INTRODUCTION

Welcome to the student teaching portion of the Program in Visual Impairments at San Francisco State University. This experience will provide the opportunity to integrate your extensive university course work with hands-on activities in educational settings with students with visual impairments. It will give you the opportunity to practice what you have learned under the guidance and support of your supervising teacher and university supervisor.

The goal of this experience is to encourage you to try out various techniques with increasing independence so that you learn from your students and your supervising teacher, gain confidence in your skills and abilities, and learn the limitations of your knowledge so that you know when and where to ask for help and what avenues to pursue as you continue your education and training.

This handbook provides information on policies and procedures related to your student teaching experiences, your roles and responsibilities as well as the roles and responsibilities of your supervising teacher and university supervisor. It includes criteria for course credit, a suggested student teaching timetable, guidelines for written assignments, a graduated instruction plan form, your self-evaluation and site evaluation forms, and the evaluation form used by the supervising teacher and university supervisor.

Your student teaching assignment is the culminating experience for a credential in the area of visual impairments. Take advantage of this opportunity to apply and refine your skills in teaching students with visual impairments.

POLICIES AND PROCEDURES

Each student teacher is expected to complete 15 weeks of practicum placement involving experiences with students with visual impairments across grade and age ranges (0-22 years). Practicum placements are to be determined by the student teacher and university supervisor prior to the semester of student teaching. The details of each placement are to be determined jointly by the student teacher, supervising teacher, and university supervisor.

An orientation session will be scheduled for the beginning of the semester to explain course requirements and procedures. Regular seminars with the university supervisor will be scheduled during the semester to discuss field experiences, provide additional technical information, and discuss procedures for the professional credential induction plan that meet the requirements leading to a Level II Specialist Credential in the area of visual impairments.

During the university supervisor’s visit to practicum sites, the supervisor will provide feedback concerning the student teacher’s performance during the observation period. This information will be shared with the site supervisor.
In addition to completing the 15 weeks at the practicum sites and attending the student teaching seminars, student teachers are required to complete the following assignments to be submitted to the university supervisor during the student teaching seminars:

1. **Evaluation Project**: Conduct an evaluation for one student served. A written evaluation report is to be submitted to the university supervisor which includes demographic and relevant background information including visual diagnosis. Other information that may impact learning is to be included. Recommendations are to be listed, written as goals and objectives.

2. **Lesson Plans Project**: Lesson plans are to be prepared including objectives, materials, environment, learner performance, and recommendations for future lessons for each student served.

3. **Documentation Project**: Complete data collection and behavioral programs must be documented for two instructional objectives total. Data collection forms, graphs, should be included in this assignment.

4. A **self-evaluation form** is to be completed by each student teacher at the end of 8 and 16 weeks of practicum placement. This will be reviewed and discussed jointly with the supervising teacher and university supervisor.

<table>
<thead>
<tr>
<th>Assignment or Rating</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1. Evaluation Project</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>2. Lesson Plans Project</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>3. Documentation Project</td>
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<td>4. Self-Evaluation Ratings</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>5. Supervising Teacher Ratings</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>6. University Supervisors Ratings</td>
<td>Satisfactory/Unsatisfactory</td>
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Student teachers receive a grade of Credit or No Credit. Students must receive a satisfactory grade for every assignment or rating to receive a Credit grade.

**Notes:**
1. No incompletes will be given unless discussed beforehand with and approved by the university supervisor.
2. Due dates for written assignments are determined by the university supervisor.
RESPONSIBILITIES

♦ Student Teacher
1. Attend 15 weeks total of practicum placement with daily hours proscribed by supervising teacher and approved by university supervisor, depending upon school sites.

2. Participate in all student teaching seminars.

3. Follow the Suggested Student Teaching Timetable. Any variations to this schedule must be approved by the supervising teacher and university supervisor.

4. Complete, at a satisfactory level, the assigned evaluation project, lesson plans project, and documentation project.

5. Develop, in conjunction with supervising teacher, a graduated instruction schedule for each assigned student.

6. Complete the Student Teaching Self-Evaluation Form at 8 and 15 weeks of the placement. Meet with university supervisor and supervising teacher to discuss practicum placement evaluation results.

7. Discuss, in a timely fashion, concerns and problems with supervising teacher and university supervisor.

8. Complete the evaluations of the site for each placement.

9. Contact the supervising teacher if late in arriving or unable to be at practicum site. If over 10 hours are missed, this time must be made up. The make-up hours are to be determined by supervising teacher.

♦ Supervising Teacher
1. Orient student teacher to the program.

2. Become familiar with the Suggested Student Teaching Timetable. Any variations to this schedule must be approved by the supervising teacher and university supervisor.

3. Plan, organize, and coordinate activities and learning experiences for the student teacher to facilitate understanding of the total function of the program.

4. Ensure that the student teacher performs meaningful tasks and has direct contact with students, parents (if appropriate), and staff.

5. Develop, in conjunction with student teacher, a graduated instruction schedule for each assigned student.
6. Provide on-site supervision of the student teacher as appropriate per setting.

7. Assist the student teacher with planning appropriate instructional activities.

8. Assist the student teacher with record-keeping procedures including lesson plans, IEP/IFSP/ITP forms.

9. Assist the student teacher with planning and analyzing data for the evaluation of one student.

10. Hold regular meetings with student teacher in which policies, roles, activities, and concerns can be discussed. Be prepared to discuss any problems or concerns early in the course of the practicum so that they can be addressed in a constructive manner.

11. Consult with the student teacher and university supervisor about modifications in the student teacher’s on-site requirements.

12. Consult with university supervisor as needed.

13. Participate in 8-week and 15-week evaluations of student teacher. Meet with university supervisor and student teacher to discuss practicum placement evaluation results.

14. Arrange for the student teacher to make up time missed (if 10 hours or more) during the placement.

♦ University Supervisor

1. Provide on-site supervision and support on a regular basis. Schedule on-site visits in consultation with student teacher and supervising teacher.

2. Consult with supervising teacher as needed.

3. Consult with student teacher on a regular basis regarding the completion of student teaching requirements.

4. Discuss modification of student teaching practicum placement requirements with supervising teacher and student teacher. Make final decision about student teaching practicum placement requirements.

5. Participate in 8-week and 15-week evaluations of the student teacher. Meet with supervising teacher and student teacher to discuss practicum placement evaluation results.

6. Grade student teaching seminar assignments.

7. Provide necessary forms to supervising teacher and student teacher.
SUGGESTED STUDENT TEACHING TIMETABLE

Practicum sites may include self-contained classrooms, resource rooms, or regular education classrooms in one or more schools or school districts.

♦ STUDENTS WITH ONE PRACTICUM PLACEMENT

Week 1
A. Become familiar with
• schedule of supervising teacher
• students’ schedules
• organization of classrooms and schools
• staff responsibilities
• student’s educational programs.

B. Observe each student and supervising teacher working with each student.

C. Read the file of each assigned student.

D. Introduce yourself to school staff and interact with them as directed by your supervising teacher.

Week 2
A. Become familiar with detailed lesson plans of supervising teacher for each student.

B. Develop (student teacher and supervising teacher jointly) and follow a graduated instruction schedule for each student assigned to you, moving from one level to the next:

• level 1: observation schedule
• level 2: teaching assistance schedule
• level 3: independent instruction schedule.

   Important: Please note that student teachers are expected to assume independent instruction for no more than 6 students. The precise number will be determined jointly by the supervising teacher, university supervisor and student.

C. Determine student to be evaluated and prepare evaluation materials with assistance of supervising teacher.

Week 3
A. Follow graduated teaching schedule for all students assigned.

B. Conduct evaluation of selected student and prepare written report to be submitted to university supervisor by due date.
**Week 4**
A. Follow graduated teaching schedule for all students assigned.

B. Begin the preparation of lesson plans for all assigned students.

**Week 5 to Week 7**
A. Follow the graduated teaching schedule for all students assigned.

B. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

C. Continue the preparation of lesson plans for all assigned students.

**Week 8**
A. Follow the graduated teaching schedule for all students assigned.

B. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

C. Continue the preparation of lesson plans for all assigned students.

D. Complete student teaching self-evaluation form. Meet with supervising teacher and university supervisor to discuss student teaching evaluation.

**Week 9 to Week 14**
A. Follow the graduated teaching schedule for all students assigned.

B. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

C. Continue the preparation of lesson plans for all assigned students.

**Week 15**
A. Follow the graduated teaching schedule for all students assigned.

B. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

C. Complete student teaching self-evaluation form. Meet with supervising teacher and university supervisor to discuss student teaching evaluation.

D. Complete the evaluation of placement site.
Note: Students who have one 8-week practicum placement for the second portion of the semester only should follow the timetable for Weeks 1-8 listed above.

♦ STUDENTS WITH TWO PRACTICUM PLACEMENTS

Week 1 (SITE#1)
A. Become familiar with
   • schedule of supervising teacher
   • students’ schedules
   • organization of classrooms and schools
   • staff responsibilities
   • student’s educational programs.
B. Observe each student and supervising teacher working with each student.
C. Read the file of each assigned student.
D. Introduce yourself to school staff and interact with them as directed by your supervising teacher.

Week 2
A. Become familiar with detailed lesson plans of supervising teacher for each student.
B. Develop (student teacher and supervising teacher jointly) and follow a graduated instruction schedule for each student assigned to you, moving from one level to the next:
   • level 1: observation schedule
   • level 2: teaching assistance schedule
   • level 3: independent instruction schedule.
C. Determine student to be evaluated and prepare evaluation materials with assistance of supervising teacher.

Week 3
A. Follow graduated teaching schedule for all students assigned.
B. Conduct evaluation of selected student and prepare written report to be submitted to university supervisor by due date.

Week 4
A. Follow graduated teaching schedule for all students assigned.
B. Begin the preparation of lesson plans for all assigned students.

Week 5 to Week 7
A. Follow the graduated teaching schedule for all students assigned.
B. Continue the preparation of lesson plans for all assigned students.

**Week 8**
A. Follow the graduated teaching schedule for all students assigned.

B. Complete student teaching self-evaluation form. Meet with supervising teacher and university supervisor to discuss student teaching evaluation.

C. Complete the evaluation of placement site #1.

**Week 9 (SITE #2)**
A. Become familiar with
   - schedule of supervising teacher
   - students’ schedules
   - organization of classrooms and schools
   - staff responsibilities
   - student’s educational programs.

B. Observe each student and supervising teacher working with each student.

C. Read the file of each assigned student.

D. Introduce yourself to school staff and interact with them as directed by your supervising teacher.

**Week 10**
A. Become familiar with detailed lesson plans of supervising teacher for each student.

B. Develop (student teacher and supervising teacher jointly) and follow a graduated instruction schedule for each student assigned to you, moving from one level to the next:

   - level 1: observation schedule
   - level 2: teaching assistance schedule
   - level 3: independent instruction schedule.

**Week 11**
A. Follow graduated teaching schedule for all students assigned.

B. Begin the preparation of lesson plans for all assigned students.

**Week 12**
A. Follow graduated teaching schedule for all students assigned.
B. Continue the preparation of lesson plans for all assigned students.

C. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

**Week 13 to Week 14**
A. Follow the graduated teaching schedule for all students assigned.

B. Continue the preparation of lesson plans for all assigned students.

C. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

**Week 15**
A. Follow the graduated teaching schedule for all students assigned.

B. Implement two instructional objectives with data collection or behavioral programs to be submitted on date specified to university supervisor.

C. Complete student teaching self-evaluation form. Meet with supervising teacher and university supervisor to discuss student teaching evaluation.

D. Complete the evaluation of placement site.
GRADUATED INSTRUCTION SCHEDULE

STUDENT TEACHER ____________________________ DATE ____________

SUPERVISING TEACHER _________________________ SEMESTER ______

DATES AND PLAN

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
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<tbody>
<tr>
<td>OBSERVATION</td>
<td>TEACHING ASSISTANCE</td>
<td>INDEPENDENT TEACHING</td>
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STUDENT

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NOTES:
GUIDELINES FOR WRITTEN ASSIGNMENTS

1. Evaluation Project
a. Write an introductory section including an educational history, present placement, relevant physical conditions, and other information pertinent to understanding the student’s educational needs.
b. Indicate the purpose of the evaluation, when and where the evaluation occurred, who was present.
c. List the assessment tools or methods used in the evaluation and the purpose of each tool or method.
d. Describe the testing procedure, modifications, student’s behavior pertinent to assessment findings for each assessment method.
e. Describe observed behaviors and how they jibe (or do not jibe) with findings from assessment tools when possible.
f. List verbal reports from professionals (or parents) regarding skills and behaviors under investigation when available. DO NOT INTERVIEW PARENTS FOR THIS EVALUATION.
g. Provide a summary of findings.
h. List recommendations in the form of goals and objectives including any suggestions for further testing.
i. Although not to be part of a formal assessment report, this section is included here to encourage further thought about the student: List questions you have about the student’s skills, abilities, learning style that remained unanswered. Suggest ways to find answers to these questions as you have more opportunity to observe and interact with the student.

2. Lesson Plan Project
a. List the IEP/IFSP/ITP goals and benchmarks for each assigned student. If you are the teacher of hire, prepare lesson plans for 4 students.
b. Complete a Lesson Plan form for each lesson for each assigned student. Include recommendations for future lessons on the Comments section of the form. Other information can also be included in the Comments section.

3. Documentation Project
a. For two instructional objectives, design a data collection system that can help monitor your students’ progress toward IEP/IFSP/ITP goals.
b. Collect data after the systems are approved by both the supervising teacher and university supervisor.
c. Make necessary revisions.
d. Prepare a written report that clearly explains the following for each instructional objective:
   1. instructional goals and benchmarks addressed
   2. targeted behaviors
   3. details of instructional process
   4. criteria used in record-keeping and why those were chosen
   5. student’s progress
   6. future instruction based upon findings.
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<thead>
<tr>
<th>Goal/Benchmark Addressed</th>
<th>Lesson Description</th>
<th>Day/Time/Duration</th>
<th>Setting</th>
<th>Data Collection Procedure</th>
<th>Student Performance Record</th>
<th>Comments</th>
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