

Teacher Education Supervisor Meetings and Student Teaching Orientations

Table of Contents

MACI & MAT University Supervisor Meetings

- Fall 2018
 - TE Fieldwork Supervisor Orientation Meeting September 27, 2018 Page 2
 - TE Fieldwork Supervisor Orientation Meeting August 14, 2018 Page 3
 - TE Fieldwork Supervisor Orientation Meeting August 1, 2018 Page 4
- Summer 2018
 - Meeting Notes Page 5
 - TE Education Fieldwork Supervisor Meeting July 9, 2018 Page 6
- Spring 2018
 - Course Learning Outcomes Page 8
 - Univ Supervisor Meeting Agenda May 15, 2018 Page 16
 - Calibration Notes April Meeting Page 17
 - Univ Supervisor Meeting Agenda April 12, 2018 Page 18
 - Univ Supervisor Meeting Agenda Part 2 March 13, 2018 Page 20
 - Univ Supervisor Meeting Agenda Part 1 March 8, 2018 Page 22
 - Univ Supervisor Meeting Minutes March 8 or 13 2018 Page 24
 - Univ Supervisor Meeting Agenda February 8, 2018 Page 26

MAT Practicum Orientation

- Practicum Orientation Fall 2018 Page 27

TE Student Teaching Orientation

- MACI Student Teaching Orientation Fall 2018 Page 52
- MAT Student Teaching Orientation Fall August 8, 2018 Page 77
- SPECED Fall 2018 Student Teaching Orientation Page 102
- MACI-MAT Student Teaching Orientation Spring 2018 Page 145
- SPED Student Teaching Orientation Spring 2018 Page 166

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Meghan Cosier, Robin Blauvelt, Allan Waterman, Barbara Rubin, Caron Winston, Cathy Hunsberger, Randi Leach, Judy Williams, Roxane Teboul, Susie Lopez-Guerra, Brenda Phillips, Gloria Garcia-Garza, and Rebecca Martinez

Agenda

- Welcome and Introductions
- Updates:
 - o Position Opening: Fieldwork Administrator
 - *Interim: 19 hours- placements/ university supervisor matching*
 - *Position: 40 hours- ability to teach as well*
 - *Posting as soon as tomorrow*
 - o Rubric for grading
 - *Meghan will take another go at the point system*
 - *Considering the difference in rubric for MACI (specifically SS who are in the same classroom for the full year)*
 - o Hour Logs
 - *Ask Lana to add the hour logs to the MACI clinical DRF*
 - *Email students & cc Univ Supervisor on reminder email*
 - *Check with Michelle if it needs to be daily or if it can be weekly*
 - o Mileage: Concur
 - o Evaluations of Mentor Teachers through Qualtrics survey not Taskstream
- CalTPAs Info
 - o Overview
 - o Resources (Blackboard)
 - o Guidelines for Acceptable Support
 - o Deadlines
 - MACI (Robin): TPA 1- November 16, 2018 TPA 2- January 25, 2019
 - MAT (Zac): TPA 3- October 12, 2018 TPA 4- November 26, 2018
- Google Doc: Student Teaching Journal Demo: *Didn't get to*

Teacher Education Fieldwork Supervisor Meeting

Present: Meghan Cosier, Robin Blauvelt, Judy Williams, Brenda Phillips, Gloria Garcia-Garza, and Rebecca Martinez

Agenda

- Welcome and Introductions
- Cheat Sheet Packet
- Updates:
 - o Review draft of scoring rubric (to be finalized in September)
 - o MAT Student Teaching Handbook
 - o Summer meeting
- TPAs Packet Review
 - o All MAT candidates doing student teaching in the fall are doing the “old” TPAs (the same TPAs as candidates from last spring)
 - o All available materials for the new TPAs can be viewed here:
<http://www.ctcpa.nesinc.com/>
 - o Will share more when the state releases more details
- Remediation
 - o Amy Ardell (ardell@chapman.edu) is available to help facilitate any remediation needed for students of concern
 - o If the mentor teacher, principal, or yourself has a concern about the performance of the student teacher please let Amy know immediately.

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Allan Waterman, Barbara Rubin, Caron Winston, Cathy Hunsberger, Randi Leach,

Agenda

- Welcome and Introductions
- Cheat Sheet Packet
- Process and Procedures
 - o MAT versus MACI
 - o Paperwork
- Updates:
 - o Rubric for grading will be given during September meeting
 - o MACI Student Teaching Handbook
 - o Summer meeting
- TPAs Packet Review
 - o *Will share more when the state releases more details*
- What worked well for you all? *(Add to agenda for September meeting)*
 - o Strategies for setting up relationships
 - o What to be mindful of in supporting MACI students
 - o Strategies for pre-and post-observation meetings
 - o Assisting with time management
- Reviewing TPEs *(Add to agenda for September meeting)*
- *Remediation*
 - o *Amy's role is to help facilitate*
 - o *If the mentor teacher, principal, or yourself has a concern about the performance of the student teacher please let Amy know immediately.*
- *Google Doc: Student Teaching Journal*
 - o *Student will share their journal via a google doc*
 - o *This will allow the student teacher, Amy, and University Supervisor to see one another's comments*
 - o *Will demo in September meeting*

What we want to improve:

MAT

- TPA (what they are/how to help)
- Time management distress (so much so little time)
- IDP (part of class-inquiry 2 unit ACM/MACI 600)
- Technology policy (cell phones)
 - Classroom management
- What's being taught specifically (sequence and course description)
- Testing in spring; lost ST time (check calendar)
- Focus on interview process –resume/interview
 - In theory inquiry class 2 unit ACM - hopefully CD new position
 - Job fair/district visits

MACI

- TPA (what they are/how to help)
- Time management distress (so much so little time)
- IDP (part of class-inquiry 2 unit ACM/MACI 600)
- Technology policy (cell phones)
 - Classroom management
- What's being taught specifically (sequence and course description)
- 1st semester vs 2nd semester expectation clarity

What we like:

MAT

- Support from Chapman
- Personalization
- Well prepared
- Flexibility
- Treat as professionals

MACI

- Support from Chapman
- Personalization
- Well prepared
- Flexibility
- Treat as professionals
- In classroom from 1st day to last

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Allan Waterman, Randi Leach, Caron Winston, and Rebecca Martinez

Agenda

- Welcome
- In need: Bilingual University Supervisor
 - Spanish and French
- Debrief about the year
 - What we like
 - *Both*
 - *Support from Chapman University*
 - *Personalization of care*
 - *Students are well prepared*
 - *Flexibility*
 - *Treat as professionals*
 - *MACI*
 - *In classroom from 1st day to last day*
 - What we want to improve
 - *Both*
 - *TPA (what they are/how to support the students)*
 - *Time management distress (so much so little time)*
 - *IDP (include as part of course taken with student teaching)*
 - *Technology policy (cell phones): part of classroom management*
 - *What's being taught specifically (sequence and course description)*
 - *MACI*
 - *1st semester verse second semester expectation clarity*
 - *MAT*
 - *Testing in spring; lost student teaching time (check calendar)*
 - *Focus on interview process- resume/interview*

- *EDUC 579*
- *Job fair/district visits (Career Development new position)*
- Training prior to the student teaching orientation
 - MACI August 1st
 - 11-12 University Supervisor training
 - Paperwork
 - TPE's
 - What to expect about supervising these students
 - 1-3 Orientation
 - There will be a separate training for the mentor teachers that will be done by Amy and held at the district office
- MAT/MACI Pay Parity: *university supervisors will have pay parity across the programs*
- Bimonthly meetings: *moving back to one meeting a month*
- MACI Taskstream
 - *At the end of Fall and Spring semester having a grade rubric*
 - *Based on TPE's*
 - *Statements summarized for each area*
 - *This way the grades are based on something now that the summative evaluation is being moved to January*
 - *Key word: growth/ emerging*
 - *Descriptors need to be different for each semester so that students clearly understand what is expected of them during each semester*

MS- EDUC 501 Teaching English to Emerging Bilingual Students: Ensuring Access and Equity

- Know the learners: discovering and using the linguistic and cultural strengths of students (prior knowledge, interests, needs, and backgrounds) and abilities to create a safe and nurturing learning environment
- Understand theoretical underpinnings, conceptual understandings, and relevant research on sociocultural conditions in education, brain research, second language development, humanistic and critical bilingual/multicultural education
- Understand the history of United States and California language laws and politics of education within the context of civil and language rights: how these affect schools, teaching and learning given the preponderance of English hegemony, linguisticism and other societal biases
- Become familiar with policies and program designs for designated emergent bilinguals (English learners) and how these are developed and implemented
- Use collaborative, designated, integrated English language development, and culturally relevant pedagogical approaches and contextual tools that facilitate communication
- Value and use authentic interaction, participation and links to family and community in and out of classrooms, and teaching in diverse immigrant communities/schools
- Learn about and use reliable authentic assessment techniques for language proficiency and content learning
- Become familiar with and use the California English Language Development (ELD) standards, (CCSS) content standards, frameworks, and other resources for planning instruction
- Plan tiered and differentiated lessons for various ability levels in order to increase language, multi-culture, and academic learning
- Create engaging, nurturing, and exciting learning environments that promote inquiry, critical thinking and active learning
- Become familiar with multiple technologies, universal design for learning (UDL) and context based tools that enrich teaching and learning environments, as well as create an inclusive classroom setting for diverse learning modalities and abilities
- Select and use appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with disabilities or neurodiversity in the general education classroom
- Identify when and how to address social integration needs of students with disabilities or neurodiversity who are included in the general education classroom
- Demonstrate that they can deliver a comprehensive program of linguistically appropriate instruction in reading, writing, listening, and speaking aligned to the adopted English Language Arts California Common Core Standards (CCSS) and ELD CCSS
- Examine and use principles of educational equity and diversity and their implementation in curriculum content and school practices for all students
- Demonstrate they can effectively teach diverse students taking into account the background experiences, languages, skills and abilities of student populations and apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- Develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

EDUC 504:

- Understand various language development/second language acquisition models, from psycho-social to socio-cultural approaches
- Critically analyze the affordances and limitations of distinct models and theoretical frameworks of language development/second language acquisition
- Explore literacy development based on alternative frameworks, such as generative word (Freire)
- Understand the contexts that impact the schooling of linguistically diverse students in California
- Understand the history of language policy and schooling that impact the educational opportunities of linguistically diverse students
- Become familiar with the California English Language Development Standards as they intersect with California English Language Arts Standards
- Understand how to teach difficult academic content to linguistically diverse students
- Design curricular units that foster language development, including mediational resources, as well as diagnostic and formative assessments

MS-EDUC 512 Student Teaching I: Multiple Subject

- Work as a co-teacher and apprentice, in a designated multiple subject or single subject classroom under the direct supervision of a Master Teacher.
- Demonstrate knowledge and skills required by the TPEs.
- Link knowledge and skills from corresponding coursework to appropriate classroom competencies required for successful teaching and student learning experiences.
- Complete sufficient fieldwork experiences to successfully complete TPAs.
- Be reflective in their practice and responsive to feedback from Master Teacher and Field Supervisor.

EDUC 513:

- Work as a co-teacher and apprentice, in a designated multiple subject or single subject classroom under the direct supervision of a Master Teacher.
- Demonstrate knowledge and skills required by the TPEs.
- Link knowledge and skills from corresponding course work to appropriate classroom competencies required for successful teaching and student learning experiences.
- Complete sufficient fieldwork experiences to successfully complete TPAs as appropriate.
- Be reflective in their practice and responsive to feedback from Master Teacher and Field Supervisor.

EDUC 517:

- Understand the role of student-driven inquiry and exploration in learners' social and academic development.
- Gain insight into the contextual factors that contribute to mathematics and science learning and skills development.
- Develop understanding of the scope and significance of secondary school mathematics/science through an examination of state and national standards and mathematics/science education research.
- Design, enact, and reflect on curriculum and classrooms from a culturally responsive framework in which instruction leverages the multiple knowledge bases of all learners, including those in

Special Education and emergent bilinguals, through embedded intervention, open-ended investigations, and routines that support the development of understanding of core mathematics and science concepts.

- Engage in the planning, implementation, and reflection of culturally responsive teaching practices with individual students and in small group settings.
- Systematically reflect on teaching through cycles of enactment and investigation with a focus on youth's access, achievement, and agency in mathematics and science as a vehicle to improve students' learning and to support the teacher's own professional growth.

EDUC 518:

- Engage in lesson study of content-area teaching
- Examine the social organization of classroom learning
- Design, enact, and reflect on lesson design (short- and long-term interdisciplinary units from a culturally responsive framework)
- Engage in cycles of enactment and investigation of teaching moving from structured small group to whole class settings
- Systematically reflect on teaching with a focus on students' access, achievement, and agency in mathematics and science as a vehicle to improve students' learning and to support the teacher's own professional growth.

EDUC 532:

- Understand sociocultural approaches to literacy learning and development
- Demonstrate an understanding of the relationship between reading and the language processes of speaking, listening, and writing across the curriculum
- Learn literacy strategies for effectively designing, maintaining, and monitoring literacy environments for diverse, multilingual students, including the use of technological resources
- Build competency with a repertoire of literacy assessment tools and understand how results of those assessments can be interpreted in order to plan diagnostic instruction for all students
- Explore how language and literacy mediate learning in the content areas
- Design curriculum that takes an integrated approach to literacy in the content areas, while also addressing the California State content standards, the Common Core standards (CCSS) and Next Generation science standards.
- Demonstrate ways to activate cultural knowledge into literacy learning experiences, including the need for collaboration of family, school, and community as a support for multiple literacies
- Explore how language and literacy are transformed into self and social transformation using critical literacy and Freirean approaches

EDUC 543:

- Understand historical and cultural epistemologies in western educational systems, as well as the current move toward a systemically sustainable approach to pedagogy
- Learn to utilize systems thinking in curriculum design, including the creation of an interdisciplinary unit of study that students will implement in their student teaching assignment

- Reflect on teaching this unit in real time, while simultaneously learning how to be responsive to student ideas as well as academic strengths and needs. Adapt the curriculum as needed in this process
- Develop a repertoire of questioning techniques that support students' cognitive and socioemotional development during the teaching of the unit
- Assess and provide formal and informal feedback to students and their families on their individual and collective cognition during the teaching of the unit
- Refine understandings about educational theory and pedagogical best practices in light of the overall experience of teaching using an integrated approach.

MS-EDUC 547 Elem Teaching & Learning in Diverse Classrooms: Investigating/Designing Transformative Environments

- Develop foundational knowledge of the political and ideological contexts that have shaped public schools in the United States
- Develop a historical understanding of civil rights and teachers' unionism
- Understand the core debates found in major curriculum traditions in the United States (Social Efficiency/Technocratic versus Progressive) and how these inform contemporary curriculum design models in the elementary classroom
- Develop foundational knowledge of John Dewey's progressivism, Paulo Freire's critical pedagogy framework, and critical multiculturalism
- Learn qualitative research methods for analyzing the social organization of learning
- Design classroom environments that prioritize student learning over the behavioral "management" of students
- Design curricular units grounded in Freirean and Deweyan philosophies
- Learn long and short-term planning, models of teaching, and interdisciplinary curriculum development
- Learn to design formative and authentic assessments that inform teaching and learning

EDUC 550 Evaluating Teaching Performance Expectations

- Demonstrate a thorough understanding of the Teaching Performance Expectations (TPEs)
- Evaluate their own progress toward meeting each of the TPEs

EDUC 567:

- Develop foundational knowledge of the political and ideological contexts that have shaped public schools in the United States
- Develop a historical understanding of civil rights and teachers' unionism
- Understand the core debates found in major curriculum traditions in the United States (Social Efficiency/Technocratic versus Progressive) and how these inform contemporary curriculum design models
- Develop foundational knowledge of John Dewey's progressivism, Paulo Freire's critical pedagogy framework, and critical multiculturalism
- Learn qualitative research methods for analyzing the social organization of learning
- Design classroom environments that prioritize student learning over the behavioral "management" of students
- Design curricular units grounded in Freirean and Deweyan philosophies

- Learn long and short-term planning, models of teaching, and interdisciplinary curriculum development
- Learn to design formative and authentic assessments that inform teaching and learning

MS-EDUC 568 Critical Mathematics Teaching

- Demonstrate knowledge of students' mathematical development from early number sense and counting, to concepts of algebraic thinking, equations, and functions, as well as how to leverage such knowledge to support students' mathematical development.
- Read, analyze, and teach the mathematics content and practice standards articulated in state standards and national mathematics guidelines (e.g., National Council of Teachers of Mathematics).
- Demonstrate knowledge of the five areas of mathematical content (number and operations, geometry and measurement, algebraic thinking, data analysis, and probability) and mathematical process skills (problem solving, reasoning and proof, communication, connections, and representation) as well as logical connections across concepts and principles.
- Recognize the influence and interaction of student dispositions, beliefs, attitudes, experiences, and identities on students' mathematics learning as well as recognize the influence and interaction of the teachers' own dispositions, beliefs, attitudes, experiences, and identities on their mathematics teaching.
- Examine, understand, and challenge the impact and interplay of race, class, gender, and power in mathematics teaching and learning.
- Design, enact, and reflect on mathematics curriculum and classrooms from a culturally responsive framework in which instruction leverages the multiple knowledge bases of all learners, including those in Special Education and emergent bilinguals, through embedded intervention, open-ended investigations, and routines that leverage children's mathematical thinking and family/community/cultural funds of knowledge.
- Integrate a wide variety of instructional strategies, including the use of technology, to elicit, assess, and analyze students' thinking during instruction and through individual student interviews.
- Engage in the planning, implementation, and reflection of culturally responsive mathematics teaching practices in small and whole group settings with guided practice and feedback.
- Systematically reflect on teaching through cycles of enactment and investigation with a focus on children's access, achievement, and agency in mathematics as a vehicle to improve students' learning and to support the teacher's own professional growth.

EDUC 569 Human Development and Wellness in Diverse Classrooms

- Understand both classical and contemporary theories of human development from psycho-social (e.g., Freud, Erickson, Piaget) to socio-cultural approaches (e.g., Gardner, Vygotsky, Rogoff, Bronfenbrenner): stage models, incremental models, and multidimensional models of development.
- Critically analyze the affordances and limitations of distinct models and theoretical frameworks on child and adolescent development.
- Understand the range of variations as well as the limits of human developmental trajectories.
- Apply a multicultural framework (including issues of race, ethnicity, sexual orientation, gender, immigrant status, history, trauma, etc.) to understand and examine development theories.

- Apply the major theories of development to applications of classroom practice.

EDUC 570:

- Theoretical and practical knowledge of the way capitalism structures differential social and material conditions in society and the role that education plays in this process.
- A keen theoretical understanding of racism, patriarchy, gender and heteronormativity, religion and other social antagonisms that create inequities and differential access to educational opportunities and achievement and how these are manifested in society and schools.
- Knowledge of the history of schooling in the United States, including its function of Americanization, English hegemony, and developing docile workers.
- The importance of creating a community of learners in which each student feels safe to reflect on their own and each other's social and cultural experiences in society and schools.
- Recognize their agency and responsibility with respect to acting in favor of social justice and equity.
- Interrogate existing educational practices that sustain inequities.
- Knowledge of pedagogical practices in Culturally Responsive Instruction that validate the resources of a diverse student population and their communities.
- Theoretical knowledge of and practical skills in a critical pedagogy that challenges oppressive systems in schools and society.
- Knowledge of the major works written by critical theorists such as Paulo Freire, Eric Fromm, Karl Marx, and Peter McLaren, and the foundational constructs and arguments that they developed.
- Value and strategies for creating democratic classrooms and schools.

EDUC 577:

- Establish an identity as a classroom social studies and language arts teacher, including
 - Establishing a social studies teaching philosophy
 - Establishing a language arts teaching philosophy
 - Rationale for engaging social studies and language arts as fields
 - Social studies and language arts teaching and learning from a culturally responsive and social justice framework
- Understand multicultural education and social justice frameworks to teaching social studies and language arts, including
 - Critical multiculturalism
 - Social action/civic engagement
 - Ethnic Studies
- Learn strategies for effectively engaging diverse learners in the social studies and language arts classroom, including
 - Culturally responsive teaching
 - Critical pedagogy
 - Authentic caring
 - Apprenticeship models
 - Historical inquiry (archival, oral histories, etc.)
 - Thematic instruction
 - Disciplinary literacies
 - Digital literacies

- Multiple assessments of learning
- Writing across the social studies and language arts curriculum
- Design units of study
 - Grounded in multicultural education and social justice frameworks
 - Drawing upon effective learning strategies for engaging diverse learners
 - Grounded in original research integral to historical inquiry and language arts projects

EDUC 578:

- Establish an identity as a classroom social studies and language arts teacher, including
 - Establishing a social studies teaching philosophy
 - Establishing a language arts teaching philosophy
 - Rationale for engaging social studies and language arts as fields
 - Social studies and language arts teaching and learning from a culturally responsive and social justice framework.
- Understand multicultural education and social justice frameworks to teaching social studies and language arts, including
 - Critical multiculturalism
 - Social action/civic engagement
 - Ethnic Studies.
- Learn, design, and implement strategies for effectively engaging diverse learners in the social studies and language arts classroom, including
 - Culturally responsive teaching
 - Critical pedagogy
 - Authentic caring
 - Apprenticeship models
 - Historical inquiry (archival, oral histories, etc.)
 - Thematic instruction
 - Disciplinary literacies
 - Digital literacies
 - Multiple assessments of learning.
- Design and teach units of study
 - Grounded in multicultural education and social justice frameworks
 - Drawing upon effective learning strategies for engaging diverse learners
 - Grounded in original research integral to historical inquiry and language arts projects.

EDUC 579:

- Be reflective about their own practice as student teachers
- Critically analyze and problem solve classroom issues that come up in the context of students' daily work as novice teachers
- Understand how to build positive and appropriate professional relationships with colleagues, parents, and students
- Refine understandings about educational theory and pedagogical best practices in light of an experience of prolonged fieldwork as a student teacher
- Prepare for the professional world through resume design and the development of interviewing skills specific to becoming a teacher; develop awareness of professional organizational

opportunities and ways of being as an engaged professional in a school, school district, and community

- Understand how to develop and preserve both their own and their students' physical and mental wellbeing, particularly as it relates to stress reduction and mitigation, conflict resolution, and resiliency
- Understand the impact of teacher-student discourse patterns on student learning

EDUC 582:

- To work as a co-teacher and apprentice, in a designated multiple subject or single subject classroom under the direct supervision of a Master Teacher. Teacher candidates will assume full teaching responsibilities during the last 4 weeks of the fieldwork assignment.
- To demonstrate knowledge and skills required by the TPEs.
- To link knowledge and skills from corresponding course work to appropriate classroom competencies required for successful teaching and student learning experiences.
- To be reflective in their practice and responsive to feedback from master teacher and field supervisor.
- To complete sufficient fieldwork experiences to successfully complete TPAs 1 through 6.

EDUC 583:

- To work as a co-teacher and apprentice, in a designated multiple subject or single subject classroom under the direct supervision of a Master Teacher. Teacher candidates will assume full teaching responsibilities during the last 4 weeks of the fieldwork assignment.
- To demonstrate knowledge and skills required by the TPEs.
- To link knowledge and skills from corresponding course work to appropriate classroom competencies required for successful teaching and student learning experiences.
- To be reflective in their practice and responsive to feedback from master teacher and field supervisor.
- To complete sufficient fieldwork experiences to successfully complete TPAs 1 through 6.

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Allan Waterman, Andrew Huben, Anat Herzog, Barbara Rubin, Brenda Phillips, Caron Winston, Cathy Hunsberger, Judy Williams, Christina Lin, Linda Parr, Randi Leach, Gloria Garcia-Garza, Mindy Hodges, Nancy Hunyadi, Rebecca Martinez, Ruben Barron, Vickie Sheehan, and Sharolyn Jansen

Agenda

- Welcome
- Updates
 - o Individual Development Plan
 - MAT vs. MACI
 - o MACI: Observation/Supervision
 - o University Supervisor feedback on Mentor Teachers
 - o Fall Load: if you haven't already let me know if you're interested in supporting students in the fall
- Grades
 - o Due Monday May 28th
 - o Attached packet with instructions
- Student of Concern Issues
 - o FERPA
 - o Remediation
 - o Protocol
- Toast
 - o Order of presenters

Calibration Notes

Rachel's Video (What was observed):

- Built on prior knowledge
- Accepting all participation as valid
- Visual and verbal, color coding
- Signals
- Thinking time
- Calling on variety of students
- On their level
- Academic vocabulary
- Positive reinforcement
- Socio emotional connection
- Rationale- metacognition
- Modeling of expectation
- Co-research position
- Pace is appropriate
- Having fun, enthusiastic about math and kids
- Work in minds- concept understanding first
- Dignification of responses- shared cognition

Student Teacher Video (What feedback would you give):

- Engagement needs work
 - Specifically, in terms of environment
- Objective needs further definition
- Needs connection to other lessons, their life, the world, etc
- Needs sequence that's defined
- Management expectations unclear
- Reinforcement of expectations inconsistent
- Assessment unclear
- What do was confusing

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Allan Waterman, Barb Newsom, Andrew Huben, Anat Herzog, Brenda Phillips, Caron Winston, Cathy Hunsberger, Judy Williams, Christina Lin, Randi Leach, Gloria Garcia-Garza, Nancy Hunyadi, Nancy Porter, Rebecca Martinez, and Sharolyn Jansen

Agenda

- Welcome
- Calibration Video
 - o *Dr. Lambert's video*
 - *Feedback on what was observed*
 - o *Student teaching video*
 - *Pedagogical observations*
 - *Positives*
 - *Suggestions/coaching*
 - *Score based on TPEs*
 - *Reviewed each items*
 - *N/A verse score*
 - *Why a given score*
 - *How would they get from a 3 → 4*
 - o *Suggestions*
 - *Fall Chapman student teacher video with pre and post conference for context*
 - *Permission slip? How does this work with the district?*
 - *Score of 2: change language to approaching/emerging instead of below expectations*
- Updates
 - o Individual Development Plan:
 - *Due July 1st*

Thursday, April 12, 2018

4:00-6:00pm

Reeves Conf Room 120

- *Students will receive the form and instructions. You should receive the document filled out. The blank version has been added to Blackboard in case you need it for some reason.*
- TPE Observation Paperwork
 - Forms
 - Unobservable: *use journal or have a conversation*
- University Supervisor feedback on Mentor Teachers
- May: Student Teaching Toast May 15th
 - 4-5pm University Supervisor Meeting
 - 5-7pm Toast
- Fall Load: *will send out an email to inquire and include semester dates*
- Mock Interviews: *will send out an email with information and Zac's contact information*

Next Meeting:

- ***Grades***
 - ***Instructions and due date***

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Andrew Huben, Nancy Porter, Caron Winston, Linda Parr, and Ruben Barron

Agenda

- Welcome
- Student concerns or challenges
- Calibration video
 - o *Want to see a video without commentary*
 - o *Julie McNealy may have some we could use*
- Preliminary Program Individual Development Plan
 - o *LaVerne: use the university supervisor summative assessment and have the students use that to create their own reflection making it student driven*
 - o *Will need to ask Michelle Hall if this is okay*
- What's taught in program
 - o Course sequence overview
 - *Asked for syllabi learning outcomes and course sequences to be posted on Blackboard (MACI/MAT)*
- Professional Dispositional Rubric
 - o *Remind Zac about sending this out*
- Next meeting date/time
 - o *2 dates offered per month*
 - *April 12th from 4-6*
 - *For those unable to attend that date we will find an alternative for you all*
- *Other Discussions*
 - o *Syllabi shown by Meghan*
 - *Perhaps this is something we could handout to students during the Fieldwork Orientation so that students are aware and can be used if there's trouble*
 - *Meghan will create draft*

- *TPE Observation Paperwork*
 - *Assignment given for areas not observable*
 - *Form that is less cumbersome*
 - *Formative/summative is fine*
 - *Weekly observation form edited to be more user friendly*
 - *Perhaps use the 6 overall areas (check with MH)*
 - *Combine with teaching orientated note form*
 - *Meghan asked for forms used by other universities to be sent to us for review and possible use*
- *Allowing University Supervisors a space to share their feedback regarding MT*

Preliminary Program Individual Development Plan

Based on Standard 6: Induction Individual Development Plan:

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Idea on how to address:

- Step 1. Student Teacher conducts a self-assessment and identifies areas for progress toward long – and short-term goals. Then shares the assessment with faculty advisor (we could say university supervisor) and mentor teacher who review and identify resources and opportunities to support their goals. Advisory team also identifies any additional areas of student teacher growth and connects growth areas to resources and opportunities.
- Step 2. Advisory team and student teacher meet to discuss self-assessment goals, identified areas of growth, resources and opportunities.
- Step 3. Student revises IDP and submits it to advisor. University maintains IDP to be provided to the candidate for transmission to the clear/induction program.

Teacher Education Fieldwork Supervisor Meeting

Present: Meghan Cosier, Robin Blauvelt, Allan Waterman, Barbara Rubin, Brenda Phillips, Judy Williams, Christina Lin, Randi Leach, Gloria Garcia-Garza, Nancy Hunyadi, Rebecca Martinez, Vickie Sheehan, and Sharolyn Jansen

Agenda

- Welcome
- Student concerns or challenges
- Calibration video
 - o *Want to see a video without commentary*
 - o *Julie McNealy may have some we could use*
- Preliminary Program Individual Development Plan
 - o *LaVerne: use the university supervisor summative assessment and have the students use that to create their own reflection making it student driven*
 - o *Will need to ask Michelle Hall if this is okay*
- What's taught in program
 - o Course sequence overview
 - *Asked for syllabi learning outcomes and course sequences to be posted on Blackboard*
- Professional Dispositional Rubric
- Next meeting date/time
 - o *2 dates offered per month*
 - *April 12th from 4-6*
 - *For those unable to attend that date we will find an alternative for you all*
- *Other Discussions*
 - o *Syllabi shown by Meghan*
 - *Perhaps this is something we could handout to students during the Fieldwork Orientation so that students are aware and can be used if there's trouble*
 - *Meghan will create draft*

- *TPE Observation Paperwork*
 - *Assignment given for areas not observable*
 - *Form that is less cumbersome*
 - *Formative/summative is fine*
 - *Weekly observation form edited to be more user friendly*
 - *Perhaps use the 6 overall areas (check with MH)*
 - *Combine with teaching orientated note form*
 - *Meghan asked for forms used by other universities to be sent to us for review and possible use*

Preliminary Program Individual Development Plan

Based on Standard 6: Induction Individual Development Plan:

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Idea on how to address:

- Step 1. Student Teacher conducts a self-assessment and identifies areas for progress toward long – and short-term goals. Then shares the assessment with faculty advisor (we could say university supervisor) and mentor teacher who review and identify resources and opportunities to support their goals. Advisory team also identifies any additional areas of student teacher growth and connects growth areas to resources and opportunities.
- Step 2. Advisory team and student teacher meet to discuss self-assessment goals, identified areas of growth, resources and opportunities.
- Step 3. Student revises IDP and submits it to advisor. University maintains IDP to be provided to the candidate for transmission to the clear/induction program.

Teacher Education Fieldwork Supervisor Meeting

Agenda

- Welcome
- Student concerns or challenges
- Calibration video
 - o *Want to see a video without commentary*
 - o *Julie McNealy from OUSD may have some we could use*
- Preliminary Program Individual Development Plan
 - o *LaVerne: use the university supervisor summative assessment and have the students use that to create their own reflection making it student driven*
 - o *Will need to ask Michelle Hall if this is okay*
- What's taught in program
 - o Course sequence overview
 - *Asked for syllabi learning outcomes and course sequences to be posted on Blackboard (MACI/MAT)*
- Professional Dispositional Rubric
 - o *Remind Zac about sending this out*
- Next meeting date/time
 - o *2 dates offered per month*
 - *April 12th from 4-6*
 - *For those unable to attend that date we will find an alternative for you all*
- *Other Discussions*
 - o *Syllabi shown by Meghan*
 - *Perhaps this is something we could handout to students during the Fieldwork Orientation so that students are aware and can be used if there's trouble*
 - *Meghan will create draft*
 - o *TPE Observation Paperwork*
 - *Assignment given for areas not observable*
 - *Form that is less cumbersome*
 - *Formative/summative is fine*

- *Weekly observation form edited to be more user friendly*
 - *Perhaps use the 6 overall areas (check with MH)*
 - *Combine with teaching orientated note form*
 - *Meghan asked for forms used by other universities to be sent to us for review and possible use*
- *Allowing University Supervisors a space to share their feedback regarding MT*

Preliminary Program Individual Development Plan

Based on Standard 6: Induction Individual Development Plan:

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Idea on how to address:

- Step 1. Student Teacher conducts a self-assessment and identifies areas for progress toward long – and short-term goals. Then shares the assessment with faculty advisor (we could say university supervisor) and mentor teacher who review and identify resources and opportunities to support their goals. Advisory team also identifies any additional areas of student teacher growth and connects growth areas to resources and opportunities.
- Step 2. Advisory team and student teacher meet to discuss self-assessment goals, identified areas of growth, resources and opportunities.
- Step 3. Student revises IDP and submits it to advisor. University maintains IDP to be provided to the candidate for transmission to the clear/induction program.

Teacher Education Fieldwork Supervisor Meeting

Present: Amy Ardell, Robin Blauvelt, Allan Waterman, Barbara Rubin, Brenda Phillips, Catherine Hunsberger, Judy Williams, Christina Lin, Randi Leach, Anat Herzog, Andrew Huben, Barbara Newsom, Gloria Garcia-Garza, Mindy Hodges, Nancy Hunyadi, Nancy Porter, Rebecca Martinez, and Sherry Jansen

Agenda

- Welcome & Introductions
- Role & Responsibility
 - o Creating clarity so everyone's on the same page
 - *Mentor*
 - *Communicate*
 - *Observe/reflection*
 - *Bridge between student teacher and master teacher as well as between master teacher and Chapman*
- Pairing up for support
 - o *For the most part it appears that most have already paired up informally*
- Student concerns or challenges
- Cheat sheet handouts
 - o Taskstream Options: MACI
 - *Separate section designated as Spring*
- Next meeting date/time
 - o 2 dates offered per month
 - *March 8th from 4-6pm seemed to work for everyone in attendance*
- Calibration video if time permitting
 - o *Reserving for next meeting*
- *Other items addressed*
 - o *Observation visits prior to students taking over lessons count towards the 8 required*
 - o *Agenda for next meeting*
 - *What's taught in program*
 - *Don't want to undue what's been taught*
 - *Summary*
 - *Lesson plan standard?*

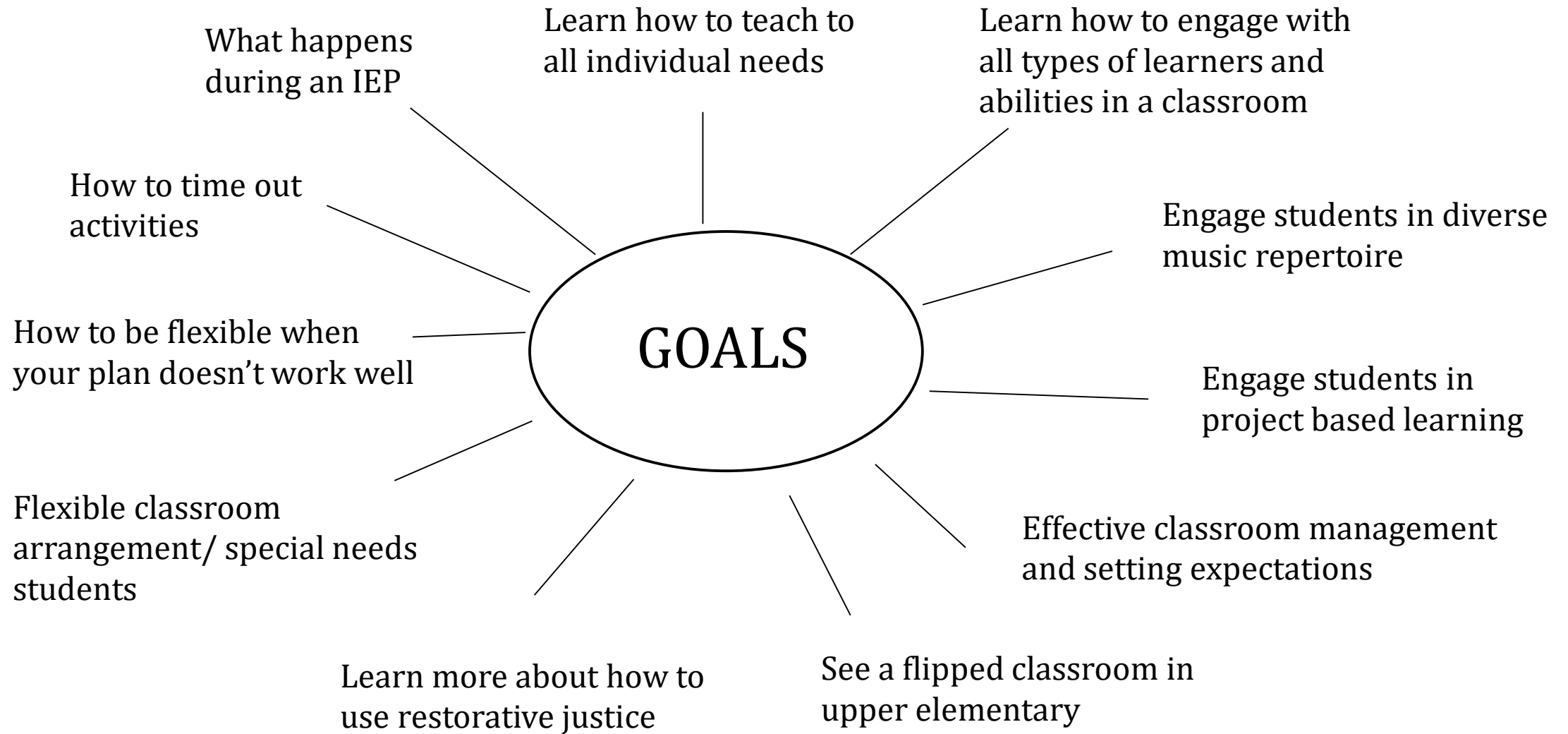
PRACTICUM ORIENTATION

Agenda:

- Opening
- General Expectations
- What to do from notification of placement into the first few weeks and beyond...
- Expressing concerns
- Applying for your substitute permit
- Taskstream
- Questions

Opening:

- Consider the knowledge and skills around planning and instruction you have had thus far. Draft a goal (or two) that you would like to achieve during your practicum placement that builds on this knowledge and skills, OR that you have not yet covered in your courses.
- Draft a question (or two, or three) you have about the practicum experience.



Fieldwork: What to Expect

- **Fall 2018:**
 - 3 hours per day/5 days OR 5 hours per day 3 days per week in a classroom
 - This is a **PRIORITY** and should not be scheduled around a work schedule.
- **Spring 2019:**
 - Student Teaching: All day, every day

Fall Fieldwork: What to Expect

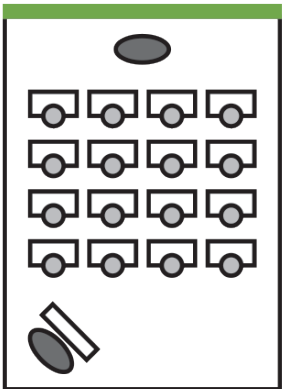
- Partnership where all students will be placed in a handful of schools
 - We will arrange this for you
- Begins Monday September 10th
- There is bound to be last minute changes so please be flexible and patient
- Schedule (M-F 3 hours each day OR 3 days per week 5 hours per day):
 - Multiple Subject: most likely from the start of the school day
 - Single Subject: will depend on when your subject area is offered
- Observed a minimum of 2 times by 512/513 instructor. The instructor is available to provide support during your fieldwork placement. More information about observations and requirements for 512 and 513 specifically are provided the first day of courses just like any other course.

Fall Fieldwork: Co-Teaching

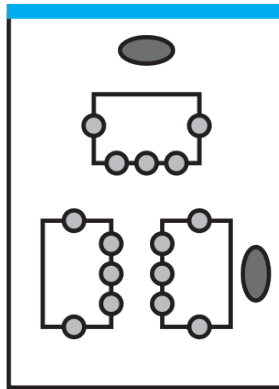
Phase 1 (weeks 1-5)	Phase 2 (weeks 6-10)	Phase 3 (weeks 11-16)
<ul style="list-style-type: none">• One Teach, One Observe• One Teach, One Assist• Supplemental Teaching	<ul style="list-style-type: none">• Alternative Teaching• Station Teaching• Parallel Teaching	<ul style="list-style-type: none">• Parallel Teaching• Station Teaching• Team Teaching

Fall Fieldwork: Co-Teaching

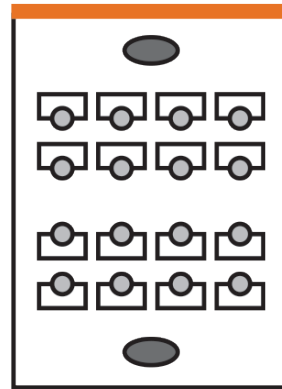
What does that look like?



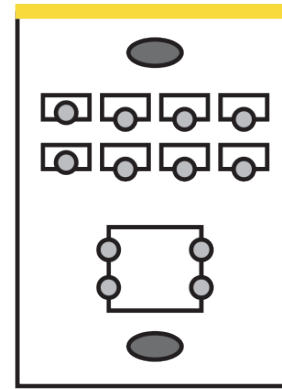
1. One teach,
one observe



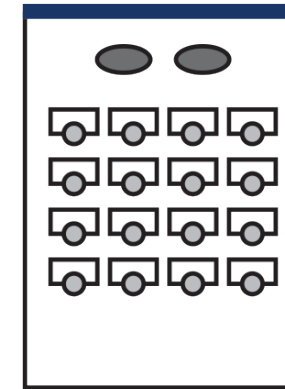
2. Station teaching



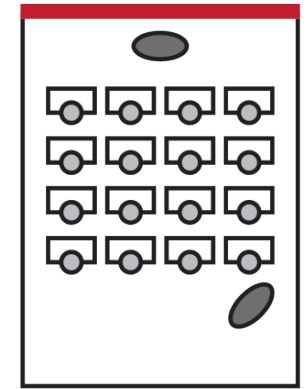
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach,
one assist

Teacher Student Desk/Table

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?

What do I do when I get notification of my placement and Mentor Teacher?

- Email your Mentor Teacher and introduce yourself.
- Let him/her know the day the university would like you to start your practicum (September 10)
- Ask if they are available to meet briefly to discuss the practicum hours and requirements.
- Include the letter describing the practicum = In the email notification of your placement you will receive a letter and packet of information for your mentor teacher.

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]

What to wear

blazers



blouses



bottoms



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 Master Teacher know.
- Doing homework during your practicum 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 master teacher.** We highly recommend you find a time to meet with your master teacher (not during instructional time) to discuss your placement. What kinds of things do you think you should discuss with your master teacher? What questions do you have for you master teacher?
- **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: Student suggestions

- **Meeting with your master teacher.**
 - Teacher expectations
 - Classroom rules (management)
 - Student needs (IEP, etc)
- **What to do during instructional time the first week.**
 - Classroom layout
 - Student engagement
 - Who is answering questions and who is being called on
 - Transitions
 - Instructional impact
 - Implementation of class rules
 - Teachers style and tolerance of behaviors
 - Learn student names

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

- Explain to the Master Teacher the expectations of the practicum which include observation, working with individual and small groups, and co-teaching and co-planning as the semester moves on.
- Summarize the assignment requirements for each course and let your Master Teacher know you may need some time to complete the tasks for the assignments (e.g., observations of students in a special day class).
- Be clear about what you are NOT expected to do: run to McDonald's to get your Master Teacher lunch, go to Starbucks for her/his coffee in the morning.

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

- Ask the Master Teacher how you can be most helpful.
- If you are not getting much direction from your Master 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 Master Teacher and your Practicum Faculty member.

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 Practicum Instructor immediately. She 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 Master Teacher or school administrator immediately.

Applying for your substitute permit

- Requirements:
 - 1. Completed online substitute teacher application via Edjoin.org
 - 2. Valid Teaching Credential or Valid 30 Day Substitute Permit
 - 3. Three letters of recommendation (within one year)
 - 4. TB Test Verification (TB test must be issued within the year.)
 - 5. Fingerprint Clearance Receipt from the Orange County Department of Education.
(No other Fingerprint Clearance will be accepted.)
- Contact Dora Rodriguez dora.rodriguez@saUSD.us
- **Applying for a substitute permit is optional NOT required**

Taskstream

- <https://login.taskstream.com/signon/>

Student Teaching: What to Expect

- Student Teaching Application Due October 1
 - **All CSETS must be passed or you CANNOT student teach in the spring.**
- **Student Preference**
 - First and second choice district
 - Option to stay on in Santa Ana Unified School District
 - Option to indicate a particular school site or mentor teacher
 - **NOTE: This is simply a request and does not guarantee placement**

Transportation

Fieldwork Placements:

This process is determined by the districts NOT Chapman. Every teacher preparation program must follow this process.

Diversity

- Race and ethnicity
- Families in lower socio-economic ranges
- English language learners
- Students with disabilities
- Grade ranges

Student Teaching Application
(Review Student Preferences & Check Databases)



Robin Blauvelt



District Representative



School Site Principal



Mentor Teachers

QUESTIONS?

Closing: 3-2-1

- 3—Write 3 things you took away from orientation today. (Can be reminders or refreshers).
- 2—Write 2 questions you still have about orientation.
- 1—Write 1 thing you would like us to know as we prepare for the fall semester.

DON'T LIMIT ME

STUDENT TEACHING ORIENTATION FALL 2018

University Supervisors
Student Teachers

Agenda

- Large Group Orientation
 - Welcome and introductions
 - Student Teaching timeline
 - Feedback, communication, and evaluations
- Group Meeting
 - Students and University Supervisors

Introductions:

- Please Introduce yourself
 - Name
 - Role
 - Emphasis Area



Student Teaching Timeline:

- Multiple Subject Student Teachers
 - Student teaches full day
- Single Subject Student Teachers
 - Student teaches 3 periods
- All student teachers should be present for the entire contracted hour school day
- All MACI students follow the OUSD school calendar; they begin 8/17 and end on the last day of school

Co-Teaching Responsibility Guidelines:

- The expectation for initial fieldwork (first seven weeks) are as followed:
 - Observing and taking notes about what you master teacher and students are doing
 - Circulating in class to provide individual assistance or answer student questions
 - ONLY as appropriate and with Master Teacher's guidance-providing behavioral reminders and reinforcements
 - Instructional support as the Master 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
 - Master Teacher will be responsible for all planning and assessing
 - Teacher Candidates will be responsible only for in-class support
 - 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

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

Notes on co-teaching student teaching model:

- MACI students stay until the last day of school
- No more than 8 absences
- Substitute no more than 10 days for the entire school year
- The pace at which Student Teachers take on co-teaching responsibilities should be mutually agreed upon by both the Student Teacher and Master Teacher.
- A co-teaching cycle starts over during the second rotation for Multiple Subject candidates

Master Teacher & University Supervisor Evaluations:

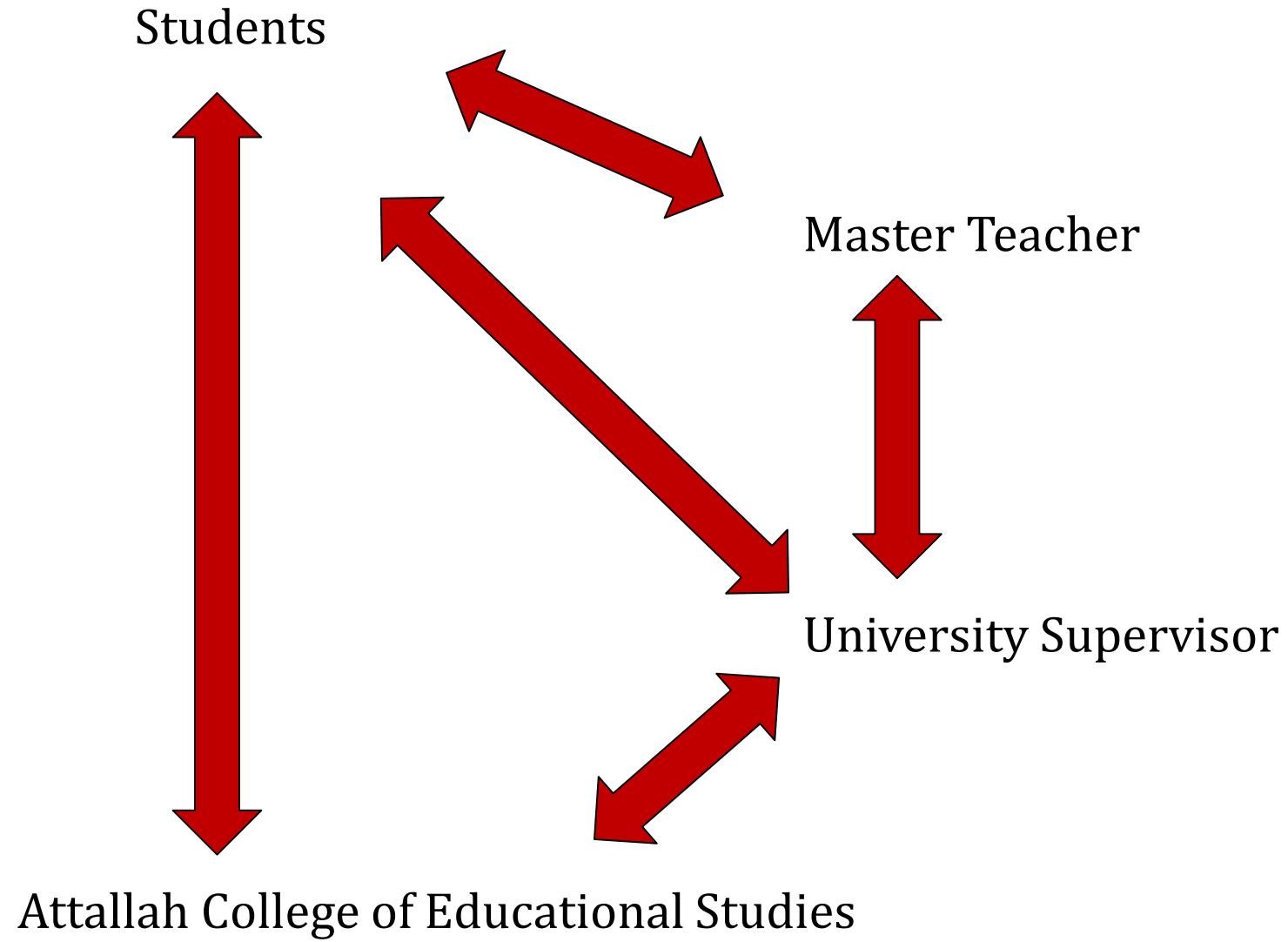
- Formative Evaluation: after 4th visit of the OUSD semester rotation
- Summative Evaluation: after 8th visit of the OUSD semester rotation
- Master Teachers: Evaluations will be sent to your email
- University Supervisors: You will find your evaluations on Taskstream
 - If you have challenges, you can contact Lana Levoniso
(levoniso@chapman.edu)
- Evaluations should be discussed with the Student Teacher first and then submitted.

Individual Development Plan:

- **Purpose:** Individual development plans (IDP) are required by the CTC as a way of supporting teacher candidates as they transition from the TPE standards to the California Standards for the Teaching Profession (CSTP) standards in preparation for Induction.
- **Step 1:** Review your formative and summative assessments provided by your university supervisor
- **Step 2:** Conduct self-assessment
- **Step 3:** Revise self-assessment to include input from University Supervisor and Faculty Advisor

IDP: I promise it's not that bad!

Goal	
Provide context for this goal and describe its relevance to future practice; be reflective.	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Alignment to TPEs and CSTP	
Feedback from University Supervisor and/or Faculty Advisor	



MACI Contacts:

- **Program Coordinator:** Amy Ardell (ardell@chapman.edu)
- **Fieldwork Administrator:** Robin Blauvelt (Blauvelt@chapman.edu)
- **Support Staff:** Zac Nguyen (znguyen@chapman.edu)
- **Credential Specialist:** (credentials@chapman.edu)

Group Meeting

- Student Teachers and University Supervisors meet! 😊

QUESTIONS?

STUDENT TEACHING ORIENTATION FALL 2018

Student Teachers

Program Comments:

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

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?

EVERY DAY IS AN INTERVIEW

- 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]

blazers



blouses



bottoms



What to wear



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 Master Teacher know.
- Doing homework.
- Go off campus for lunch and have 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 (and beyond)...

- Explain to the Master Teacher the expectations of student teaching. They should be familiar with the co-teaching model and timeline set forth by OUSD.
- Summarize the assignment requirements.
- Be clear about what you are NOT expected to do: run to McDonald's to get your Master Teacher lunch, go to Starbucks for her/his coffee in the morning.

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

- Ask the Master Teacher how you can be most helpful.
- If you are not getting much direction from your Master 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 Master 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. They 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 Master Teacher or school administrator immediately.

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

STUDENT TEACHING ORIENTATION FALL 2018

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 mentor teacher.** We highly recommend you find a time to meet with your mentor teacher (not during instructional time) to discuss your placement. What kinds of things do you think you should discuss with your mentor teacher? What questions do you have for you mentor teacher?
- **Expectations**
- **Planning for instruction**
- **Timing (arrival, parking, leave, etc)**
- **Phone and dress code policy (students and teachers)**
- **Teaching planning days**
- **Student needs**

What to do the first week...

- **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?
 - **Classroom management**
 - **Room set up**
 - **Protocols**
 - **Technology use or lack of**
 - **Grading system**
 - **Learning student names**

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:

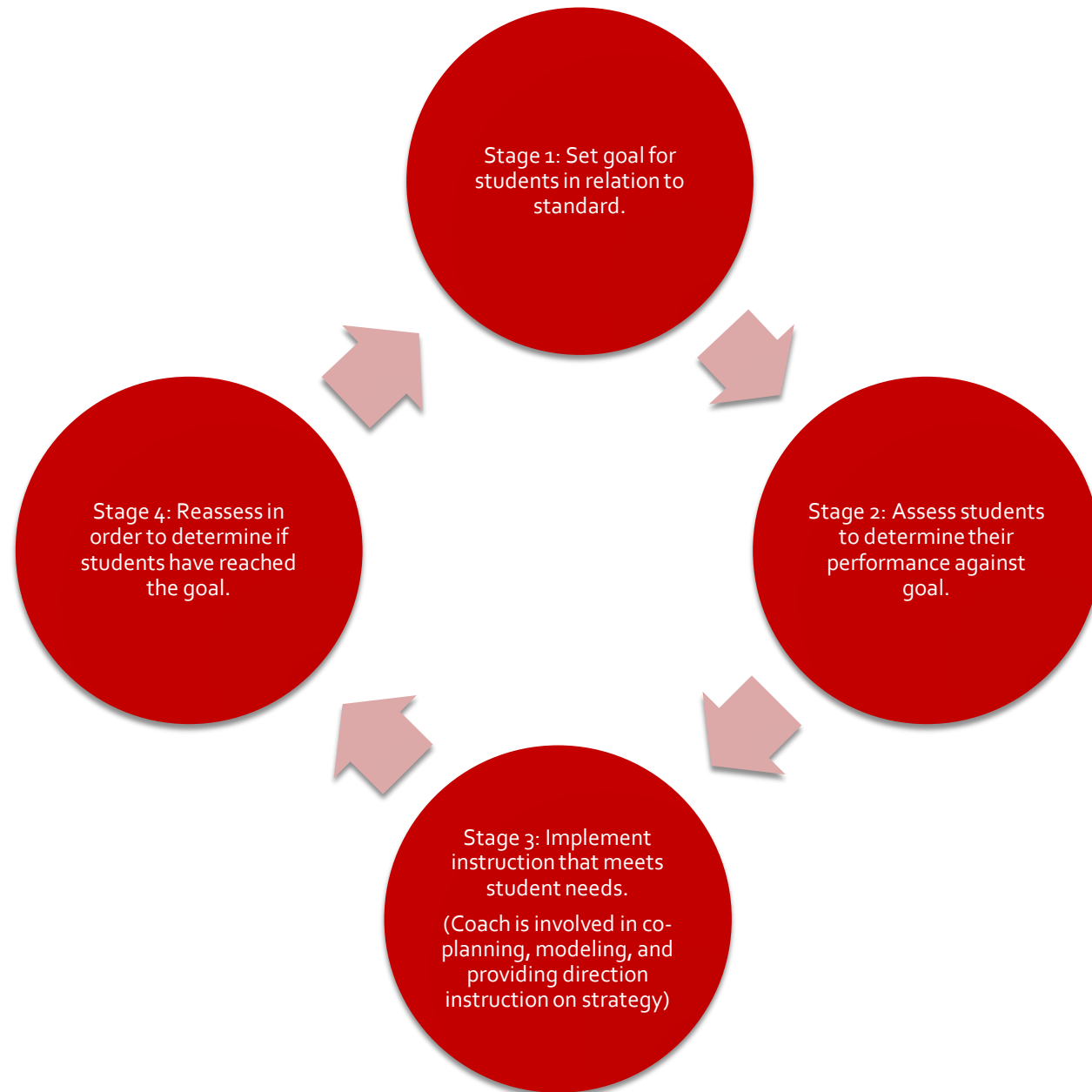
- Student teaching officially ends December 14. You may work with your mentor teacher if you choose to stay until the end of school district semester.
- 16 weeks student teaching with a 4 week takeover (traditional model)
- No more than 3 absences
- Substitute no more than 4 days
- The pace at which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

Mentor Teacher & University Supervisor Evaluations:

- Midpoint (Formative) Evaluation
- Final (Summative) Evaluation
- Mentor Teachers: 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

- Sweeney, 2015



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?

STUDENT TEACHING ORIENTATION FALL 2018

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

Welcome University Supervisors Special Education Student Teaching Orientation

Fall 2018

University Supervisor Observation Guidelines

- Formally observe each candidate for at least **6** visitations
- At least **5** formal observations +
- **Final** 3-way summative interview with the (Teacher Candidate and the Master Teacher).

Master Teacher Observation Guidelines

- Coordinate with the US to complement and support the Teacher Candidate throughout their placement.
- Conduct at least **SIX** formal observations.
- These observations can focus on various content areas, including (but not limited to):
 - Lesson Delivery
 - Participation (to some degree) a formal assessment of a student
 - Data collection for a Behavior Intervention Plan
 - IEP observation.

Weekly Log

(both INTERN & Traditional)-EPortfolio



Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto ~~Taskstream~~.

Teacher Candidate (Name):

Semester:

School Site:

District

University Supervisor:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.			
Week	Teacher Candidate Directions: Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.		
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date

Lesson Observations

Education Specialist Student Teaching Lesson Planning and Delivery Observation Form

____ TPE 1 Instruction of Students

____ TPE 5 Student Engagement

____ TPE 9 Instructional Planning

____ TPE 2 Monitoring Instruction

____ TPE 6 Appropriate Teaching

____ TPE 10 Time Management

____ TPE 3 Assessments

____ TPE 7 Differentiation ELL

____ TPE 11 Social Environment

____ TPE 4 Content Accessible

____ TPE 8 Learning about Students

____ TPE 12 Prof, Legal, Ethical Oblig.

____ TPE 13 Prof. Growth

Comments



Assessment Administration

Preliminary Education Specialist Documentation of Assessment Administration and Formal Report

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Choses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards



Behavior Competency

Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern
2. _____ Provides a rationale for developing a BIP
3. _____ Provides present levels of performance
4. _____ Setting events/antecedents are described
5. _____ Targeted behavior is described and operationally defined.
6. _____ Consequences Identified and described
7. _____ Hypothesized and function of behavior is described
8. _____ Intervention/Prevention Strategies identified
9. _____ Functionally Equivalent Replacement Behavior (FERB) identified
10. _____ Describes progress monitoring process

Mid-Semester Formative Assessment

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

Final Summary Report



Special Education Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a) A brief description of the school and classroom setting
- b) Performance and growth during student teaching
- c) Areas of special competence
- d) Additional comments

TPE e-Portfolio

- All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:
- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
 - Behavior Intervention Plans (names redacted)
 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets

TPE e-Portfolio

- It is the student's responsibility to upload ALL observation forms and feedback to their e-portfolio

TPE FINAL Assessment Rubric

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction The candidate: <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
TPE 2 Monitoring Student Learning During Instruction The candidate:					

TPE Assessment Rubric

Teacher Candidate Signature: _____ Date: _____

Master Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Candidates will upload their TPE Assessment Rubric to **Taskstream**.

Professional Dispositions (week 7-8)

Special Education Professional Disposition Rubric Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
Professionalism Work Habits	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	

Professional Dispositions

- Please rate your Teacher Candidate's Professional Dispositions
- A survey will be sent to you during week 7-8, please complete the survey (one for each candidate)

Students of Concern

- Students who are not meeting expectations
- Students who are not demonstrating professionalism
- Students who are not responding to feedback
- During week **7-8**: Complete the survey **ONLY** for Students of Concern

OR

- Exceptional Students

<https://www.youtube.com/watch?v=TOSVQWFvqmM>

POST TPE SCORES IN TASKSTREAM

http://www.chapman.edu/campus-services/information-systems/_files/training/campus-solutions/faculty-center-ref-guide-final-grading.pdf

POST FINAL GRADES IN PEOPLESOFT

Welcome to the Fall 2018 Special Education Student Teaching Orientation

The Plan

Welcome & Introductions

Overview of Student Teaching

Review of Student Teaching Handbook

Timelines & Expectations

Meet with your Supervisor

Important Notes

- The student teaching assignment is considered a full-time job.
- The student is expected to attend all day, every day except in case of serious illness or death in the immediate family.
- If you absences exceed a total of **THREE** days, you assignment shall be extended. Students doing their student teaching while on an Internship Credential must follow school procedures for reporting absences.

Substitute Teaching

- In rare instances, a student teacher may be permitted to substitute on a limited basis. This may not occur for **more than four days** within the entire semester.
- The student teacher must have a Substitute Teaching Permit on file with the district. Student teachers are to be compensated the district's daily substitute rate.

University Supervisor Observations

- Formally observe each candidate for at least **6** visitations
- At least **5** formal observations +
- **Final** 3-way summative interview with the (Teacher Candidate and the Master Teacher).

Master Teacher Observation Guidelines

- Coordinate with the US to complement and support the Teacher Candidate throughout their placement.
- Conduct at least **SIX** formal observations.
- These observations can focus on various content areas, including (but not limited to):
 - Lesson Delivery
 - Participation (to some degree) a formal assessment of a student
 - Data collection for a Behavior Intervention Plan
 - IEP observation.

Weekly Log

(both INTERN & Traditional)-EPortfolio



Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto Taskstream.

Teacher Candidate (Name):

Semester:

School Site:

District

University Supervisor:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.			
Week	Teacher Candidate Directions: Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.		
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date

Lesson Observations

Education Specialist Student Teaching Lesson Planning and Delivery Observation Form

____ TPE 1 Instruction of Students

____ TPE 5 Student Engagement

____ TPE 9 Instructional Planning

____ TPE 2 Monitoring Instruction

____ TPE 6 Appropriate Teaching

____ TPE 10 Time Management

____ TPE 3 Assessments

____ TPE 7 Differentiation ELL

____ TPE 11 Social Environment

____ TPE 4 Content Accessible

____ TPE 8 Learning about Students

____ TPE 12 Prof, Legal, Ethical Oblig.

____ TPE 13 Prof. Growth

Comments

Assessment Administration

Preliminary Education Specialist Documentation of Assessment Administration and Formal Report

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Choses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards



Behavior Competency

Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern
2. _____ Provides a rationale for developing a BIP
3. _____ Provides present levels of performance
4. _____ Setting events/antecedents are described
5. _____ Targeted behavior is described and operationally defined.
6. _____ Consequences Identified and described
7. _____ Hypothesized and function of behavior is described
8. _____ Intervention/Prevention Strategies identified
9. _____ Functionally Equivalent Replacement Behavior (FERB) identified
10. _____ Describes progress monitoring process

Mid-Semester Formative Assessment

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3- Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

Final Summary Report



Special Education Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a) A brief description of the school and classroom setting
- b) Performance and growth during student teaching
- c) Areas of special competence
- d) Additional comments

TPE e-Portfolio

- All evidences must be archived in an electronic portfolio (Weebly or in Taskstream) and verified by your University Supervisor. Your e-portfolio should include the following:
- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
 - Behavior Intervention Plans (names redacted)
 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets

TPE e-Portfolio

- It is the YOUR responsibility to upload ALL observation forms and feedback to your e-portfolio
- The e-portfolio needs to be submitted to your supervisor PRIOR to your Exit Interview

TPE FINAL Assessment Rubric

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction The candidate: <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
TPE 2 Monitoring Student Learning During Instruction The candidate:					

TPE Assessment Rubric

Teacher Candidate Signature: _____ Date: _____

Master Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Candidates will upload their TPE Assessment Rubric to Taskstream.

Professional Dispositions (week 7-8)

Special Education Professional Disposition Rubric Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
Professionalism Work Habits	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	

Exit Interviews

- During week 15 of the semester, you will be required to complete an Exit Interview
- The exit interview assesses how you as a candidate apply pedagogical understanding to practice
- You must receive a passing score of a “3” on each of the questions

Individual Development Plan

- In accordance with the Commission on Teacher Credentialing (CTC), upon completion of the Preliminary Education Specialist Credential:
- You are required to create an “*Individual Development Plan*” to guide you in planning further study during your Clear Credential/Induction Program.

Individual Development Plan

- In designing this *Individual Development Plan* we suggest that you thoughtfully reflect upon your current knowledge, skills, and strengths as well as areas in which you could benefit from further development
- You must identify 5 areas for growth and development

Goals and Tasks	Date Planning to Initiate	Date Planning to Complete	Date Completed
Goal #1 Tasks/steps/activities necessary to complete Goal #1: A. B. C.			

TASKSTREAM

TPE GRID WITH SIGNATURES



Important Dates

- Tuesday, October 16th
- Tuesday, November 13th
- Tuesday, December 4th
- Exit Interview-week of December 10th

QUESTIONS?

Meet with your Supervisor

- Exchange contact information
- Coordinate your first visit
- Best wishes!!



STUDENT TEACHING ORIENTATION SPRING 2018

Student Teachers

General Overview:

- Credential Overview
- TPA 3 & 4
- Teaching Professionals
 - Insightful, innovative, initiative
 - Semester-long job interview
- Student Teaching Handbook

BUSINESS PROFESSIONAL



BUSINESS CASUAL



BUSINESS PROFESSIONAL



BUSINESS CASUAL



What to wear?

This guide demonstrates acceptable Business Professional and Business Casual Attire for your upcoming career events.

NOTE: For Interviews, always choose Business Professional attire.

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

STUDENT TEACHING ORIENTATION SPRING 2018

**Master Teachers
University Supervisors
Student Teachers**

Agenda

- Appetizers & Large Group Orientation
 - Welcome and introductions
 - Student Teaching timeline
 - Feedback, communication, and evaluations
- Group Meetings
 - Students and Master Teachers
 - Students and University Supervisors

Introductions:

- Please Introduce yourself
 - Name
 - Role
 - School/District



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
- All MACI students stay until the last day of school

Traditional Student Teaching Responsibility Guidelines:

- Observing and taking notes about what the master 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

Co-Teaching Responsibility Guidelines:

- The expectation for initial fieldwork (first seven weeks) are as followed:
 - Observing and taking notes about what you master teacher and students are doing
 - Circulating in class to provide individual assistance or answer student questions
 - ONLY as appropriate and with Master Teacher's guidance-providing behavioral reminders and reinforcements
 - Instructional support as the Master 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
 - Master Teacher will be responsible for all planning and assessing
 - Teacher Candidates will be responsible only for in-class support
 - 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

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

Notes on traditional student teaching model:

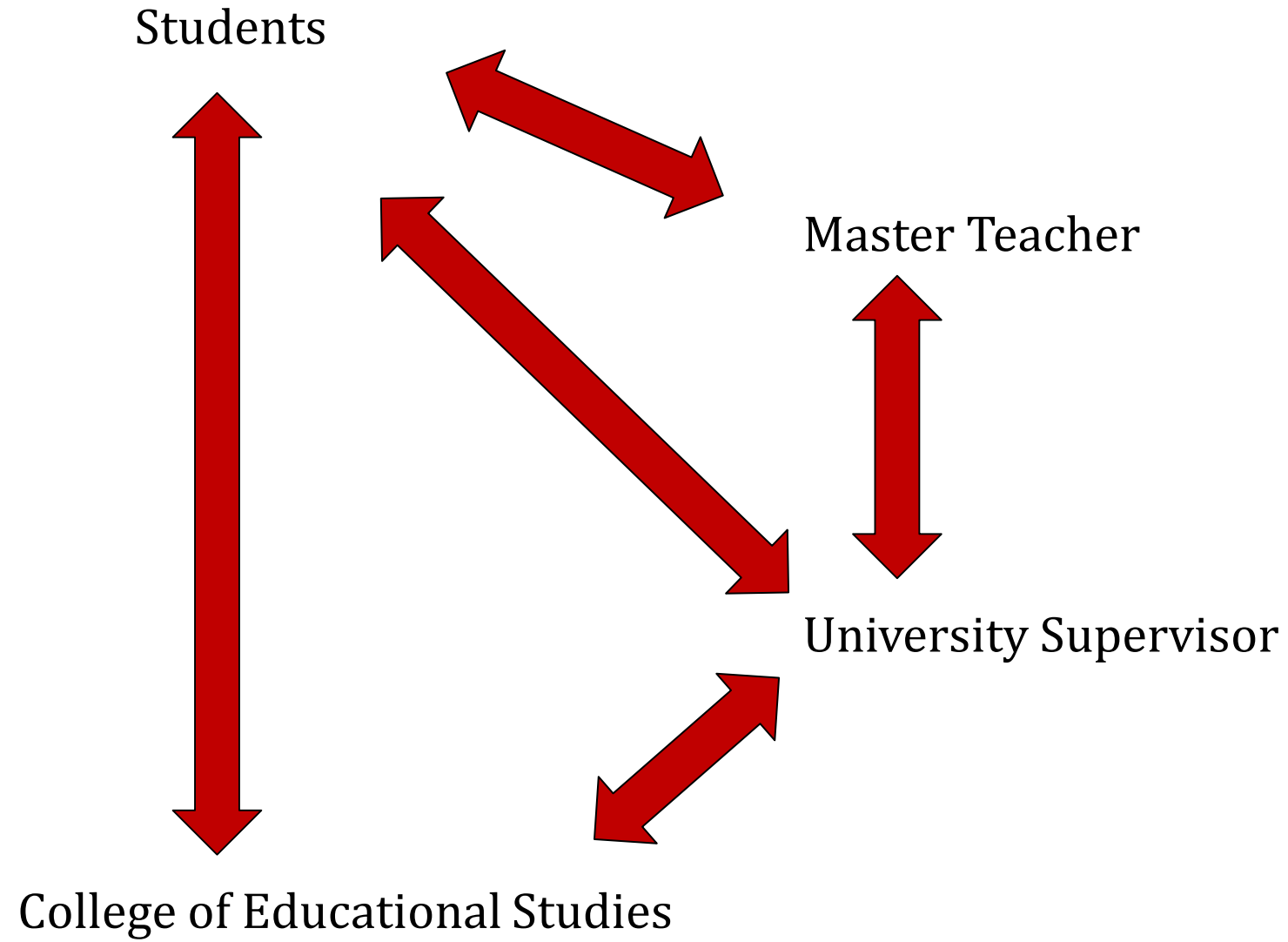
- Mutually agree upon end
- 16 weeks student teaching with a 4 week takeover (traditional model)
- No more than 3 absences
- Substitute no more than 4 days
- The pace at which Student Teachers take on responsibility should be mutually agreed upon by both the Student Teacher and Master Teacher. We would like to see the Student Teacher teaching by the 4th week at the latest.

Notes on co-teaching student teaching model:

- Mutually agree upon end (MACI students stay until the last day of school)
- 16 weeks student teaching minimum for MAT students
- No more than 3 absences
- Substitute no more than 4 days for MAT students; MACI students have 10 days for the school year
- The pace at which Student Teachers take on co-teaching responsibilities should be mutually agreed upon by both the Student Teacher and Master Teacher.

Master Teacher & University Supervisor Evaluations:

- Midpoint (Formative) Evaluation
- Final (Summative) Evaluation
- Master Teachers: Evaluations will be sent to your 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.



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:** Maria Lynch (mmlynch@chapman.edu)

MACI Contacts:

- **Program Coordinator:** Amy Ardell (ardell@chapman.edu)
- **Fieldwork Administrator:** Robin Blauvelt (Blauvelt@chapman.edu)
- **Support Staff:** Zac Nguyen (znguyen@chapman.edu)
- **Credential Specialist:** Maria Lynch (mmlynch@chapman.edu)

Group Meetings

- Student Teachers and Master Teachers Meet
- University Supervisors meet with ACES

Group Meetings

- Student Teachers and University Supervisors Meet
- Master Teachers meet with ACES

QUESTIONS?

Welcome University Supervisors Special Education Student Teaching Orientation

Spring 2018

University Supervisor Observation Guidelines

- Formally observe each candidate for at least **6** visitations
- At least **5** formal observations +
- **Final** 3-way summative interview with the (Teacher Candidate and the Master Teacher).

Master Teacher Observation Guidelines

- Coordinate with the US to complement and support the Teacher Candidate throughout their placement.
- Conduct at least **SIX** formal observations.
- These observations can focus on various content areas, including (but not limited to):
 - Lesson Delivery
 - Participation (to some degree) a formal assessment of a student
 - Data collection for a Behavior Intervention Plan
 - IEP observation.

Weekly Log

(both INTERN & Traditional)-EPortfolio



Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto ~~Taskstream~~.

Teacher Candidate (Name):

Semester:

School Site:

District

University Supervisor:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.			
Week	Teacher Candidate Directions: Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.		
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date
	Activities: # Hours: Signature of US:	Date:	Signature of SP Date

Lesson Observations

Education Specialist Student Teaching Lesson Planning and Delivery Observation Form

____ TPE 1 Instruction of Students

____ TPE 5 Student Engagement

____ TPE 9 Instructional Planning

____ TPE 2 Monitoring Instruction

____ TPE 6 Appropriate Teaching

____ TPE 10 Time Management

____ TPE 3 Assessments

____ TPE 7 Differentiation ELL

____ TPE 11 Social Environment

____ TPE 4 Content Accessible

____ TPE 8 Learning about Students

____ TPE 12 Prof, Legal, Ethical Oblig.

____ TPE 13 Prof. Growth

Comments



Assessment Administration

Preliminary Education Specialist Documentation of Assessment Administration and Formal Report

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Choses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards



Behavior Competency

Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern
2. _____ Provides a rationale for developing a BIP
3. _____ Provides present levels of performance
4. _____ Setting events/antecedents are described
5. _____ Targeted behavior is described and operationally defined.
6. _____ Consequences Identified and described
7. _____ Hypothesized and function of behavior is described
8. _____ Intervention/Prevention Strategies identified
9. _____ Functionally Equivalent Replacement Behavior (FERB) identified
10. _____ Describes progress monitoring process

Mid-Semester Formative Assessment

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

Final Summary Report



Special Education Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a) A brief description of the school and classroom setting
- b) Performance and growth during student teaching
- c) Areas of special competence
- d) Additional comments

TPE e-Portfolio

- All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:
- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
 - Behavior Intervention Plans (names redacted)
 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets

TPE e-Portfolio

- It is the student's responsibility to upload ALL observation forms and feedback to their e-portfolio

TPE FINAL Assessment Rubric

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

TPE Assessment Rubric

Teacher Candidate Signature: _____ Date: _____

Master Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Candidates will upload their TPE Assessment Rubric to **Taskstream**.

Professional Dispositions (week 7-8)

Special Education Professional Disposition Rubric Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
Professionalism Work Habits	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	

Professional Dispositions

- Please rate your Teacher Candidate's Professional Dispositions
- A survey will be sent to you during week 7-8, please complete the survey (one for each candidate)

Students of Concern

- Students who are not meeting expectations
- Students who are not demonstrating professionalism
- Students who are not responding to feedback
- During week **7-8**: Complete the survey **ONLY** for Students of Concern

OR

- Exceptional Students

<https://www.youtube.com/watch?v=TOSVQWFvqmM>

POST TPE SCORES IN TASKSTREAM

http://www.chapman.edu/campus-services/information-systems/_files/training/campus-solutions/faculty-center-ref-guide-final-grading.pdf

POST FINAL GRADES IN PEOPLESOFT

Welcome to the Spring 2018 Special Education Student Teaching Orientation

The Plan

Welcome & Introductions

Overview of Student Teaching

Review of Student Teaching Handbook

Timelines & Expectations

Meet with your Supervisor

Important Notes

- The student teaching assignment is considered a full-time job.
- The student is expected to attend all day, every day except in case of serious illness or death in the immediate family.
- If you absences exceed a total of **THREE** days, you assignment shall be extended. Students doing their student teaching while on an Internship Credential must follow school procedures for reporting absences.

Substitute Teaching

- In rare instances, a student teacher may be permitted to substitute on a limited basis. This may not occur for **more than four days** within the entire semester.
- The student teacher must have a Substitute Teaching Permit on file with the district. Student teachers are to be compensated the district's daily substitute rate.

University Supervisor Observations

- Formally observe each candidate for at least **6** visitations
- At least **5** formal observations +
- **Final** 3-way summative interview with the (Teacher Candidate and the Master Teacher).

Master Teacher Observation Guidelines

- Coordinate with the US to complement and support the Teacher Candidate throughout their placement.
- Conduct at least **SIX** formal observations.
- These observations can focus on various content areas, including (but not limited to):
 - Lesson Delivery
 - Participation (to some degree) a formal assessment of a student
 - Data collection for a Behavior Intervention Plan
 - IEP observation.

Weekly Log

(both INTERN & Traditional)-EPortfolio



Preliminary Education Specialist Weekly INTERN Collaboration Log

This log is designed to document collaborative activities among the Education Specialist Teacher Candidate (TC), Support Provider (SP), and University Supervisor (US). Log entries are completed, reviewed, and signed by the TC and SP weekly and by the US at each visitation. At the conclusion of the semester, ALL logs will be uploaded onto Taskstream.

Teacher Candidate (Name):

Semester:

School Site:

District

University Supervisor:

Teacher Candidate Responsibilities: Sign in/out on campus daily. Each week you must document the activities and number of hours (e.g., planning for instruction, instruction, formal/informal assessment, IEP involvement, co-teaching, meetings, collaborating with staff, other work duties) in collaboration with the district Support Provider.			
Week	Teacher Candidate Directions: Briefly list/describe student teaching activities and identify the TPEs exhibited and demonstrated during each week. Document University Supervisor/Master Teacher observation and post-observation follow-up conversations and meetings. Obtain US and MT signatures weekly.		
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date
	Activities: # Hours:		
	Signature of US:	Date:	Signature of SP Date

Lesson Observations

Education Specialist Student Teaching Lesson Planning and Delivery Observation Form

____ TPE 1 Instruction of Students

____ TPE 5 Student Engagement

____ TPE 9 Instructional Planning

____ TPE 2 Monitoring Instruction

____ TPE 6 Appropriate Teaching

____ TPE 10 Time Management

____ TPE 3 Assessments

____ TPE 7 Differentiation ELL

____ TPE 11 Social Environment

____ TPE 4 Content Accessible

____ TPE 8 Learning about Students

____ TPE 12 Prof, Legal, Ethical Oblig.

____ TPE 13 Prof. Growth

Comments



Assessment Administration

Preliminary Education Specialist Documentation of Assessment Administration and Formal Report

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Choses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards

Behavior Competency

Preliminary Education Specialist Documentation of Behavior Intervention Process

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate briefly explains behavior of concern
2. _____ Provides a rationale for developing a BIP
3. _____ Provides present levels of performance
4. _____ Setting events/antecedents are described
5. _____ Targeted behavior is described and operationally defined.
6. _____ Consequences Identified and described
7. _____ Hypothesized and function of behavior is described
8. _____ Intervention/Prevention Strategies identified
9. _____ Functionally Equivalent Replacement Behavior (FERB) identified
10. _____ Describes progress monitoring process

Mid-Semester Formative Assessment

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3- Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

Final Summary Report



Special Education Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a) A brief description of the school and classroom setting
- b) Performance and growth during student teaching
- c) Areas of special competence
- d) Additional comments

TPE e-Portfolio

- All evidences must be archived in an electronic portfolio (Weebly) and verified by your University Supervisor. Your e-portfolio should include the following:
- Organized by each TPE Domain. Upload your evidences by TPE to your electronic portfolio. Articles include (not limited to):
 - Lesson Plans
 - Behavior Intervention Plans (names redacted)
 - Assessment Reports
 - Visual Schedules
 - Individualized Education Plan (goals and objectives)
 - Pictures of Student Work
 - Progress Monitoring Data Sheets

TPE e-Portfolio

- It is the YOUR responsibility to upload ALL observation forms and feedback to their e-portfolio

TPE FINAL Assessment Rubric

Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____ District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment • Delivers comprehensive systematic instruction • Implements appropriate assessment and instructional accommodations for students as described in each student's IEP 					
<p>TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p>					

TPE Assessment Rubric

Teacher Candidate Signature: _____ Date: _____

Master Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Candidates will upload their TPE Assessment Rubric to Taskstream.

Professional Dispositions (week 7-8)

Special Education Professional Disposition Rubric Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
Professionalism Work Habits	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	

TASKSTREAM

TPE GRID WITH SIGNATURES

QUESTIONS?

Meet with your Supervisor

- Exchange contact information
- Coordinate your first visit
- Best wishes!!