

SCHOOL OF EDUCATION  
MILLS COLLEGE

EARLY CHILDHOOD SPECIAL EDUCATION  
STUDENT TEACHING HANDBOOK

2010-2011

**Director**

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## TABLE OF CONTENTS

INTRODUCTION .....	4
COORDINATION.....	4
STUDENT TEACHER PLACEMENT .....	5
Student Teaching in Early Intervention.....	6
Student Teaching in Preschool Special Education .....	6
Student Teaching Seminar .....	7
Administration Practicum .....	8
Observations .....	8
Student Teaching Progression.....	8
Solo Teaching Experience .....	9
THE ROLE OF THE COOPERATING TEACHER.....	10
THE ROLE OF THE MILLS SUPERVISOR .....	11
Observations .....	11
Evaluation and Grading.....	12
Application Process .....	13
EDUCATION 275A/B (Field Experience & Seminar).....	15
PORTFOLIO.....	16
STUDENT TEACHING OBSERVATION.....	18
STUDENT TEACHING FIELDWORK EVALUATION .....	19

## INTRODUCTION

Congratulations. You are embarking on one of the most important areas of your credential program, your student teaching experience. Student teaching in early childhood special education is the culminating experience of the Mills Preliminary Level I Education Specialist Credential curriculum and a critical feature of our program. It is an opportunity for you to demonstrate your understanding of the principles of effective teaching in Early Intervention (EI) and Preschool Special Education. Student teaching will challenge you to evaluate your teaching practices, to reflect on those practices, and to enhance your skills as a professional and special educator.

A great deal of what you will learn from the student teaching experience is directly related to the support you receive. It is essential that all involved: administrators, cooperating teachers, Mills faculty and supervisors make a conscientious effort to ensure that the student teaching experience is positive, productive, and conducive to the immediate and life-long growth and development of the novice teacher. What follows are descriptions of the current requirements and procedures for student teaching.

## COORDINATION

Mills College and the student teaching placements form a team in the education of new early childhood special educators. Together, we aim to facilitate their entrance to the profession and to enhance the quality of education and services delivered to young children with disabilities that address the concerns and priorities of the families. The following program structures are designed to coordinate our efforts:

- Within the first two weeks of each placement, a three-way conference will be arranged between the cooperating teacher, the student teacher, and the Mills supervisor.
- The main purposes of the first meeting are to make acquaintances, share thoughts about the structure of the fieldwork placement, discuss goals for the experience, and talk about student teaching responsibilities and assignments.
- A three-way conference will also occur at the end of each placement for the purpose of discussing the student teaching assignment evaluations. Prior to this meeting, student teachers, cooperating teachers, and supervisors complete a written evaluation form.

The Mills faculty will make every effort to enhance the connection between the course work taken at Mills and the fieldwork done at the student teaching placements. One way will be to give students assignments that relate the two. The Mills course work is designed to provide student teachers with many basic skills. There will be times during the semester that the student teachers need to try certain lessons in their placements and to engage in other activities that will require the assistance of their cooperating teachers. The course work also encourages a reflective, inquiry orientation toward the profession. We rely on the cooperating teachers to help Mills faculty promote that reflective stance.

## STUDENT TEACHER PLACEMENT

The student teaching experience is intended to provide the student teacher with opportunities that include a broad spectrum of experiences with different populations of children and families and different special needs represented. The sequence begins with placements in the Mills Children's School over the first two semesters. These placements fulfill the requirement for teaching experience in a regular educational setting with infants and toddlers and with preschool children. At this level, each field experience requires *between 12 to 20 hours per week* in the school where candidates observe and work with children individually and in groups, and their families.

During the second year, students fulfill the special education teaching placement assignments by providing early intervention (EI) services for infants and toddlers with special needs one semester, and working with preschool children with disabilities in either a public or private special education program the other semester. Students are permitted to complete their student teaching assignment in a special education setting in which they are currently employed if it is appropriate to the credential authorization. For that to occur the student teacher is supervised by a Mills College supervisor and an individual on site must be willing to serve as the cooperating teacher. This individual must meet the Mills College program qualifications, such as state certification requirements, national accreditation standards, and specialized training.

Those students who are not teaching in their own early childhood special education setting are placed with qualified cooperating teachers. These student teaching placements are made by the Mills faculty that works with district representatives to identify suitable placements. The candidate may request a particular site that will be considered for appropriateness by the Mills faculty. The criteria used to select placements include: (a) the competency of the cooperating teacher; (b) the experiences available to the candidate; and (c) the placement's compliance with local, state, and federal law pertaining to equal access and opportunity for those served and employed by the site. Diversity of population is a criterion for site selection. Diversity will include socio-economic diversity, diversity of factors that make children at-risk or that categorize them as having special needs, and language and culture.

Throughout the year, student teachers are expected to comply with all professional standards of the placements and to adhere to their policies. They should determine appropriate dress and observe the holidays of their student teaching placement rather than those of the Mills calendar. Fall placements begin the first week of school and continue until after final examinations. Spring placements usually begin the first week of school and continue until approximately mid-June. This also holds for student teaching placements in early intervention.

Student teachers are expected to be in their placements *16 to 20 hours per week* (240-300 hours per semester) to be arranged by the site and the Mills supervisor. It is suggested that the student teacher spends most of the morning both semesters with their cooperating teacher and attend afternoon classes at Mills. Student teachers should try to arrange their schedules to attend staff meetings at their placement sites. In early intervention placements, student teachers should be available for home visit opportunities.

### **Student Teaching in Early Intervention**

Student teachers in early intervention are expected to participate in many different teaching experiences, including:

- Plan and implement appropriate curricula that facilitate development, learning, and independence in infants and toddlers with special needs.
- Demonstrate appropriate individualized and small group intervention strategies across developmental domains.
- Participate in the IFSP process and implement IFSP goals that facilitate the development of infants and toddlers, and that consider the family's culture.
- Participate in the assessment of infants and toddlers and summarize results in writing.
- Help to establish an environment and a behavior management system to facilitate development, learning, and independence in infants and toddlers with special needs.
- Learn how to interact and build a relationship with the parents and other family members.
- Participate as a member of an interdisciplinary team, coordinate services through other educational programs and community agencies that service families of children with special needs, and participate in transition planning.
- Provide early intervention services in natural and home environments.

### **Student Teaching in Preschool Special Education**

Student teachers working with preschool children with disabilities are expected to participate in many different teaching experiences such as:

- Plan for instruction and implement the lesson plans.
- Demonstrate appropriate individualized, small group, and group intervention strategies across developmental domains.
- Select and evaluate curriculum and achievement outcomes for young children with disabilities.
- Help establish a classroom climate conducive to learning and behavior management.

- Participate in administering informal and formal assessments of young children and summarize the results in writing.
- Participate in the IEP process and implement IEP goals that facilitate the development of the child and that consider the family's culture.
- Help to create a behavior management system to facilitate learning, development, and independence in young children.
- Coordinate and deliver services through other educational programs and community agencies that serve the children and their families.
- Collaborate with staff members and assistants in a team approach within the school environment.

Student teachers in both early intervention and preschool special education placements are expected to participate in as many professional experiences as possible. They should learn how to use effective communication with families and attend parent conferences, staff meetings, in-service trainings at the site, and the Mills student teaching seminar in Early Childhood Special Education (Ed. 275A/B). Student teachers should plan to spend 4-5 mornings and at least one afternoon in pre-k placements and at least 3 full days at early intervention sites (though some EI sites request 4-5 mornings, similar to pre-k).

### **Student Teaching Seminar**

Student teachers will develop a portfolio to document the various activities in which they participate during each student teaching experience. The portfolio is a vehicle for assisting the student teaching experience and it facilitates self-evaluation and appraisal of professional development. It serves to structure the student teaching experience for the student, cooperating teacher, and Mills supervisor. During the first session of the student teaching seminar, student teaching portfolio information and materials will be distributed. At this time, the student teacher will write two goals to work towards during the student teaching experience. These goals will be discussed with the Mills Supervisor and taken into consideration when student teachers are observed at work in the classroom. The Mills supervisor will evaluate the portfolio during the student teaching seminar, discuss the students' professional development as portrayed in the portfolio, and assist the student teachers in reflecting on and enhancing their performance as special educators.

*The following is a list of the major components of the portfolio:*

- Reflection Journal
- Personal Goal Monitoring
- Assessments: Infant, toddler, preschool, and family-guided
- IFSP/IEP
- Behavior Management
- Lesson Plans and Curriculum Areas

- Classroom and Teaching Arrangement
- Communication/Collaboration Log

### **Administration Practicum**

Prior to completing the Preliminary Level I Education Specialist Credential curriculum students are required to participate in one semester of Administration Practicum (EDUC 263) in a field placement where they perform an administrative project on policies and practices in the field of special education. Students are permitted to complete the Administration Practicum at the special education site during the time they are completing one of their student teaching experiences.

### **Observations**

Student teachers need to be exposed to many different teaching styles, classroom structures, and EI settings and environments where services are being provided for infants, toddlers, and preschool children with special needs and disabilities. Toward this end student teachers are expected to make three observations in other placements per semester. Scheduling these observation times should be negotiated between the student teacher and the cooperating teacher.

### **Student Teaching Progression**

During the student teaching placement student teachers are gradually introduced to more responsibilities as they are able to take them on. We know that student teachers begin the program with a wide variety of experience and expertise. Thus, the nature of the field placement for each student will have its own individual character. A possible sequence of student teaching responsibilities is presented to help guide the cooperating teacher and college supervisor in planning classroom teaching activities for the student teachers. Just as the goal of the program is to prepare teachers who are sensitive to the individual needs of the children and their families, so too the guidelines are to be treated as flexible and sensitive to the developmental level of the individual student teacher.

In the first week or two, the student teacher observes lessons and works with individual children and parents (in EI settings). As the placement progresses, the student teacher gradually assumes more and more responsibility for planning and implementing individualized and small group intervention strategies. By the end of each placement the student teacher should have experienced all aspects of the program, including participation in the assessment and IFSP or IEP process; the creation of learning environments and behavior management systems; evaluation of student outcomes; coordination of services with other educational programs and community agencies that serve the children with special needs; and transition planning.

**Solo Teaching Experience**

During the preschool special education placement student teachers must be fully responsible for the classroom for at least one week to the extent that is possible.

## THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher/student teacher relationship is very important because it models and sets the tone for the learning process. This relationship must be based upon open and sensitive communication. It is the responsibility of the cooperating teacher to demonstrate the professional attitudes, knowledge, and skills that constitute thoughtful, effective, and caring teaching. Cooperating teachers share their knowledge, visions, and enthusiasm with student teachers. They observe the student teachers in action and provide written feedback on the evaluation form. Cooperating teachers build the confidence of student teachers, welcome them to the student teaching placement, and provide information regarding school or agency policies.

Student teachers can expect cooperating teachers to provide academic and professional guidance consistent with best practice, assist in planning intervention strategies, and observe and debrief their work in a constructive manner. Cooperating teachers will share their expertise in other positive ways such as helping students to develop curriculum materials, assess students and family needs, build relationships with parents, and establish a classroom climate that facilitates learning. Cooperating teachers must also be willing to engage student teachers in reflective conversations about practice and provide access to individual student records and IFSP/IEP goals and objectives.

## THE ROLE OF THE MILLS SUPERVISOR

The Mills Supervisor is the third member of the "team" along with the student teacher and the cooperating teacher. Supervision should be carried out in a manner that promotes the thoughtful planning, execution, and evaluation of the teaching/learning process by the student teacher in a positive, supportive climate. The supervisor has less responsibility for introducing the student teacher to the placement school setting and more responsibility for facilitating the association between the fieldwork and Mills course work. Mills supervisors need to remind and encourage student teachers to apply what they are learning in their courses to what they are seeing and doing in the field and vice versa.

*The specific duties of the Mills supervisors include the following:*

- Observe each student teacher several times during the semester. Each visit should be preceded by a pre-observation conference or phone call to review and/or formulate plans and followed by a post-observation conference to debrief the lesson as soon after the lesson as possible.
- Coordinate the three-way meetings between the cooperating teacher, student teacher, and the supervisor at least twice during a placement, at the beginning and the end of the placement.
- Meet with all of their student teachers as a group on a weekly basis in the student teaching seminar (Ed. 275A/B).
- Write-up and file a summary of each observation with a copy to the student teacher.
- Read student journals and provide feedback on a weekly basis.
- Determine and record final grades for the field assignment after consultation with the coordinating teacher and faculty advisor.
- Act as a liaison with the schools and orient cooperating teachers to the student teaching expectations.
- Write letters of recommendation for the students supervised.

### **Observations**

Observations are at the heart of the student teaching experience. Mills supervisors will visit student teaching placements, observe the student teachers teach, and provide constructive feedback concerning their performance. One important consideration when arranging the observations is to schedule them when the cooperating teacher, the student teacher, and the Mills supervisor can get together to discuss the experience. Another is to schedule them so that the Mills supervisor sees you working in a number of different areas and contexts, and at different times of the day. Being observed in a variety of situations can greatly enhance the feedback student teachers will receive

concerning their performance.

During the visits, the Mills supervisor will record their observations on the observation form. Their feedback should be specific and provide detailed information telling the student teacher exactly what was done and why it was effective. Feedback should be positive. Supervisors realize that it is important that students are made aware of what they have done well so that they may continue with those practices. The information from the observations serves as a springboard for discussion during the debriefing sessions.

Linked with feedback is the need to set goals at each visit. The goals should stem from the debriefing session and be linked with the two goal areas that the student teacher has self-selected at the beginning of the semester. Goals are to be written at the bottom of the observation form and should also be listed and monitored on the Personal Goal Monitoring Sheet found in the portfolio. The Mills supervisor will continue to review your goals during the visits and the student teaching seminar.

The observation form has two columns: one for supervisor comments and one for student comments. Following the observation, debriefing, and goal setting, the student teacher is to be given the observation form. The student teacher is to then record reflections of the lesson in the student column of the form and to return one copy of the form to the Mills supervisor during seminar and make one copy for the portfolio.

### **Evaluation and Grading**

The evaluation of a student teacher's growth in the student teaching assignment is an on-going process. Formative evaluation should occur on a regular basis during cooperating teacher/student teacher meetings and supervisor/student teacher pre- and post-observation conferences. At the end of each placement a more summative evaluation will occur. The main purpose is to provide feedback to the novices to assist them in their life-long development as special educators in early childhood. Some time just prior to the end of each field assignment, a three-way meeting needs to be arranged between the cooperating teacher, the student teacher, and the Mills supervisor. Each participant should bring to that meeting a filled-in copy of the "Mills College Evaluation of Student Teaching Fieldwork" form. The responses of all should be shared and discussed. The Mills supervisor will use the information in the formulation of a final grade for the semester student teaching assignment. Once the student teacher has had the opportunity to read the evaluations, the Mills supervisor or student teacher should take all three forms and place them in the student's academic file.

Periodic evaluations of students' teaching represent one of the ways our students' development as teachers is assessed throughout the program year. Other assessments include:

- Analysis of the student teachers' changing perspective on teaching as it evolves in their journal writing about their student teaching experiences;
- College supervisor observation reports and progress evaluation through periodic visits to the student teacher placements and consultations with the cooperating teacher;
- Evaluation of college course work taken in conjunction with the field experience;
- The completion of all portfolio requirements.

### **Application Process**

1. *TB Test Results.* A copy of a negative TB test must be submitted to the Program Director when applying for student teaching. To be valid, the TB test must not be more than three years old when student teaching is completed.
2. *Certificate of Clearance.* You must have completed and sent a Request for Live Scan form to the California Commission on Teacher Credentialing before student teaching in a preschool public school setting. This live scan is in addition to the one that you took for the Mills Laboratory School. See Melissa Benham for the form.
3. *Taking Courses with Student Teaching.* You are expected to complete your course work at Mills during your student teaching experience and to attend all sessions of the student teaching seminar (EDUC 275A/B).
4. *Student Teaching Credit.* Students are expected to take 1.0 credit for each semester of student teaching. The 1.0 credit includes both the fieldwork and the student teaching seminar. If students decide to take the Administration Practicum (EDUC 263) during their student teaching experience they will enroll in the course for 0.5 - 1.0 credit.
5. *Enroll in Placement.* Students are required to meet with the Mills Program Director the semester prior to student teaching. Prior to the meeting, students should pick up a copy of the Student Teaching Handbook and fill out the application form. Students may not student teach unless they have passed the CBEST, have a copy of their negative TB test results, and completed the Live Scan with the CCTC. At this meeting, students should present a statement of what they want to gain from the student teaching experience such as the kind of classroom they wish to work in and areas to work on.

*If students wish to do the student teaching in their own classroom, they will need to submit the following information:*

- Name of school and position at school.
- How long employed at the school in that position.
- Job responsibilities and number of children worked with and their disabilities.
- Who will be the cooperating teacher at the site? The person's qualifications and a typed statement indicating agreement to serve as the cooperating teacher.
- Statement from the school principal or director of the agency indicating the

student teachers competence as a teacher and the school or agency agreement to allow you to complete your student teaching at the site.

- Justification for why you should be permitted to complete student teaching at your job site.

**EDUCATION 275A/B**  
**FIELD EXPERIENCE AND SEMINAR**  
**EARLY CHILDHOOD SPECIAL EDUCATION**

**Course Description**

A seminar for graduate students who are participating in a supervised student teaching assignment in a special education setting with infants and toddlers, and with preschool children.

**Knowledge Base Theme:**

Preparing reflective and innovative professionals who ensure the development and education of diverse populations within a dynamic context.

**Course Objective:** (Knowledge base: field and teaching experiences)

The students will:

- develop a portfolio that documents the field experience;
- self-evaluate their performance in relation to self-selected goal areas;
- become a reflective professional through self-evaluation and peer evaluation activities;

**Competencies**

Students will demonstrate knowledge/understanding of:

- learning environments and appropriate behavior management strategies;
- curriculum design and flexibility of planning for diverse learners;
- structuring the classroom environment;
- best practices in working and communicating with children and families;
- how to work effectively with the family and other professionals in the development and implementation of the IFSP and coordination of services;

**Supervision**

Students are supervised by on site supervisors and Mills College supervisor. Students are permitted to complete their student teaching assignment in a special education setting in which they are currently employed if the age and grade is appropriate to the credential authorization and if an individual on site is willing to serve as the cooperating teacher.

**Grading**

Course grade will be based on evaluations of the field work participation by the field supervisor and college supervisor, and portfolio requirements.

**Schedule**

Students will meet weekly during the semester.

## PORTFOLIO

The portfolio is a vehicle for assisting students to document their student teaching experience and it facilitates self-evaluation and appraisal of professional development. The major components of the portfolio are outlined below.

### **Reflection Journal**

Students are to keep a journal of their interactions in the field. Recordings should take place each week. The journal is a reflective tool to help you gain insights into your student teaching experience.

### **Assessment**

Participate in administering informal and formal assessments of children (e.g., interviews, tests, behavioral observations, etc.), write a statement describing the experience and include a copy of the protocol (name withheld) in your portfolio.

### **IFSPs/IEPs**

- If you are working with a cooperating teacher, ask to participate in an IFSP or IEP and prepare a written statement about the types of goals and objectives listed.
- If you are working in your own classroom, try to conduct an IFSP or IEP and prepare a written statement about the types of goals and objectives listed.

### **Material Development**

From the many activities and lessons you conduct, include a sample of self-developed materials that you found helpful. Include why you believe they were helpful and students' reactions to working with these materials.

### **Behavior Management**

Include a statement of your:

- a) management system;
- b) rules;
- c) positive and negative consequences; and
- d) data management plan.

If you are working with a cooperating teacher, items (a) - (d) may reflect what he/she is doing. If so, respond to that system. What do you see as the strengths and weaknesses of the system? How would you adapt it to meet your needs and those of the students in the classroom?

### **Lesson Plans**

Include a copy of your lesson plans for each week of student teaching

### **Curricular Areas**

For all curricular areas in which you work during student teaching, include at least one of the following:

- a) A description of an activity and why it is a favorite of yours;
- b) A description of an activity that was not all that successful for you, why you believe it was not as successful as you would have liked and how you would change it next time to make it more successful;
- c) Student samples of an activity completed and your critique of that work; or
- d) Photographs of students and yourself engaged in an activity and a brief description of the activity.

### **Teaching Arrangements**

Include a copy of teaching arrangement form.

### **Communication/Collaboration**

Throughout your student teaching experience, you will be working with a variety of students, professionals, and parents. Select one group or individual that you particularly want to focus on during student teaching. Complete a communication/collaboration log and include it in your portfolio.

### **Personal Goal Monitoring**

During the field work placement, students will select two goals to work on. These goals should be listed and monitored on the Personal Goal Monitoring Sheet, and included in the portfolio.

**STUDENT TEACHING OBSERVATION**

Student Teacher \_\_\_\_\_

School \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Notes

Student Comments

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Form completed by: \_\_\_\_\_

MILLS COLLEGE

STUDENT TEACHING FIELDWORK EVALUATION

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Program: \_\_\_\_\_

Mills Supervisor: \_\_\_\_\_ EI Supervisor: \_\_\_\_\_

SESSION or CLASSROOM EFFECTIVENESS

COMMENTS

1. Management Skills
  - a. Manages 1 on 1;
  - b. Manages and prepares children for social integration;
  - c. Manages transitions;
  - d. Manages large group (if in center or classroom setting).
  - e. Sets up appropriate pace for session to keep children engaged in learning (keeps session moving and covers goals);
  - f. Allows each child to engage and participate to degree s/he is able;
  - g. Is aware of what each child is doing (in Center or Classroom settings) even when not directly supervising activities;
  - h. Uses classroom/center time effectively to provide maximum time on learning tasks;
  - i. Uses session effectively to enhance relationship of the parent/child dyad.

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1. Management Strategies

- a. Is able to follow child's lead and incorporate goals for learning through activities and routines;
- b. Demonstrates a variety of means for engaging children in activities and routines;
- c. Demonstrates a variety of means for interpreting and responding to behavior (as well as to communication intended by the child);
- d. Is able to recognize differences between a behavior stemming from desire for attention or dissatisfaction versus a behavior that reflects sensory dysregulation;
- e. Helps children and parents develop strategies for sensory regulation;
- f. Sets clear boundaries and limits, appropriate to child's age and needs;
- g. Encourages positive responses to activities and curriculum, using specific statements and natural, meaningful, and appropriate rewards;
- h. Uses space, time, parents, peers, and material to implement effective self-regulation strategies;
- i. Provides opportunities for child to practice prosocial behaviors in a variety of situations;
- j. Is able to follow and record changes in child's behavior occurring within the program session, center, or classroom.

**PROFESSIONAL DEVELOPMENT****COMMENTS**

## 1. Professional Role

- a. Is punctual and dependable;
- b. Comes prepared;
- c. Meets on a weekly basis with cooperating teacher;
- d. Integrates self into session, center, or classroom routine;
- e. Dresses according to the standards of the program;
- f. Is willing to accept suggestions and directions.

## 2. Home, Center, and/or School Role

- a. Makes regular observations;
- b. Is able to discuss children in a professional manner;
- c. Makes use of program resources (professionals, facilities, materials);
- d. Has become familiar with the operation of the program by attending departmental/staff meetings, etc.;
- e. Exercises appropriate professional judgment;
- f. Is able to discuss child's learning and behavior with parents in a way that is respectful of the parents' role;
- g. Participates in conferences and other parent meetings;

<ul style="list-style-type: none"> <li>h. Any assessment data concerning child is discussed only for professional purposes, only with those individuals involved, and with the consent of the parent or guardian;</li> <li>i. Is able to resolve conflicts in a professional manner.</li> </ul>	
<p>3. Working with Parents</p> <ul style="list-style-type: none"> <li>a. Establishes a trusting and supportive relationship with parents;</li> <li>b. Focuses on the parent's strengths;</li> <li>c. Includes parents in instruction activities;</li> <li>d. Includes parents in the assessment;</li> <li>e. Provides parents with a positive view of the child;</li> <li>f. Communicates in a positive manner;</li> <li>g. Is a good listener;</li> <li>h. Communicates in a manner that reflects confidence and is sensitive to the parent and program needs;</li> <li>i. Has skills that help address challenging topics and hard conversations with parents in a way that upholds sincerity, respect, and understanding;</li> <li>j. Demonstrates self knowledge and reflection of own cultural background and beliefs about child rearing. Is able to separate personal beliefs from interaction with parents. Is able to set aside judgment to acknowledge and empower parents.</li> </ul>	

**PLANNING SESSIONS and/or INSTRUCTION****COMMENTS**

## 1. Extent of Planning

- a. Can plan a lesson/activity appropriate to a child's current development and goals;
- b. Can design a lesson/activity that helps child generalize to broader community life and interaction;
- c. Can connect lesson/activity to child's special needs, demonstrating flexibility to adapt lesson to child's immediate needs and interests;
- d. Can evaluate the effectiveness of own teaching;
- e. Can creatively incorporate learning into child's natural environment, adapting materials and curriculum to items in child's home.

## 2. Articulation of Objectives

- a. Identifies learning goals consistent with IFSP or IEP objectives;
- b. Determines the current achievement level of the child with respect to the learning goals;
- c. Identifies particular goals of lesson/activity;
- d. Is able to adapt classroom/activities for young children with a variety of special needs and disabilities;
- e. Is able to create different strategies to achieve planned objectives;
- f. Designs instructional activities to achieve IFSP/IEP goals and objectives;
- g. Selects and organizes instructional materials and equipment.

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### 3. Activities

- a. Organizes children to engage in planned activities;
- b. Organizes time, space, and materials effectively;
- c. Gives clear directions and instructions related to activities, and focuses child on age appropriate tasks;
- d. Elicits responses and questions from the children while teaching;
- e. Modifies pace and content as needed.

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### 4. Evaluation of Children

- a. Uses observation of children to make new assessments and evaluations, and to plan further instruction;
- b. Uses a variety of materials to evaluate child's progress;
- c. Documents teaching effectiveness by analyzing children's responses to activities;
- d. Uses appropriate assessment tools, both formal and informal, to track child progress and strengths, and to set future goals;
- e. Is able to professionally and effectively write reports that reflect child's abilities, strengths, and growth (as well as make recommendations for other supports needed);
- f. Keeps daily log of sessions, to track progress and document work.

**UNDERSTANDING CHILDREN****COMMENTS**

1. Analysis of children's needs
  - a. Is able to administer criterion referenced assessment instruments for program planning and child progress;
  - b. Is able to assess individual child's strengths and needs (e.g. pre-academic skills, attention span, social maturity);
  - c. Activities reflect general knowledge of children (e.g. utilizes children's spontaneous interest, selection of developmentally and age appropriate materials);
  - d. Exhibits understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations, linguistic abilities, and emotional needs of the diverse children & families in center/classroom;
  - e. Promotes age-appropriate play and leisure activities with child's peers.

2. Communication with Children
  - a. Is a good listener;
  - b. Relates to children positively;
  - c. Shows appreciation for children's accomplishments;
  - d. Communicates to children in a manner that reflects confidence in self as a teacher;
  - e. Encourages respect for human diversity through personal interaction with children;
  - f. Vocabulary is appropriate for child's language level and parent's understanding;

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>g. Levels of abstraction are appropriate;</li><li>h. Balances between directive and more supportive forms of language use;</li><li>i. Considers children's developmental levels;</li><li>j. Uses nonverbal means of communication effectively.</li></ul>   |  |
| <p>3. Individualization of Instruction</p> <ul style="list-style-type: none"><li>a. Develops alternative methods in individual and/or small group activities;</li><li>b. Effectively uses various forms of child-parent, child-teacher, or child-child interactions (e.g. grouping, individual discovery);</li><li>c. Has each child actively engage in learning;</li><li>d. Provides opportunities for children to work at their own pace;</li><li>e. Has each child demonstrate level of understanding of activities;</li><li>f. Individualizes and adapts the assessment procedures to meet the special needs of the child.</li></ul> |  |

3. Individualization of Instruction

- a. Develops alternative methods in individual and/or small group activities;
- b. Effectively uses various forms of child-parent, child-teacher, or child-child interactions (e.g. grouping, individual discovery);
- c. Has each child actively engage in learning;
- d. Provides opportunities for children to work at their own pace;
- e. Has each child demonstrate level of understanding of activities;
- f. Individualizes and adapts the assessment procedures to meet the special needs of the child.

**SUBJECT MATTER COMPETENCY****COMMENTS**

1. Student teacher demonstrates breadth of knowledge
  - a) Demonstrates sufficient knowledge base of typical child development to develop appropriate adaptations and appropriate intervention strategies for children's individual progress, in the various domains of development relevant to each child's needs.
  - b) Uses knowledge of child development, Early Intervention, and Special Education to critique text and other resource materials.
  - c) Demonstrates ability to adapt and apply Early Intervention and Special Education information and strategies appropriate to individual children's needs and interests, coordinating team approaches with family input.
  - d) Demonstrates interest and excitement about Early Intervention and Special Education.
  - e) Demonstrates growing ability to teach within the subject area(s) authorized by his or her credential.

**STUDENT NAME:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**AREA OF GREATEST STRENGTH**

**AREA OF GREATEST GROWTH**

**AREA FOR FUTURE GROWTH**

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