

**STUDENT TEACHING  
ORIENTATION  
FALL 2018**

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**University Supervisors  
Student Teachers**

# Agenda

- Large Group Orientation
  - Welcome and introductions
  - Student Teaching timeline
  - Feedback, communication, and evaluations
- Group Meetings
  - Students and University Supervisors
- Logistics (Just student teachers)

# Introductions:

- Please Introduce yourself
  - Name
  - Role
  - Emphasis Area
  - An interesting or little known fact about you...



# Student Teaching Timeline:

- Multiple Subject Student Teachers
  - Minimum of 16 weeks (Student teaches full day)
- Single Subject Student Teachers
  - Minimum of 16 weeks (Student teaches 3 periods)
- All student teachers should be present for the entire contracted hour school day

# EVERY DAY IS AN INTERVIEW

- **Timeliness is important**
  - Don't be late and stay until you're expected to leave
- **Social Media is a vetting process (Yes, they check)**
  - No pictures/videos of your students or the school
  - Students have been removed from placements and teacher candidates have not been hired based on their social media pages.
- **Before you speak, THINK**
  - T: Is it true?
  - H: Is it helpful?
  - I: Is it inspiring?
  - N: Is it necessary?
  - K: Is it kind?

# Communication

- Communication
  - 48 hour policy

## Format of an Email:

[Salutations] Dear Sir/Madam/Ms/Mr/Mrs/Dr/surname

[Greeting/Introduction/Objective] My name is... and I am part of Chapman's MAT program. I'm writing to inquire/request/inform...I'm contacting you to...I'm writing in response to....

[Message-Break up into paragraphs according to topic. Insert a line break/space in between. Indenting not necessary.]

[Leave-taking] Sincerely/Best regards

[Signature-include full name, position, contact information]

# Things to avoid:

- Being on your phone (for whatever reason). If there is a family emergency, etc. and you need to have your phone out, please let your mentor/Teacher know.
- Doing homework during your student teaching time.
- Going off campus for lunch and having a beer or alcohol.
- Criticizing the teacher's practices openly or to others and/or gossip of any nature about faculty, staff, administrators, etc.

# What to do the first week...

- **Meeting with your mentorteacher.** We highly recommend you find a time to meet with your mentorteacher (not during instructional time) to discuss your placement. What kinds of things do you think you should discuss with your mentorteacher? What questions do you have for you mentorteacher?
- **What to do during instructional time the first week.** The first few weeks you may be mostly observing during instructional time. What kinds of specific things might you plan to observe during this time? How will you record your observations?



# What to do the first week (and beyond)...

- Ask the mentor teacher how you can be most helpful.
- If you are not getting much direction from your mentor teacher it is appropriate to ask in a professional manner..."Would it be ok if I worked with XXX during math time, he seems to need some extra support?"
- If you are asked to do something you don't feel prepared to do (e.g., teach a whole group lesson the first week), please communicate that to your mentor teacher and your university supervisor.

# Concerns:

- What do I do if I have concerns about a teacher's practices and/or how he/she interacts with me or the students?
- Don't wait! Contact your university supervisor immediately. She/he can best advise on next steps.
- If there is an emergency (e.g., a student tells you he is going to harm himself), tell your mentor teacher or school administrator immediately.

# Traditional Student Teaching Responsibility Guidelines:

- Observing and taking notes about what the mentor teacher and students are doing
- Circulating in class to provide individual assistance or answer student questions
- Only as appropriate, providing behavioral reminders and reinforcements
- Instructional support such as small group, one on one instruction, and whole class instruction
- Attend all appropriate professional development, grade level planning meetings, and other experiences that are related to their assignment
- Co-planning, co-instructing, and co-assessing student work

# Suggested Co-Teaching Responsibility Guidelines:

- The expectation for initial fieldwork (first seven weeks) are as followed:
  - Observing and taking notes about what you mentor teacher and students are doing
  - Circulating in class to provide individual assistance or answer student questions
  - ONLY as appropriate and with Mentor Teacher's guidance-providing behavioral reminders and reinforcements
  - Instructional support as the Mentor Teacher sees fit, including small group instruction, one on one instruction, and whole class instruction
  - Implementation of the Co-Teaching model with one teach and one assist, etc.
  - Attending all professional development, grade level planning meetings and other experiences that are related to their assignment
  - Remain in class throughout the whole school day
  - Begin to plan and implement instruction with the specific guidance of the mentorteacher

# Suggested Co-Teaching Responsibility Guidelines:

- The expectations for the remaining nine weeks are as followed:
  - Co-planning, co-instructing, and co-assessment student work
  - Attending all professional development, grade level planning meetings and other experiences that are related to their assignment
  - Remain in class throughout the whole day
  - One teach-One Observe Instructional Model (remember that observation should be targeted)
  - One teach-One Support Instructional Model
  - Station Teaching Instructional Model
  - Parallel Teaching Instructional Model
  - Supplemental Teaching Instructional Model
  - Alternative Teaching Instructional Model
  - Team Teaching Instructional Model

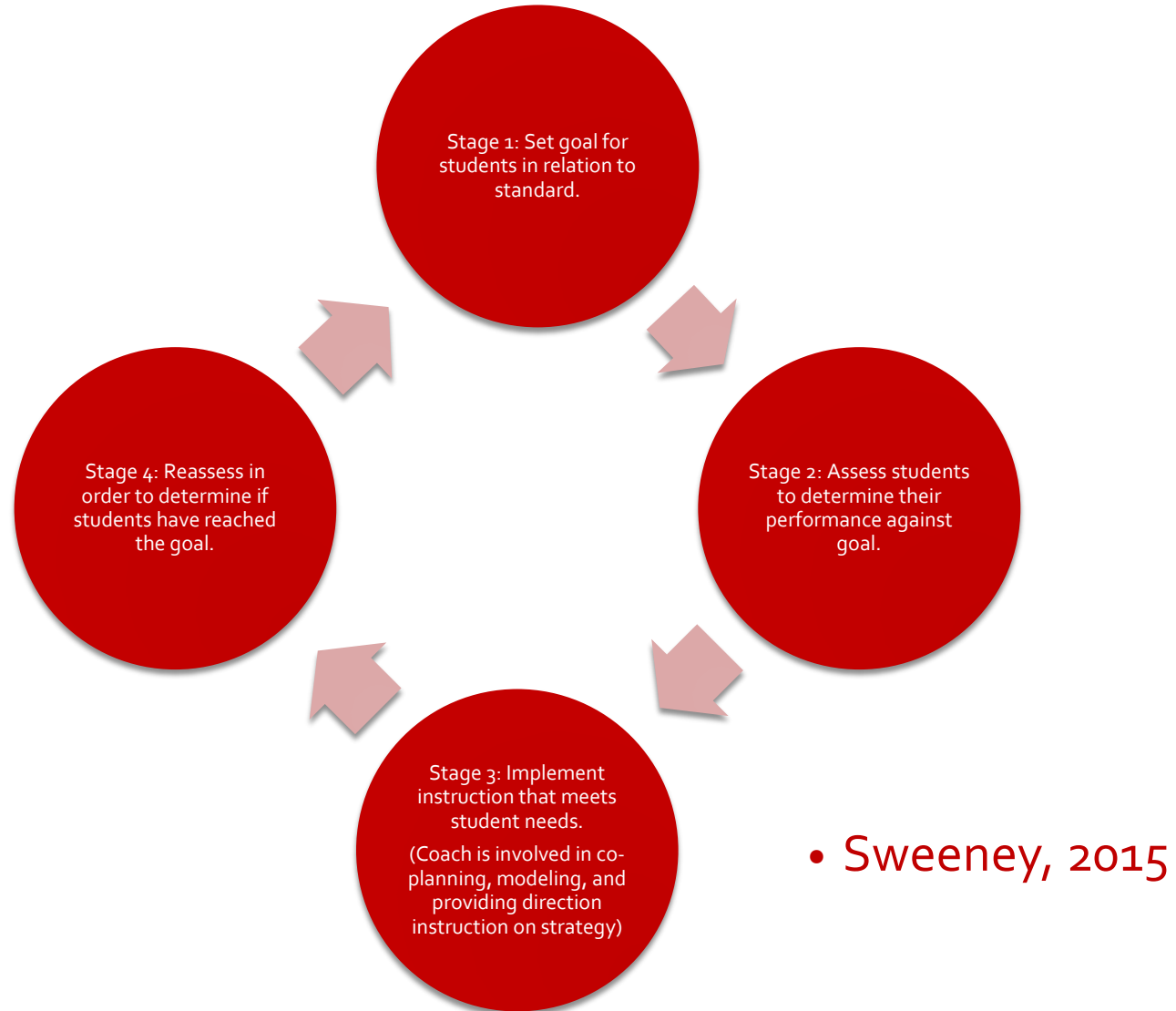
## Additional Notes:

- Student teaching officially ends December 14. You may work with your mentor teacher if you choose to stay until the end of school district semester.
- 16 weeks student teaching with a 4 week takeover (traditional model)
- No more than 3 absences
- Substitute no more than 4 days
- The pace at which Student Teachers take on responsibility should be mutually agreed upon by both the Student Teacher and mentorTeacher. We would like to see the Student Teacher teaching by the 4<sup>th</sup> week at the latest.

# mentorTeacher & University Supervisor Evaluations:

- Midpoint (Formative) Evaluation
- Final (Summative) Evaluation
- mentorTeachers: Evaluations will be sent to their email
- University Supervisors: You will find your evaluations on Taskstream
  - If you have challenges, you can contact Lana Levonisova (levoniso@chapman.edu)
- Evaluations should be discussed with the Student Teacher first and then submitted.
- Feedback from evaluations should be applied to future lessons.

# The Continuous Improvement Cycle





# MAT Contacts:

- **Program Coordinator:** Meghan Cosier (cosier@chapman.edu)
- **Fieldwork Administrator:** Robin Blauvelt (Blauvelt@chapman.edu)
- **Support Staff:** Zac Nguyen (znguyen@chapman.edu)
- **Credential Specialist:** credentials@chapman.edu

# Group Meetings

- Student Teachers and University Supervisors meet! 😊
- Exchange contact information
- Discuss preferred methods of communication (email, text, phone call)
- Discuss how you are going to schedule the supervisor's first visit
- Supervisor can discuss expectations
- Discuss goals for student teaching (what do you want to work on/improve?)

**QUESTIONS?**

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**Student Teachers**

# Program Comments:

- Credential Overview
- TPAs
- Teaching Professionals
  - Insightful, innovative, initiative
  - Year-long job interview
- Student Teaching Handbook

*blazers*



*blouses*



*bottoms*



# What to wear



# Self Care:

- Mistakes are opportunities to learn and grow
  - Don't panic, very rarely can a mistake not be fixed
- There is a learning curve
  - Don't expect yourself to start off perfect
- Be kind to yourself; practice self compassion
- Set realistic expectations
- Reach out and support one another
  - You are not alone in these experiences
- We are here to support you
  - Never be embarrassed or nervous to come talk to us, we've been there!

# QUESTIONS & CONCERNS