This chart is a guideline for the Student Teacher Mentor and Supervisor to implement and complete important learning activities, whose sequence and time-lines are flexible. These can be re-arranged to fit the schedule of IEP’s, SST’s, Special Education referrals and other activities at the school where the student teaching takes place. Most should be achieved by the end of the second twelve week placement.

* As each activity is successfully performed, please initial box and/or describe progress and indicate steps taken toward completion.

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<tr>
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</thead>
<tbody>
<tr>
<td>1. Meet Staff: offices, classrooms, bus, playground, other</td>
<td></td>
<td></td>
<td></td>
<td>F: W: S:</td>
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<tr>
<td>2. Learn school procedures, requirements, locations.</td>
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<tr>
<td>3. Review school webpages and handbook and dashboard.</td>
<td></td>
<td></td>
<td></td>
<td>F: W: S:</td>
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<tr>
<td>4. Observe students, procedures, methods.</td>
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<tr>
<td>5. Learn roles &amp; procedures for contacting Specialists, DIS staff &amp; community/school agencies.</td>
<td></td>
<td></td>
<td></td>
<td>F: W: S:</td>
</tr>
<tr>
<td>6. Work with students &amp; observe teacher in variety of settings.</td>
<td></td>
<td></td>
<td></td>
<td>F: W: S:</td>
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</tbody>
</table>

| Assesment/IEP Activities                                                                   |                            |                             |                             | F: W: S:          |
| 1. Become familiar with student IEP’s, SEIS data system & become familiar with the needs & goals of the students. Learn to track progress. |                            |                             |                             | F: W: S:          |
|   | Observe IEP meeting and participate. |   | F:  
W:  
S:  |
|---|------------------------------------|---|---|
| 3 | Attend IEP meetings for assigned students & participate (give report on part of assessments completed & answer questions.) |   | F:  
W:  
S:  |
| 4 | Monitor student progress towards IEP goals and work collaboratively with specialists and general education teachers. |   | F:  
W:  
S:  |
| 5 | Create lesson plan designed to meet students’ IEP’s within Mentor Teacher classroom for at least one subject, deliver lesson, assess results for effectiveness. Reflect and plan next steps. |   | F:  
W:  
S:  |
| 6 | Complete formal assessment (annual, triennial or initial) of student & score, under supervision of teacher: plan appropriate assessment, arrange for time to test student, do assessment of student & score. |   | F:  
W:  
S:  |
| 7 | Work with IEP Team to create and/or implement behavior plan for student with identified/observed behavior difficulties. |   | F:  
W:  
S:  |
| 8 | Create appropriate goals and objectives, including Transition goals, under mentor guidance & supervision for IEP meeting. |   | F:  
W:  
S:  |
| 9 | Present complete assessment report or present levels, assist with scheduling of IEP meeting (with Mentor), including contacting agencies involved with student, such as Regional Center |   | F:  
W:  
S:  |
| 10 | Attend or review Transition Planning Meeting |   | F:  
W:  
S:  |
| 11 | Record progress, save indicators & enter attained goals on SEIS. |   | F:  
W:  
S:  |

**Curricular/ Instructional Activities**

|   | Observe assessments by Special Educator and/or Psychologist; arrange some modifications/adaptation for students based on test results. |   | F:  
W:  
S:  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 2 | Instruct students (individually/small groups) & continue to observe. |   | F:  
W:  
S:  |
| 3 | Plan lessons, deliver for group of assigned students, keeping IEP goals in mind and evaluate if appropriately related to IEP identified strengths and needed modifications. |   | F:  
W:  
S:  |
<table>
<thead>
<tr>
<th></th>
<th>Plan and give lessons geared to individual needs of students within larger group (in at least one subject).</th>
<th></th>
<th>F:</th>
<th>W:</th>
<th>S:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOLO week: Do planning, instruction, monitoring, communication, evaluation and follow-up for instruction.</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
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<tr>
<td></td>
<td>Coordinate, inform and instruct Paraeducator, as needed for instructional role.</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
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<tr>
<td></td>
<td>Work with Mentor to prepare students for a smooth transition back to mentor assumption of functions.</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
</tr>
</tbody>
</table>

### General Education Activities

<table>
<thead>
<tr>
<th></th>
<th>Observe, then confer &amp; assist General Education teacher(s) in class with identifying &amp; solving instructional and/or behavior problems &amp; making needed modifications.</th>
<th></th>
<th>F:</th>
<th>W:</th>
<th>S:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Log: 45 observation hours for the school year</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>Fill role for caseload of students, do required teacher “duty” assignments, fill all roles: attend Faculty meetings, conferences, confer with students, teachers, parents, etc.</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td>Assist general education teachers in identifying source of problems &amp; finding solutions through assignment modifications &amp; adaptations of instruction.</td>
<td></td>
<td>F:</td>
<td>W:</td>
<td>S:</td>
</tr>
</tbody>
</table>

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Candidate Signature

Date

Fall Mentor Signature

Date

Winter Mentor Signature

Date

Spring Mentor Signature

Date

University Supervisor Signature

Date