachers should not be required to act as an “official” witness to corporal punishment by signing documents in the school office.

Absences
Student teachers are expected to be at their placement everyday. There are no personal days allowed. If student teachers must be absent due to illness or family emergencies, it is their responsibility to notify their cooperating teacher, university supervisor, and, in some instances, the school. If it is felt these absences have become excessive, the cooperating teacher, university supervisor, and field experience coordinator may elect to extend the experience. Student teachers should secure the telephone numbers of their cooperating teacher, university supervisor, school office, and field experience coordinator. Absence for any reason other than illness or family emergencies must be approved prior to the absence and made up before completing your experience.

Policies of School System
Student teachers should become familiar with policies of the school system, the principal, and the cooperating teacher.

Holidays and Vacations
Student teachers follow the calendar of their assigned school. Holidays, vacations, and in-service education days will be observed by student teachers.
Evaluation
Student teachers will complete an evaluation form on the cooperating teacher, school site, and university supervisor at the completion of their student teaching experience. These forms can be found in files labeled Cooperating Teacher Evaluation and School Site Evaluation.

Cooperating Teacher Responsibilities
The cooperating teacher’s role is one of the most important aspects of the student teaching experience. The cooperating teacher serves as a teacher educator, model, and mentor. The student teacher observes first-hand what teaching is by seeing the cooperating teacher in action. The cooperating teacher’s observations and evaluations help provide the student teacher with guidance for continued growth.

Orientation Meeting
The cooperating teacher will participate in an orientation meeting to discuss placement expectations and timelines. This meeting will be facilitated by the university supervisor.

Prepare Classroom
The cooperating teacher will establish a work center for the student teacher. This should include a desk and supplies the student teacher will need to develop and implement lessons.

Prepare Students
The cooperating teacher will prepare students for the student teacher. This should include explaining the student teacher’s role in the classroom and setting expectations for the students to follow.

Introduce the Student Teacher
The cooperating teacher will introduce the student teacher to members of the administration, co-teachers, and other school employees. The cooperating teacher should ensure that the student teacher is oriented to the school facilities, routines, rules, policies, and available resources.

Observations
The cooperating teacher will provide opportunities for the student teacher to observe his or her teaching and behavior management style. The cooperating teacher will also facilitate opportunities for the student teacher to observe students in special education in the regular education classroom setting.

Materials and Strategies
Cooperating teachers will share information about materials and techniques used in their classroom. Cooperating teachers should also
allow student teachers to try several teaching activities that may not replicate those of the cooperating teacher.

Lesson Plans and Activities
The cooperating teacher will review and approve the student teacher’s lesson plans prior to them teaching the lesson. Recommendations for improvement should be given when applicable. Student teachers are required to write detailed lesson plans at the beginning of their experience. The cooperating teacher and university supervisor will jointly give permission for the student teacher to use a modified lesson plan or teacher planbook.

Evaluation of Student Teacher
The cooperating teacher will provide the student teacher with ongoing feedback. At a minimum, the cooperating teacher should complete a weekly structured observation of the student teacher (see Weekly Review File). The cooperating teacher will also formally observe the student teacher once a week. The specific forms to be used can be found in the cooperating teacher's folder. The cooperating teacher will also complete a midterm and final evaluation form (see Midterm File and Final File). The cooperating teacher should discuss all evaluations with the student teacher as soon as possible after the observation has occurred.

Evaluation of University Supervisor
The cooperating teacher will complete an evaluation of the university supervisor. This form can be found in the file labeled Supervisor Evaluation.

University Supervisor Responsibilities
The university supervisor is an important link between the cooperating and student teachers and the field experience coordinator at Peabody College of Vanderbilt University. The university supervisor’s role is critical to the success of the field placement. It is the university supervisor’s responsibility to be the communication channel between the many people involved in the student teaching experience. This individual must be able to be an administrator, instructor, counselor, mediator, and evaluator. It is the major responsibility of the university supervisor to work with the cooperating teacher and to observe, provide feedback, and evaluate the student teacher’s progress in the school classroom.

Orientation Meeting
The university supervisor will contact the cooperating teacher and student teacher to set up an orientation meeting. This session should be conducted prior to the student teacher beginning their field experience. The purpose of this meeting is to provide a time for the cooperating
teacher, student teacher, and university supervisor to become acquainted with one another and to discuss timelines and expectations.

**Strategies**

The university supervisor will provide the student teacher with both academic and behavior strategies to use in the classroom. The university supervisor should also inform the student teacher of available resources.

**Support**

The university supervisor will be a source of support for the student teacher. The student teacher should feel comfortable discussing concerns or fears as well as asking for assistance from their supervisor. University supervisors should be very accessible to their student teachers.

**Communication**

The university supervisor will communicate and collaborate with cooperating teachers, student teachers, the field experience coordinator, and seminar instructor regarding the student teaching program.

**Evaluation**

The university supervisor will provide the student teacher with ongoing feedback. At a minimum the university supervisor will complete a weekly structured observation of the student teacher. These weekly observations must be a minimum of 90 minutes. The university supervisor will also complete a midterm and final evaluation form. These evaluation forms can be found in the file cabinet located in MRL 313. The university supervisor should discuss all evaluations with the student teacher as soon as possible after the lesson has occurred.

**Field Experience Coordinator Responsibilities**

The field experience coordinator’s role is to identify and recruit highly capable special education teachers who are willing to mentor student teachers. This individual also keeps files and data on each student teacher, university supervisor and cooperating teacher.

**Placements**

The field experience coordinator is responsible for facilitating student teacher placements. Student teacher preferences will be taken into consideration when placing them with a cooperating teacher and school. The field experience coordinator will contact the principals and cooperating teachers to confirm the student teaching placements.

**Visits**

The field experience coordinator will attempt to visit each student teacher at least once during the semester. The field experience coordinator will
communicate with the student teacher, cooperating teacher, and university supervisor to ensure the placement is satisfactory.

**Seminar Instructor Responsibilities**

**Instruction**

The seminar instructor is responsible for conducting the Seminar in Student Teaching. The seminar instructor will assign and grade all requirements assigned during the student teaching experience.

**Strategies**

The seminar instructor will provide student teachers with academic, behavior management, and collaboration strategies they can use in their student teaching classroom.

**SPECIFIC REQUIREMENTS FOR STUDENT TEACHERS**

**Student Teaching Seminar.**

All students must attend the weekly Student Teaching Seminar. The content of this course will directly relate to the student teaching experience. Curriculum, academic strategies, behavior management techniques, and collaboration strategies will be discussed. Student teachers will have the opportunity to discuss and brainstorm strategies to meet the specific demands of their placements.

**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.

- Cooperating Teacher/Student Teacher/University Supervisor Contract (for each placement)
- Copy of letter sent to parents/guardians introducing student teacher (for each placement)
- Parent Contacts (for each placement)
- Daily Schedule (for each placement)
- Overview of Program (for each placement)
- Case Study (2 students in each placement)
- Notes from IEP meeting (for each placement)
- Lesson Plans (for each placement)
- Weekly Reflections (for each placement)
- Behavior Change Project (two students in each placement)
- Substitute Plan (for each placement)
- Paraprofessional Interview (one placement)
Videotape Critique (2 each placement)
 Philosophy of Teaching (one)
 Philosophy of Behavior Management (one)
 Resume (one)
 Additional Information Collected

Parent Letter/Contacts
The student teacher is required to write a letter to the parents/guardians introducing themselves. Student teachers should also communicate with parents during the semester. These contacts may be via face-to-face contacts, open houses, phone calls, IEP meetings, parent-teacher conferences, etc. The student teacher should develop a procedure for documenting these contacts.

Daily Schedule
The student teacher will document how their days will be spent. This should be done for each day of the week. This information should include the schedule of the special education classroom and inclusion settings. This schedule should be specific; listing students, grade levels, times, and subject areas taught. This should be done during the first week of the student teaching experience.

Overview of Program
Student teachers will provide the following information for each subject or developmental area: materials that are used, methods for evaluation, and school and/or community resources. This information will be used to develop IEPs and to understand how the lessons will fit into the total plan for the school year. This should be done during the first week of the student teaching experience.

Case Studies
Student teachers will select two students in each placement and complete the following with each student:

a. Observations: Student teachers will observe each student in three different settings (e.g., general education classroom, special education classroom, music, PE), for a minimum of 30 minutes for each observation. 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.

b. Assessment of Students. Student teachers should experience the process of evaluating students’ current academic levels and then using that data to generate an IEP. Student teachers should gather
relevant background information (e.g., academics, behavior, health/medication, family). Student teachers should also administer academic achievement tests and/or informal assessment tools to determine the students’ current level.

c. Summary of Student’s Current Level. Student teachers will write a summary of the students’ current levels. Student teachers should follow the guidelines provided on the student summary form.

d. Develop a 5-week plan. Student teachers will develop a 5-week plan for teaching the students. This plan will include all academic and behavior issues needing attention during the time the student teacher will be working with the students.

e. Data Collection Forms. Student teachers will develop forms for keeping data on the students’ progress during the 5-week period they are teaching the students.

f. Final Summary. Student teachers will write a final summary on each of the students. Student teachers should follow the form provided.

g. IEP Writing. After working with their students, the student teachers will write an IEP for each of the two students. These IEPs should be written for an entire year. Students should use the IEP form used by their cooperating teacher.

M-Team Report
It is important for student teachers to participate in an M-team meeting. Student teachers should attend either an initial eligibility meeting or an IEP review meeting. The student teacher should be the recorder during this meeting and contribute to the discussion when appropriate. The cooperating teacher should gain permission from the parents/guardians for the student teacher to attend the meeting.

Lesson Plans
Student teachers are required to write detailed lesson plans when they begin their student teaching experience. The cooperating teacher and university supervisor will jointly agree when the student teacher can begin to use modified lesson plans or the teacher’s plan book. However, the student must return to detailed lesson plans if either the cooperating teacher or university supervisor feel the student teacher is not able to deliver a lesson effectively without the detailed lesson plans.
Weekly Reflections
Student teachers will complete a Weekly Reflection Form at the conclusion of each week. This form allows the student teacher to reflect on the week’s activities.

Behavior Change Projects
Student teachers will identify behaviors and academic tasks that need to be taught. Student teachers will collect baseline data for a minimum of three days during the first week of student teaching. Baseline data must be graphed. Student teachers will then implement an intervention for a minimum of five weeks and record the results. If the selected intervention is not working (e.g., three days of no progress), a different intervention should be tried. Student teachers must write a summary at the conclusion of the project. Students must collect data on two students in each placement (one academic behavior and one social behavior). These may or may not be the same two students used to write the IEPs.

Substitute Plan
The student teacher will develop a substitute plan that could be used if both the cooperating and student teacher were absent. The plan should be written with enough information that someone who has never been in the classroom could implement it effectively.

Paraprofessional Interview
Special educators often work with paraprofessionals in their classroom. Student teachers will interview one paraprofessional using the interview form. Based on the information received, student teachers should follow up with any questions they may have. Student teachers will write a summary of their findings.

 Videotape
Student teachers will videotape themselves teaching two lessons, one during their first week of teaching and one during their last week of teaching. The lessons need to be a minimum of 30 minutes. Student teachers will then self-evaluate their lesson. Student teachers need to obtain permission from the school principal and cooperating teacher prior to videotaping. Parents/guardians must also give permission for their children to be videotaped. If parents/guardians decline, their child may not participate in the lesson.

Philosophy of Teaching
Student teachers will update their philosophy of special education including its relationship to/with regular education. Student teachers should include their philosophy on working with families, and students from culturally and linguistically diverse populations. This philosophy should be no longer than two pages.
Philosophy of Behavior Management
Student teachers will update their philosophy of behavior management. This philosophy should be no longer than two pages.

Resume
Student teachers will update their resumes to include their student teaching experiences.
THE STUDENT TEACHER WILL:
3 Be present in the classroom from _________ to _________ (school hours) from ______ to _________ (dates).
3 Demonstrate professional conduct while at the school.
3 Establish professional relationships with members of the school community.
3 Show initiative by asking for responsibilities and becoming involved in non-teaching activities.
3 Accept corrective feedback and demonstrate initiative to suggestions for improvement.
3 Plan appropriate lessons for all academic and social activities.
3 Demonstrate competence in teaching and behavior management.
3 Keep student information confidential.
3 Follow all policies of the school system, principal, and cooperating teacher.
3 Follow the calendar of their assigned school for holidays and vacations.

THE COOPERATING TEACHER WILL:
3 Orient the student teacher to the school environment.
3 Introduce the student teacher to members of the school community.
3 Provide opportunities for observations in several settings.
3 Provide appropriate materials and offer guidance for their application.
3 Review the student teacher’s lesson plans prior to teaching the lesson.
3 Evaluate the student teacher’s performance and provide feedback weekly.
3 Complete a midterm and final evaluation on the student teacher.

THE UNIVERSITY SUPERVISOR WILL:
3 Provide the student teacher with academic, social, and collaboration strategies.
3 Evaluate the student teacher’s performance and provide feedback weekly.
3 Complete a midterm and final evaluation on the student teacher.

Cooperating Teacher Signature/Date

University Supervisor Signature/Date

Student Teacher Signature/Date
Daily Schedule

Write out the daily schedule. You need a schedule for each day. Although schedules change frequently, develop one that you will follow most of the time. The schedule should include the student, current grade, grade level they are working at, time of day, and subject.

Monday

8:15-8:30  Bus Duty
8:30-9:00  1st grade reading group
            Brandon – letter recognition
            Kari – preprimer
            Sam – primer
            Joey – primer
8:45-9:15  2nd grade spelling
            Jeff – 1st grade
            Carolyn – 1st grade
            Sandy – writing name and address
9:00-10:15 4th grade math
            Kevin – 2nd grade
            Kristin – 3rd grade
            David – 3rd grade
9:30-10:15 4th grade recess
10:15-11:30 Mrs. Smith’s 5th grade for reading
Dear Parent or Guardian:

My name is ______________ and I will be student teaching at ______________ (Name of School) in ______________ (cooperating teacher’s name) classroom. In September I will be taking over all of the responsibilities of the classroom. This will include lesson planning, teaching, assigning grades, maintaining classroom discipline, and maintaining student IEPs.

I am currently a senior at Peabody College of Vanderbilt University. I am originally from ______________ (hometown). During my time at Vanderbilt I have been active in ______________ (list activities). After graduation I plan to ______________.

I am looking forward to working with your child during the next seven weeks. If you have any questions or if I may be of any assistance to you, please do not hesitate to contact me at ______________ (name of school and phone number).

Sincerely,

(Your Name)

*** This letter should be copied on the school’s letterhead.
*** This letter must be approved by the cooperating teacher before sending it with the students.
Parent/Guardian Contacts

Student teachers will develop a form for parent/guardian contacts. Student teachers must also develop an effective way for keeping the data.

<table>
<thead>
<tr>
<th>Parent/Guardian Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Time:</td>
</tr>
<tr>
<td>Student’s Name:</td>
</tr>
<tr>
<td>Parent/Guardian’s Name:</td>
</tr>
<tr>
<td>Type of Contact:</td>
</tr>
<tr>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Phone Call</td>
</tr>
<tr>
<td>Reason for Contact:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Outcome of Contact:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Follow-up needed (if any)</td>
</tr>
</tbody>
</table>
Interview your teacher, face-to-face, asking the questions on the following pages. Please do not just give these questions to your teacher. You will gain a lot more by discussing these issues with your teacher. If you do not understand a response the teacher has given – this would be a good time to ask further questions. Having a good understanding of the rules and procedures in the classroom will make for an easier transition.
1. What are your classroom rules?
2. How did you choose these rules?
3. Did the students participate in choosing the rules? If so, what was their role?
4. Are there any school-wide rules used in your classroom and throughout the school?
5. How do you teach rule-following?
6. What are the consequences for following/not following the rules?
7. How did you determine your seating arrangement?
8. What routines have been established for students to follow when:
   a. Entering the classroom first thing in the morning
   b. Leaving the classroom at the end of the day
   c. Turing in completed work
   d. Obtaining work when students are absent
   e. Asking for assistance
   f. Finishing assigned seatwork before others
   g. Speaking during class discussion
   h. Getting out of seat to sharpen pencil, throw away trash, etc.
   i. Using the restroom
   j. Lining up to leave the classroom for specials or lunch
   k. Are there other routines you have that I have not mentioned
9. How do you communicate with parents (e.g., phone calls, notes home, newsletters, etc)?
10. How often and what methods do you use to evaluate students?

11. What resources are available to support your teaching (e.g., resources from the library, computer lab, etc.)?

12. What support programs are available in the school (e.g., nurse, resource teacher, Title Teachers, etc.)?
Assessment Report

Demographic Information
_____ Student Name  _____ Date of Birth
_____ Age  _____ Grade
_____ Gender  _____ School
_____ Teacher  _____ Examiner
_____ Date(s) of Test(s)  _____ Date of Report

Reason for Evaluation
_____ Brief overview of why the student is being assessed.
_____ Provide specific questions that need to be answered?

Student Background Information
_____ Includes medical, educational, and social aspects must be considered.
_____ Value judgments should not be made.
_____ Includes only relevant information.

Observations
_____ Physical Arrangement  _____ Teaching Behaviors
_____ Teaching Strategies  _____ Feedback Strategies
_____ Behavior Management Techniques  _____ Transition Activities
_____ Students with Disabilities  _____ Own thoughts

Assessment Tool Selection
_____ Tools fit the purpose of assessment  _____ Tools are listed
_____ Rationale provided  _____ Appropriate for student
_____ Appropriate for examiner

Current Assessment Results
_____ Scores listed in table format  _____ Consistent in using types of scores
_____ Explains behavior during testing  _____ Interprets scores correctly

Current Assessment Summary
_____ Brief  _____ Makes relationships
_____ Provides strengths  _____ Provides weaknesses

Current Assessment Recommendations
_____ Suggests goals  _____ Goals meet stated weaknesses
_____ Makes suggestions for changes  _____ IEP can be developed from
_____ Ongoing assessment plan

Structure
_____ Referral questions answered  _____ Only relevant information reported
_____ Information only reported once

Organization
_____ Follows the prescribed format.

Style
_____ Acceptable language  _____ Acceptable tone
_____ Facts/data accurately reported  _____ Report is clear, simple
_____ Easily understood by others  _____ Can distinguish between fact/opinion
Assessment Report

Demographic Information

Reason For Evaluation

Student Background Information

Summary of Observations

Assessment Tool Selection

Current Assessment Results

Current Assessment Summary

Current Assessment Recommendations
Behavior Change Project

Student: ________________  Age:  Gender: ________________
Grade: ________________  Teacher: ________________

Please complete the following outline with as much information as you have available concerning this student and his/her problem.

Identify a social, academic, or developmental goal for student.

Pinpoint the target behavior

Develop a recording system for monitoring behavior increase or decrease.

Develop a strategy or intervention for changing the behavior.

Collect baseline data.

Introduce the intervention.

Collect data everyday or more frequently, if appropriate.

Write up report

- Describe student(s) and the setting.
- Define the behavior.
- Describe the monitoring system and include a copy.
- Describe the intervention in sufficient detail to enable someone to replicate.
- Describe the results providing data to support discussion.
- Give implications and recommendations.
M-Team Notes

Student: ___________________________  Student Teacher: ___________________________

Persons in Attendance (name/title):

Purpose of Meeting:

Issues/Concerns:

Parental Input:

M-Team Input:

Recommendations:

Your Reflections:
Substitute Plan

Teacher: ______________________  Classroom: ________________

Explain what time school starts, bells, opening procedures.

Emergency Drills: Explain the procedure for the following: fire drills, severe weather alert, bomb scare and any other drills the school may have.

Hurt Child: Explain the procedure used if a student becomes ill or hurt.

Discipline: Explain the discipline procedures of both the school and the classroom.

Students who may help: A list of students who are reliable and can assist the substitute when needed.

Others who may help: A list of other adults in the school the substitute can ask for assistance when needed.

The following must be included:
1. class list
2. daily schedule
3. emergency plans to be used if daily plans are not available
4. school map
5. hall passes
6. discipline passes

Write an ending statement thanking the substitute for coming. Explain the check out process.

*** This plan needs to be detailed enough so that someone who has not been in the school can effectively implement the plan.

**Adapted from Susan Miller**
Videotape Critique

Student Teacher: ____________________ Date: __________

School: ____________________ Cooperating Teacher: ________________

Time: ______  Number of Students: ________  Grade: _______________

Subject: ________________  Type of activity: ____________________

Objective of lesson:

Were you well-prepared with all necessary materials?

Did your objectives for the lesson seem obvious?

Were you clear in presenting material or in giving directions?

Did you guide or prompt students for better responses?

How much interaction did you have with the students?

How much and what type of praise did you give?

Were there any behavior issues? Is so, what did you do to correct them?

What did you do to check for understanding and mastery of your objective? How did you monitor the learning?
Things you liked about the lesson

1. 
2. 
3. 

Things you may change in a similar future situation:

1. 
2. 
3. 

Effective teacher behaviors to increase

1. 
2. 
3. 

Ineffective teacher behaviors to decrease

1. 
2. 
3. 

Effective teacher behaviors to maintain

1. 
2. 
3. 

What did you learn from this experience?

1. 
2. 
3. 
Student Teacher’s Weekly Reflection
Department of Special Education
Peabody College
Vanderbilt University

Participation in instruction

Extra-class duties

Meetings attended

Overall evaluation of week from student teacher’s perspective

Goals for next week