

# Special Education Apprenticeship Handbook 2008-2009

Augusta State University  
College of Education  
Department of Educational Leadership, Counseling, and Special Education  
(P-12)



Dr. Alice Pollingue  
University Coordinator  
Fax: (706) 667-4490  
Phone: (706) 667-4493

[http://www.aug.edu/clinical/forms/sped\\_apprenticeship\\_handbook.pdf](http://www.aug.edu/clinical/forms/sped_apprenticeship_handbook.pdf)

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## **SPED August Experience**

An August Experience should be completed by all apprentices during the school year of their apprenticeship. Dates are TBA by county. August experience includes the first ten days beginning with the teachers return for the academic year. Placements are made in Spring prior to the apprentice year.

The student will:

1. Work with their master teacher to prepare for the year's instruction.
2. Help with early assessment of students; pretests, interest inventories, etc.
3. Become familiar with classroom learning environment, learning procedural routines, media center, computer software, teacher handbook, special education services, school policies, safety routines, etc.
4. Participate in procedural routines, including attendance, progress review, etc.
5. Create a first day of school folder collecting samples of teacher letters to parents, activities for the first day, and routines for the first day of school.
6. Create a description of the learning environment of the classroom(s) including individual work spaces, room arrangements, rules, procedures, teaching schedule, etc.
7. Begin the process of creating student profiles for apprenticeship by creating a list of students and available information about the student's abilities, interests, and learning styles.
8. Prepare a manila folder with your teacher's schedule and subjects. Include your e-mail address at home/school.

**Due back to the University Coordinator TBA.**

**Augusta State University  
Department of Clinical & Professional Studies  
Special Education Program**

**August Experience Evaluation Form**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

During your August Experience you will become aware of what is involved in getting a special education program and a school ready to start the new academic year. Shadow your master teacher during your assignment. Ask questions and help the master teacher organize for the new academic year. Upon completion of your assignment, write a one or two-page reflective report of your August Experience. Include information about: curriculum planning, organization of the school day, faculty activities, daily schedule, support personnel and school administration. **Submit your paper, attached to this form, within two weeks of completion of your August Experience to Dr. Alice Pollingue.** Your report will become part of your personal file.

**Master Teacher Verification**

The student named above completed his/her August Experience under my supervision. The student reported on \_\_\_\_\_ and finished his/her assignment on \_\_\_\_\_.

Was the student present during the entire assignment? Yes / No

If no, please explain: \_\_\_\_\_  
\_\_\_\_\_

**Master Teacher Comments**

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Master Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **General Information**

### **A. GEORGIA TEACHER EDUCATION PROGRAM**

The primary purpose of Georgia's teacher education program is to develop the essential professional knowledge and skills of students who wish to enter the profession of teaching. To achieve this purpose, a carefully planned sequence of laboratory experiences is provided. This sequence includes participation in various classrooms and culminates in full-time teaching under the direction of a master teacher and the university coordinator. Special education undergraduates must complete a laboratory experience at the elementary, middle, and secondary levels, as well as in urban, suburban, and rural settings.

In Georgia, each teacher-training institution plans its own teacher education program within the guidelines established by the Professional Standards Commission. The Augusta State teacher education program is approved by the Professional Standards Commission.

Students completing a bachelor's degree program will be issued an initial certification by the Professional Standards Commission if they meet all the certification requirements, are recommended by the School of Education, and attain a satisfactory score on the state teachers exam. The approved certification in special education at the undergraduate level at Augusta State University is in Interrelated Special Education.

### **B. SELECTION OF SCHOOL PLACEMENTS**

Apprenticeship placements may be in Professional Development Schools (PDS) or non-PDS schools. Placement decisions are made by the University Coordinator in conjunction with the student's preference of grade level, county, type of classroom, i.e. interrelated, mild Intellectual Disability, and service delivery model, i.e. resource, inclusive, self-contained. The type of classroom should be one of the types for which the student will be certified.

Requirements to become a master teacher in special education are certification in Special Education and three years teaching experience. The Teacher Support Specialist (TSS) endorsement is desired but not required. Master Teachers in PDS schools should meet the requirements outlined by the PDS model, including completing an application to become a Master Teacher.

### **C. ROLES AND DEFINITIONS**

The goal of the special education apprenticeship is to provide apprentices with a supportive environment to apply skills and knowledge gained in the Special Education Program. The apprenticeship takes place in a school setting, under the guidance of a Master Teacher who acts as the apprentice's mentor. The apprenticeship will enable Augusta State University students to develop skills in needed areas, and further refine areas of strength. It is the final step in the apprentice's professional preparation before entering the field as a professional educator.

### The Apprentice

The role of the apprentice is to work closely with the master teacher in developing the skills, knowledge, abilities, and attitudes indicative of an effective Special Education teacher. The apprentice should act responsibly and professionally throughout the experience, gradually taking on all of the roles of the classroom teacher, with support and intervention from the master teacher. Communication with the master teacher and the university coordinator is key to the success of the apprenticeship. The apprentice must be responsible for facilitating this communication verbally, and in writing with the master teacher. The apprentice should also alert the university coordinator of any issue or concerns related to the experience. The apprentice is ultimately responsible to the students in the classroom in which they teach. An apprentice does best when self-directed, active, and committed to making the experience a beneficial and positive one for all concerned.

### The Master Teacher

The master teacher acts as a mentor to the apprentice, guiding, coaching, and instructing the apprentice while providing critical feedback and evaluation. The master teacher sets goals with the apprentice and provides activities and feedback related to the apprentice's development of the goals within the instructional setting. The master teacher has the most critical role in the ongoing learning and assessment of the apprentice, and should complete at least two formal evaluations.

### The University Coordinator

The university coordinator is responsible for placing apprentices with effective master teachers. The coordinator serves as a liaison between the apprentice, the master teacher, and the university; works to cultivate clear and candid communication between the teacher and master teacher; works with the master teacher in monitoring the apprentice program, noting areas of strength and those requiring improvement. The coordinator participates in the midterm process with the apprentice and master teacher, documenting growth, learning and successes.

The special education university coordinator works with and consults with each master teacher on a frequent basis. Scheduled conferences will be held as needed.

The university coordinator will observe the apprentice implementing structured lessons at least once throughout the semester. The observations may utilize the Georgia Teacher Observation Instrument (GTOI). It is suggested that the apprentice invite a building administrator for a separate formal evaluation.

When being observed, the apprentice should:

- Provide a typed lesson plan;
- Bring in materials from outside the classroom to enhance the lesson; and
- Provide for maintenance and transfer of the concepts taught in the lesson.

## Revised Requirements for SPED Apprentices

### 1. Professional Responsibilities:

Apprentices need to gradually take on the role of teacher throughout the experience. Apprentices will report to school at or before the time required of teachers in the building. They will attend all function of the school in which they are involved. They will follow all building policies. Absences must be reported to the principal, teacher, and university coordinator, prior to the beginning of the school day. Apprentices who miss more than two days will be required to make up days. The two professional development days to attend conferences, seminars or job interviews must be pre-approved by the teacher and University Coordinator.

### 2. Teaching:

Apprentices should be actively engaged in the instructional role by the second week of the term. A minimum of six weeks of full-time teaching (30 consecutive days) is required. It is suggested that you take over a period at a time per week until you work up to "full-time" teaching. A takeover schedule should be sent to the University Coordinator during the first two weeks of apprenticeship. Due to the nature of special education classrooms, it may not be feasible for the master teacher to be out of the classroom on certain days. Use common sense and make sure the students know who is in charge. Apprentices need to spend their time in class actively involved in the lessons being taught. The apprentice follows the teacher's curriculum for the full-time teaching period and is responsible for lesson plans during the full-time teaching. Plans should be submitted well in advance of teaching to allow for input and feedback from the master teacher and submitted to the appropriate administrator following school policies. Apprentices will be observed by a variety of individuals. When an observation is pre-planned, the apprentice should provide a typed lesson plan for the observer using a simple lesson-plan format. If the observation is to be conducted in a general educational setting, always let the general ed. teacher know ahead of time.

### 3. Portfolio:

Apprentices will work with the master teacher to develop a portfolio representing their work as a teacher. The portfolio will be shared at an exit conference with the master teacher and the University Coordinator to evidence "passing" of the apprenticeship semester. The portfolios should include:

- Apprentice evaluation forms
- One video-taped instructional session with written self-reflections of effectiveness
- Evidence of planning-lesson plans (daily and long range) developed by the apprentice
- Samples of instructional tools, teacher-made materials, and assistive technology
- Evidence of parent contacts (including an initial parent contact letter introducing yourself)
- 2 peer evaluations (if there are no other apprentices in your school, you may swap with another apprentice; if no other students, try to find a first year teacher.)
- 2 lesson reflection forms - (one from a video)
- 2 master teacher evaluations
- 1 evaluation by the University Coordinator
- 1 evaluation by the building principal or other administrator
- Assistive device used in the classroom with a description of purpose and effectiveness

NOTE: Consider the portfolio evidence of your competence and professionalism. Be creative and this will be used to show future employers how GREAT you are.

**4. Evaluations:**

A midterm conference will be held the week of midterm with the master teacher, the student, and the University Coordinator. The evaluation form will be completed and discussed. **The evaluations will be returned to ASU with the apprentice checklist at the semester's end.**

NOTE: If the apprentice displays a problem with professional qualities, an intervention plan may be initiated by the Master Teacher or University Coordinator at any time during the semester.

**5. Lesson Plans (or modification of content teacher's lesson plans):**

Formats for the lesson plans should be determined by the master teacher. A five-day unit of instruction covering one subject and demonstrating technology is required. These may be for small groups, large groups or individual students. GPS objectives should be included, if applicable. This plan could involve organizational skills or study skills. These plans should include evidence of accommodations/modifications.

**6. Collaboration with parents, General Education Teachers, and Team Members:**

NOTE: Choose four of the following activities depending on the type of special education service delivery model in the school:

- co-taught lesson plans with general educators,
- data collection of special education students in a general education setting,
- evidence of explaining/making accommodations for students in a general education classroom,
- use of assistive technology in a general education setting or for parents to use at home,
- test modifications you have made; and
- creation of a study guide for a student having trouble in a subject

Please contact the University Coordinator if you encounter difficulty or have questions:

Dr. Alice Pollingue,  
Associate Professor  
Dept. of Clinical & Professional Studies  
Augusta State University  
Phone: 706-667-4493  
Fax: 706-667-4706

## **Guidelines for Receiving Constructive Criticism**

1. Anticipate constructive criticism and welcome its contribution. Take a positive attitude toward any advice which is offered by the master teacher, principal, and/or university coordinator. (Expect to have your efforts improved.) Accept all criticism without permitting your feelings to be upset. Separate your ego from your teaching.
2. Develop a feeling a security in the things which you know to be correct, but never be so confident that you cannot see the other person's point of view.
3. Evaluate and criticize your own efforts. Often you can soften necessary criticism by anticipating your own weaknesses and discussing them with your master teacher.
4. Be consistent in acting on suggestions which are made to you. Do not make the same mistake day after day.
5. Do not alibi or defend mistakes which you have made. Your greatest improvement will be made by overcoming deficiencies, not by defending them.
6. Keep your poise and sense of humor. Despite the increased work load during the apprenticeship semester, try to maintain a balanced personal life so that you can enter the classroom each day with a refreshed perspective.
7. Understand that the evaluator is trying to help you learn correct procedures and techniques. He/She is trying to be supportive.



**Augusta State University**  
**Department of Educational Leadership, Counseling, and Special Education**  
**Undergraduate Program: Special Education**

**Intervention Plan for Apprentice Form**

Date of meeting: \_\_\_\_\_

Problem areas observed: \_\_\_\_\_

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Summary of discussion: \_\_\_\_\_

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Plan of action:

1.

2.

3.

Date for follow-up meeting: \_\_\_\_\_

Signatures of participants:

Apprentice \_\_\_\_\_

Master Teacher \_\_\_\_\_

University Coordinator \_\_\_\_\_

Additional participant, title \_\_\_\_\_



## Appendices

### Assistive Technology for Learning and Studying

Highlighting tape  
Post-it <sup>TM</sup> notes  
Picture schedule  
Written schedule  
Social stories  
Written or picture-supported directions  
Aids to help find materials (e.g., color tabs)  
Editing devices: correction fluid (such as Liquid Paper <sup>TM</sup> or Wite Out <sup>TM</sup>) correction tape, correction pen, highlight tape  
Sentence windows  
Graphic organizers to visually help in developing and structuring ideas  
Single-word scanners (reading pens) or hand held scanners  
Portable word processors  
Talking word processors  
Hand held computers  
Voice-recognition products  
Software for organizing ideas and studying  
Electronic organizer or reminders  
Word-prediction software (assists in spelling and sentence construction)  
Multimedia software for production of ideas (e.g. PowerPoint <sup>TM</sup>)  
Talking electronic device for software to pronounce challenging words  
Graphic organizer software  
Software for concept development, manipulation of objects, math computations  
Portable word processor to keyboard instead of write  
Close-captioning television  
Text-reading software  
Tactile or voice-output measuring devices

## Curriculum Adaptations

### Accommodations

A change in HOW:

- Instruction or information is presented,
- Assessment is administered,
- A student responds during instruction or assessment activities.
- A student demonstrates what he/she has learned.

### Modification

- A significant change in WHAT the student is expected to learn or demonstrate.
- Significantly alters:
  - grade level
  - complexity
  - performance criteria.

### Accommodations

1. Text on audiotape or CD ROM
2. Reduce number of spelling words from 20 to 15
3. Calculator or multiplication chart for word problems
4. Word bank on tests
5. Word processor for writing assignment
6. Spell-checker

### Modifications

1. Lower grade-level textbook
2. Alternate spelling list of easier words
3. Calculator for calculation problems
4. Easier test items
5. Writing sentences instead of essays
6. Alternate software for computer-based instruction

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## Co-Teaching Responsibilities (Sample)

	Mathematics Teacher	Special Education Teacher
<b>Class Change</b>	Hall Duty	Organizes accommodations Monitor students Motivate students to start the prepared warm up
<b>Beginning of Class</b>	Takes roll Walks aisles to analyze HW issues Asks questions for students if needed Collects HW	Give answers to warm up Give answers to HW Go over HW and answer questions Review key ideas from previous day
<b>Middle of Class</b>	Introduce new lesson Give examples Answer questions	Records HW grades Monitors note taking Walks aisles Parallels if needed/applicable
<b>End of Class</b>	Monitor class work/walk aisles/answer questions	
<b>Preparation</b>	Plan entire unit together several days/weeks in advance Writes notes Makes traditional assessments Makes copies for the class	Copies notes as accommodations require Makes accommodations to assessments Makes study guide for unit test
<b>Grading</b>	Share grading responsibilities	
<b>Test Day</b>	Gen. ed. Students stay in math room SPED and other go to SPED room (prior reservations made by students)	
<b>Syllabus</b>	The course content should remain the same as non-inclusion courses Test day reservation procedures need to be included on the syllabus	

**Notes:**

# EVALUATION FORMS

**Augusta State University**  
**Department of Educational Leadership, Counseling, and Special Education**  
**Undergraduate Program: Special Education**

**Midterm Apprentice Evaluation Form with Master Teacher**

This form is to be completed at mid-term and at the end of the apprenticeship experience as part of the exit conference.

1 = not displayed      2 = needs work      3 = displayed      4 = displayed very well

**Professional Responsibility:**

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Is prompt and prepared for school
_____	_____	_____	_____	2. Attends school functions/planning/evaluation sessions with Master Teacher
_____	_____	_____	_____	3. Spends appropriate time on own to be prepared for teaching
_____	_____	_____	_____	4. Interacts well with parents/colleagues/administration
_____	_____	_____	_____	5. Meets professional expectations/policy requirements of the school
_____	_____	_____	_____	6. Demonstrates professional ethics
_____	_____	_____	_____	7. Collaborates with team members in a productive manner

**Planning/How Apprentice Modifies Content:**

Note: not all apprentices have the chance to plan lessons. Instead, rate how apprentice modifies content of teacher's lesson.

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Builds on previous lessons/knowledge
_____	_____	_____	_____	2. Incorporates needed objectives/standards
_____	_____	_____	_____	3. Is related to student interests/needs/input
_____	_____	_____	_____	4. Makes connections across disciplines
_____	_____	_____	_____	5. Shows appropriate pacing/flow/flexibility
_____	_____	_____	_____	6. Evidences long rang planning skills
_____	_____	_____	_____	7. Prepares plans well in advance of lesson
_____	_____	_____	_____	8. Prepares plans which result in effective lessons
_____	_____	_____	_____	9. Lessons are age appropriate and reflect knowledge of student's cognitive level

**Lesson/Modifications:**

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Is student centered/active learning
_____	_____	_____	_____	2. Focuses on meeting individual/cultural needs
_____	_____	_____	_____	3. Focuses on a range of thinking skills/levels
_____	_____	_____	_____	4. Uses multiple resources, including technology (not text driven)
_____	_____	_____	_____	5. Explains/models/exemplifies/facilitates effectively
_____	_____	_____	_____	6. Effectively uses a range of questions
_____	_____	_____	_____	7. Demonstrates knowledge of chronological/developmental age of students
_____	_____	_____	_____	8. Lessons have relevance to students' future

**Management:**

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Has effective rapport with students
_____	_____	_____	_____	2. Promotes mutual respect
_____	_____	_____	_____	3. De-escalates problems (problem solving focused)
_____	_____	_____	_____	4. Promotes student ownership and responsibility
_____	_____	_____	_____	5. Re-directs students as needed
_____	_____	_____	_____	6. Allows for smooth/reasonable transitions
_____	_____	_____	_____	7. Assures that noise level not disruptive to learning
_____	_____	_____	_____	8. Able to maintain many activities at one time

**Assessment:**

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Demonstrates authentic assessment strategies (not solely paper and pencil)
_____	_____	_____	_____	2. Uses multiple strategies
_____	_____	_____	_____	3. Uses assessment to guide further instruction/intervention
_____	_____	_____	_____	4. Connects to standards and goals
_____	_____	_____	_____	5. Assures that students clearly understand/can use informal assessments
_____	_____	_____	_____	6. Collects instructional data for IEP's

**Collaboration:**

Midterm		Final		Master Teacher/Apprentice:
Teacher Rating	Student Rating	Teacher Rating	Student Rating	
_____	_____	_____	_____	1. Is able to communicate effectively with parents and family members
_____	_____	_____	_____	2. Is able to communicate effectively with general ed. and special ed. teachers
_____	_____	_____	_____	3. Explains objectives, modifications, learning strategies to others
_____	_____	_____	_____	4. Co-plans lessons
_____	_____	_____	_____	5. Is able to communicate effectively in writing
_____	_____	_____	_____	6. Demonstrates active listening
_____	_____	_____	_____	7. Participates in multi-disciplinary team meetings
_____	_____	_____	_____	8. Communicates effectively with all team members, including administrators and specialists, etc.
_____	_____	_____	_____	9. Adequately explains student's strengths and weaknesses to others

## Student Observation Matrix (Inclusive Classroom)

Student Name \_\_\_\_\_ Observer Name \_\_\_\_\_ Date \_\_\_\_\_

[Rating scale: 0 = inappropriate/no use, 1 = little use, 2 = frequent use, 3 = consistent use]

### Circle One

#### Planning

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Successfully aligns IEP objectives and GPS's with instruction and assessment.  | 0 | 1 | 2 | 3 | n/a |
| 2. Develops lesson plans using research based strategies (Universal Design, Concept Mapping, Differentiated Instruction, Multi-level Curriculum). | 0 | 1 | 2 | 3 | n/a |
| 3. Plans the integrated use of technology.  | 0 | 1 | 2 | 3 | n/a |
| 4. Plans for student diversity through accommodations and modifications for individual needs.   | 0 | 1 | 2 | 3 | n/a |

#### Conducting Lessons

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 5. Demonstrates congruence between the lesson plan and instructions while incorporating student responses to the lesson.  | 0 | 1 | 2 | 3 | n/a |
| 6. Effectively uses technology and adaptive/assistive technology in the lesson for reinforcement.   | 0 | 1 | 2 | 3 | n/a |
| 7. Provides explicit reinforcement to student responses.  | 0 | 1 | 2 | 3 | n/a |
| 8. Gains the attention of students, incorporates preview and review, connects new learning to previous learning, and connects use of learning strategies to content to be learned and students' previous learning.  | 0 | 1 | 2 | 3 | n/a |
| 9. Effectively paces instruction and promotes equity in student responses.  | 0 | 1 | 2 | 3 | n/a |
| 10. Correctly uses a variety of research-based instructional strategies (direct instruction, strategy instruction, systematic prompting, peer mediated learning such as cooperative learning groups, class wide peer tutoring or Peer Assisted Learning Strategies [PALS], task analysis, and multiple flexible grouping structures). | 0 | 1 | 2 | 3 | n/a |
| 11. Maintains active student engagement through meaningful and motivating Lessons.  | 0 | 1 | 2 | 3 | n/a |
| 12. Gives correct curriculum content while teaching.  | 0 | 1 | 2 | 3 | n/a |

#### Assessment

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 13. Embeds authentic assessment in lessons.  | 0 | 1 | 2 | 3 | n/a |
| 14. Provides immediate and appropriate correction to student errors and adjusts instruction accordingly. | 0 | 1 | 2 | 3 | n/a |

### **Classroom Ecology and Behavior**

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 15. Classroom is clean and well organized.   | 0 | 1 | 2 | 3 | n/a |
| 16. Provides consistent routines and procedures for managing all class activities.   | 0 | 1 | 2 | 3 | n/a |
| 17. Facilitates positive social interactions among students.   | 0 | 1 | 2 | 3 | n/a |
| 18. Provides manageable positive behavior supports for all students, consistently applies rules and consequences, and models and reinforces appropriate behavior at all times. | 0 | 1 | 2 | 3 | n/a |

### **Collaboration**

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 19. Effectively manages para professionals and other support staff as that they are effectively involved in meaningful instruction.   | 0 | 1 | 2 | 3 | n/a |
| 20. Implements correctly a variety of co-teaching models (one teach/one drift, one teach/one observe and take data, station teaching, parallel teaching, alternative teaching, duet teaching, team teaching with multiple flexible groups). | 0 | 1 | 2 | 3 | n/a |
| 21. Adapts curricular activities for students with disabilities.  | 0 | 1 | 2 | 3 | n/a |
| 22. Uses adaptations in classroom activities.   | 0 | 1 | 2 | 3 | n/a |
| 23. Work one-on-one with students as needed.  | 0 | 1 | 2 | 3 | n/a |
| 24. Design interaction activities for students.   | 0 | 1 | 2 | 3 | n/a |
| 25. Delivers at least part of the direct instruction (may include reviewing, going over homework, paralleling, if needed).  | 0 | 1 | 2 | 3 | n/a |
| 26. Actively involved in evaluation and assessment.   | 0 | 1 | 2 | 3 | n/a |
| 27. Aids in note-taking if necessary, and provides study guides for individual students.  | 0 | 1 | 2 | 3 | n/a |
| 28. Presents information in a variety of modalities (oral, visual, kinesthetic, tactile).   | 0 | 1 | 2 | 3 | n/a |

### **Professionalism**

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 29. Communication, both written and oral, is grammatically correct.  | 0 | 1 | 2 | 3 | n/a |
| 30. Overall appearance and attitude (dress, comments, body language) are positive and indicates respect for students and colleagues. | 0 | 1 | 2 | 3 | n/a |

**Georgia Teacher Observation Instrument**  
**STANDARD PROCESS**  
**CONFIDENTIAL GTOI OBSERVATION RECORD: STANDARD FORM**  
 (Refer to back for instructions)

Teacher's Name	System	School
----------------	--------	--------

Teacher's System State Code	Teacher's School State Code	Last 4 Digits Teacher SSN	Last 4 Digits Observer SSN	Date			Observation Number	Beginning Time: _____ Ending Time: _____	Total Minutes	Lesson Segment (Circle One) B M E O
				MO	DAY	YR				

Focus of Lesson: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TEACHING TASK I: PROVIDES INSTRUCTION**

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**MARK SCORES FOR EACH DIMENSION**

- A. Instructional Level N S
- B. Content Development
1. Teacher-Focused N S  
 and/or and/or  
 2. Student-Focused N S
- C. Building for Transfer N S NA

**TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- A. Promoting Engagement N S
- B. Monitoring Progress N S
- C. Responding to Student Performance N S
- D. Building for Transfer N S

**TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- A. Use of Time N S
- B. Physical Setting N S
- C. Appropriate Behavior N S

(SIGNATURES)

OBSERVER \_\_\_\_\_ DATE \_\_\_\_\_

POSITION: \_\_\_\_\_

TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

Sign and return copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached.

Teacher's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## GAPSS Classroom Instruction Observation Form

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Date: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_ Beginning Middle End

Instruction Strand		Examples	Observed
I 1.1	An organizing framework is utilized to guide instruction.	Units of study and/or lesson plans are available. Curriculum maps and/or pacing guides may be available. Plans for the instructional period may be posted.	
I 1.3	Learning goals are aligned to the GPS/QCC.	Units of study, lesson plans, and/or commentary are clearly aligned to GPS/QCC. Standards, essential questions, etc. are explicit and referenced often during instruction.	
	Students apply learning goals in performance tasks aligned to the standards.	Performance tasks, culminating performance tasks, student work, portfolios, rubrics, and/or graphic organizers, etc. are clearly aligned to the GPS/QCC.	
I 2.1	Sequencing of the instructional period is predictable and logical.	Instruction begins by activating prior knowledge, including experienced-based activities, followed by spiraling and scaffolded tasks that move students toward conceptual understanding and independent use of what they are learning, and ends by summarizing learning.	
	The lesson begins with a clearly defined opening to strengthen learning.	Instruction explicitly states learning goals and makes connections to prior knowledge, subject areas, and/or student experiences, incorporates modeling or demonstration, and/or assesses student understanding (such as questioning, informal written assessments, charting), etc.	
	Instruction has a defined work period.	The work period provides opportunities to practice, review, and apply new knowledge and receive feedback (for example: independent practice, guided practice, small group, conferencing, hands-on learning, problem solving, etc.).	
	Instruction ends with a summary activity that reinforces the learning.	The lesson closing summarizes the learning goal(s), clarifies concepts, and addresses misconceptions. Students may share their work that relates to the learning goal(s).	
	Content specific vocabulary is developed in context.	The instructor provides rich information about new vocabulary words and how the new words function. New vocabulary is presented and reinforced in the context of the standards being taught. Students are provided opportunities to use the new words in their writing, reading, and conversations.	
I 2.2	Higher order thinking skills and processes are utilized in instruction.	Instructor's questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, make decisions, etc.	
	Higher order thinking skills and processes are evident in student work.	All students are engaged in tasks that require comparison, classification, analysis of perspectives, induction, investigation, problem solving, inquiry, research, decision making, etc.	
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.	The standards are the expectation for learning for all students, but within a class period instruction is paced and presented differently with the use of varying materials, resources, and tasks. (Instruction may be differentiated through content, process, product, and/or learning environment.)	
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.	Instruction is explicitly made relevant to students. For example, classroom instruction is differentiated to reflect student interests, leads to the creation of products that are useful in real-world problem solving, emphasizes interdisciplinary connections, leads to authentic assessments, and/or further reveals real-world problems and their potential solutions.	
I 2.5	The classroom structure supports implementation of a variety of grouping strategies.	The classroom arrangement allows for whole group instruction, small group, and independent learning.	

I 2.7	The use of technology is integrated effectively into instruction.	Teacher effectively uses technology to provide real-world, relevant application, to enhance students' research skills and to differentiate instruction to maximize student learning. Technology is used to enhance student learning of the grade/content standards. (e.g. Interactive boards, computers, digital cameras, projection systems, calculators, probeware, software, interactive games, voting systems, Palm Pilots, Online Assessment, etc.)	
	Students effectively use technology during the class period.	Students use technology to research, create documents and/or projects, and to demonstrate a greater understanding of the learning goals. (e.g. PowerPoints, Web pages, etc.)	
I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.	Students are engaged in rigorous work. Students interact with other students and teachers concerning their work and the standards. The standards are held as the expectation for all students and are evident in classroom practices.	
I 3.3	Students demonstrate personal efficacy and responsibility.	Students evaluate their own work aligned to the standards, elements, benchmark work, anchor papers or rubrics and are provided the opportunity to revise their work. Students are on task and may use resources available in the room (content maps, rubrics, computers, posted exemplary work, etc.)	
<b>Assessment Strand</b>		<b>Examples</b>	<b>Observed</b>
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.	The teacher is monitoring for student understanding throughout the instructional period, conferencing with students, asking questions, and/or engaging students in KWLs, 3-2-1 activities, quick write, ticket out the door, etc. The formative assessments are used to provide students with frequent and specific feedback.	
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	Commentary uses the language of the standard providing specific feedback by describing the quality of the student work when compared to the desired learning goals. Commentary goes beyond "good job", "great work", etc.	
<b>Planning and Organization Strand</b>		<b>Examples</b>	<b>Observed</b>
PO 3.2	Materials and resources are effectively allocated.	Student support materials and resources are easily accessible to students (classroom library, technology, etc.). Materials and resources to support content area lessons are visible. Human resources (co-teachers, paraprofessionals, instructional coaches, etc.) are effectively utilized to maximize instruction for all learners.	
PO 4.1	Classroom management is conducive to student learning.	Expectations for behavior are evident (rules posted, behavior consistently monitored and addressed when necessary). Classroom practices and procedures are understood and followed.	
PO 4.3	Instruction is provided in a safe and orderly environment.	The classroom is clean and conducive to learning.	
PO 4.2	Instructional time is maximized.	Classroom instruction has no or minimal interruptions.	
	The teacher maximizes instructional time.	Instruction begins and ends on time. Student transitions during instruction are smooth with no loss of instructional time. The teacher is monitoring student learning and actively engaged with students.	
<b>School Culture Strand</b>		<b>Examples</b>	<b>Observed</b>
SC 1.1	The culture of the classroom reflects a risk-free learning environment.	Students feel comfortable sharing their work and receiving feedback from the teacher and other students regarding their work, students ask clarifying questions, etc.	

**Student Question:** If the students are available for questioning and this action will not interrupt instruction, then ask three students the following question. If the students are able to answer the question place a check in the box. If you are only able to speak with one student, then select NA for the remaining students.

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be clearly communicated to students. With learning goals/standards clearly defined, students can better understand the work they are completing and how to improve their work.					
I 1.3	Learning goals/standards are clearly communicated to students.	What standard(s) or element(s) are you working on today? What does your teacher want you to learn? What is your learning goal today?	The student can explain the learning goals or standards/elements that he/she is working on. The student is able to explain the substance of what is being learned and show how the learning is embedded in their work.	Student A	NA
				Student B	NA
				Student C	NA

## GAPSS Additional Information for Classroom Observations

For use with all mandatory GAPSS; optional for voluntary GAPSS; optional for voluntary GAPSS

Use one form per observer. Select one response per observation, marking the single action primarily observed in each section below.

Instructional delivery mode predominantly observed:		
	Whole group	
	Small group	
	Paired	
	Independent	
	Other: <i>Please List Action.</i>	
Instructor's role predominantly observed:		
	Facilitator (guiding small groups or large group discussions)	
	Lecturer (imparting knowledge with little or no student input)	
	Monitoring student progress	
	Modeling or demonstrating	
	Other: <i>Please List Action.</i>	
Students were predominantly engage in:		
	Recall activities	
	Textbook activities	
	Worksheet activities	
	Higher order responses	
	Performance tasks	
	Discussions	
	Listening	
	Other: <i>Please List Action</i>	

**Augusta State University**  
**Department of Educational Leadership, Counseling, and Special Education**  
**Undergraduate Program: Special Education**

**Lesson Feedback Form (From Master Teacher)**

Lab Student/Apprentice: \_\_\_\_\_

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

Lesson/Concept Taught: \_\_\_\_\_

Strengths:

Suggestions for improvement:

Time Begun: \_\_\_\_\_

Time Ended: \_\_\_\_\_

Observer: \_\_\_\_\_

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

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

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

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**Peer Feedback Form**

Apprentice: \_\_\_\_\_

Observer: \_\_\_\_\_

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

Lesson/Concept Taught: \_\_\_\_\_

Strengths:

Suggestions for improvement:

**Augusta State University**  
**Department of Educational Leadership, Counseling, and Special Education**  
**Undergraduate Program: Special Education**

**Self-Reflection Evaluation Form**

Apprentice: \_\_\_\_\_

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

Lesson/Concept Taught: \_\_\_\_\_

Reflection Topic: \_\_\_\_\_

Classroom Event:

Suggestions for improvement:

## Special Education Undergraduate Portfolio Matrix

1. Your electronic portfolio is due at the end of the semester prior to your apprenticeship.
2. It should be a composite of all your technology competencies learned throughout your program.
3. You may prepare everything on a CD. If there are components you do not have electronically, you may put it in a hard copy.
4. An updated list of items required for each of your special education classes in the upper division is attached.
5. You must document each component for each course on the list in your portfolio.

**Rating Scale: 4=Exemplary level, 3=Proficient level, 2=In progress level, 1= unsatisfactory**

Course #	Course Title	Electronic Portfolio Documents and Descriptions	Completed
SPED 3001	Policies and Procedures in Special Education	<ul style="list-style-type: none"> <li>• Using IEP development software (such as SEMS and/or Tranquility) and appropriate web documents, the students will prepare an electronic IEP based upon case study examples.</li> </ul>	
SPED 3003	Assessment	<ul style="list-style-type: none"> <li>• Score and print reports using test specific software programs</li> </ul>	
SPED 3005	Effective Learning Environments	<ul style="list-style-type: none"> <li>• Weekly use of electronic bulletin board</li> </ul>	
SPED 3006	Language Development and Communication Disorders	<ul style="list-style-type: none"> <li>• Develop a lesson plan that includes the use of augmentative or assistive communication programs or devices for students with disabilities.</li> </ul>	
SPED 3110	Characteristics of Interrelated	<ul style="list-style-type: none"> <li>• Search data bases such as ERIC on selected topics</li> </ul>	
SPED 4003	Classroom Management	<ul style="list-style-type: none"> <li>• Chart and graph data collection samples</li> </ul>	
SPED 4004	Consultation & Collaboration	<ul style="list-style-type: none"> <li>• Teach basic computer literacy skills to adults</li> </ul>	
SPED 4005	Family Literacy	<ul style="list-style-type: none"> <li>• Teach basic computer literacy skills to adults</li> </ul>	
SPED 4007	Literacy Fundamentals	<ul style="list-style-type: none"> <li>• Collect digital images of literacy related resources</li> </ul>	
SPED 4008	Diagnosing & Prescribing	<ul style="list-style-type: none"> <li>• Organize literacy assessment tools into a concept map using software such as Inspiration 6</li> </ul>	
SPED 4120	Materials and Methods for Interrelated	<ul style="list-style-type: none"> <li>• Create low assistive technology devices for use in lesson plans.</li> </ul>	
SPED 4491	Apprenticeship	<ul style="list-style-type: none"> <li>• Digital images of classroom resources and activities</li> <li>• Video clips of teaching</li> <li>• Collection and display of portfolio contents (from SPED apprenticeship handbook)</li> </ul>	
EDTD 3110	Educational Technology	<ul style="list-style-type: none"> <li>• Computer hardware identification – Powerpoint presentation</li> <li>• Microsoft Office Proficiency (Word, Excel, Powerpoint, and Publisher)</li> <li>• Electronic Portfolio</li> <li>• Classroom Technology Proposal</li> <li>• Internet research</li> </ul>	

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**Evaluation of Master Teacher**

School: \_\_\_\_\_

Master Teacher: \_\_\_\_\_

Apprentice: \_\_\_\_\_

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

I. The strengths of this master teacher were:

II. Suggestions for improvement:

III. Overall impressions of this experience:

