

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:

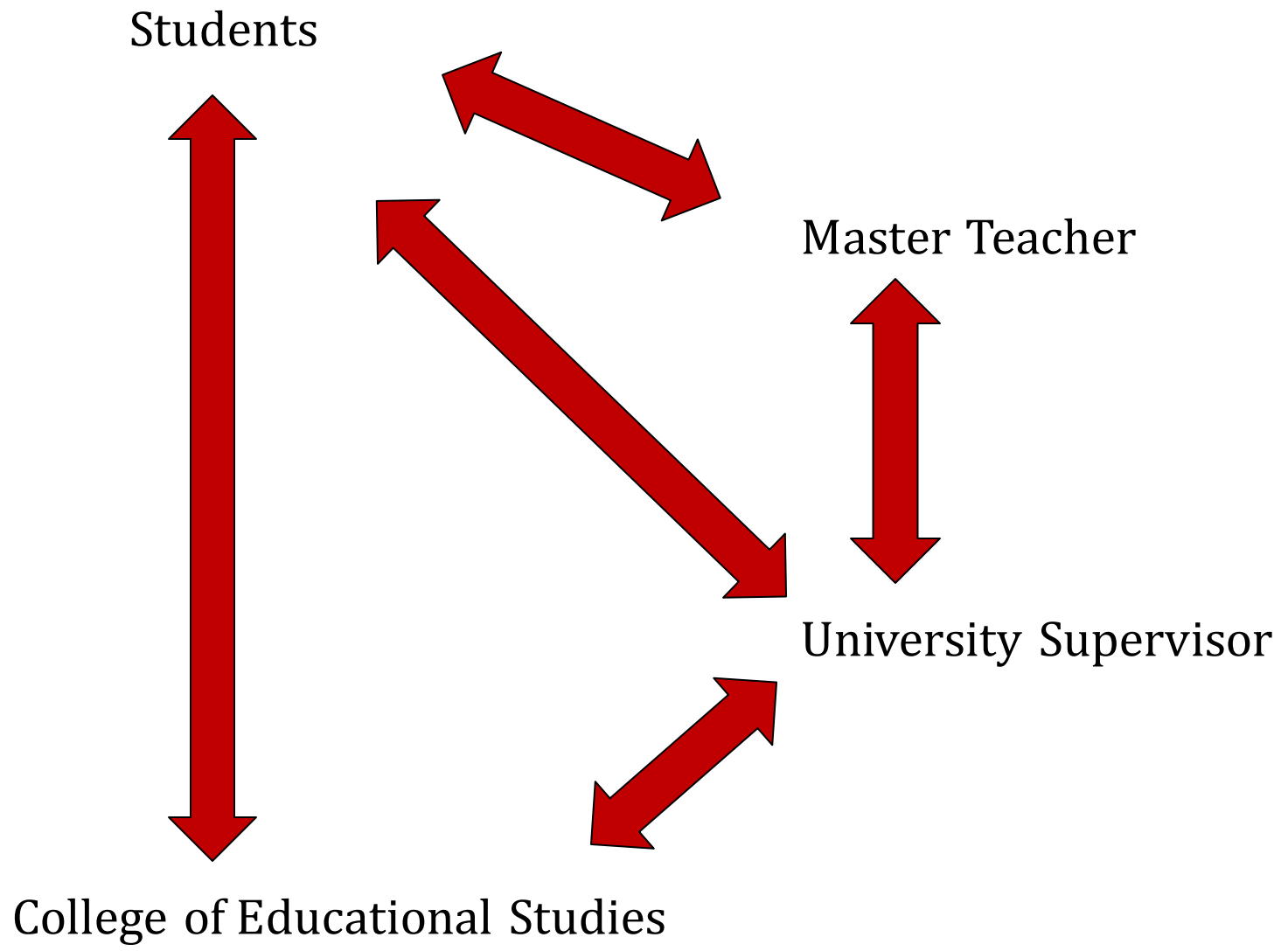
- Mutually agree upon end
- 16 weeks student teaching with a 4 week takeover (traditional model)
- No more than 3 absences
- Substitute no more than 4 days
- The pace at which Student Teachers take on responsibility should be mutually agreed upon by both the Student Teacher and Master Teacher. We would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