

Special Education Majors

Required Student Teaching Assignments

Assignment # 1: File Review

Assignment Description: The File Review assignment familiarizes the special education student teacher with every student within his or her caseload.

Purpose: This information informs student teachers about planning for and assessment of the students in their caseloads. This is an important component in the Contextual Factors Analysis assignment.

Task: Document in concise and workable format information from the case files of each student in the caseload. When documenting information **DO NOT USE THE STUDENTS' FULL NAMES. REMEMBER THE IMPORTANCE OF CONFIDENTIALITY.** It is the student teacher's professional decision as to what will make this assignment useful and successful as well as what information to gather outside the file as necessary.

Recommended Content:

- Overview of the student's strengths, needs, and interests
- Summary of current testing results and identified disability
- Supplementary aids, services, modifications, and/or supports (e.g., see #8 on the Maine IEP format)
- Special education and related services (e.g., see #7 on the Maine IEP format)
- Major IEP goals (e.g., see #5 on the Maine IEP format)
- Medical considerations
- Other information as appropriate

Assignment # 2: Special Education Portfolio

Assignment Description: The Special Education Portfolio is used to demonstrate the student teacher's knowledge and skills specific to special education.

Purpose: This Special Education Portfolio supplements the Student Teacher Standards-Based Portfolio and can be used for interview purposes and should provide a potential employer with a clear view of the teacher candidate's knowledge base in Special Education.

Task: Include documentation of as many of the following as possible in a notebook/binder format. This may include narratives, samples, and official forms. The teacher candidate determines how to organize the information. If an example from the list is not possible, the teacher candidate should include a written entry that reflects on the significance of the practice, why it was not possible, and what action steps the candidate could take to gain this experience in the future, etc.

- Experience with the district's special education process (e.g., management systems, paperwork)
- Administering, scoring, and summarizing assessments such as curriculum-based measurements, norm-referenced tests, state- and district-wide assessments
- IEP meetings (facilitation and/or participation, scheduling meetings, parent communications, gathering input from other professionals)
- Writing IEPs and related documents (agendas, minutes, etc.)
- Completing write-ups from formal, structured observations of students in various educational settings
- Planning and co-teaching with a general education teacher utilizing UDL principles
- Working with paraeducators
- Writing and/or implementing a Behavior Intervention Plan
- Experience with General Education Interventions (e.g., RTI, PBIS, MTSS)
- Experience with assistive technology (observation, evaluation, implementation)