

STUDENT TEACHING ORIENTATION FALL 2018

**University Supervisors
Mentor Teachers**

Agenda

- Welcome and introductions
- Student Teaching timeline
- Co-teaching responsibilities
- Feedback, communication, and evaluations
- Individualized Development Plans
- Helpful tips for success in mentoring

Introductions:

- Please Introduce yourself
 - Name
 - School
 - Grade/Content 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 3 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 Levonisova (levoniso@chapman.edu)
- Evaluations should be discussed with the Student Teacher first and then submitted.

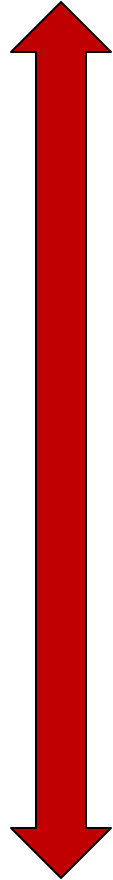
Individual Development Plan:

- **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

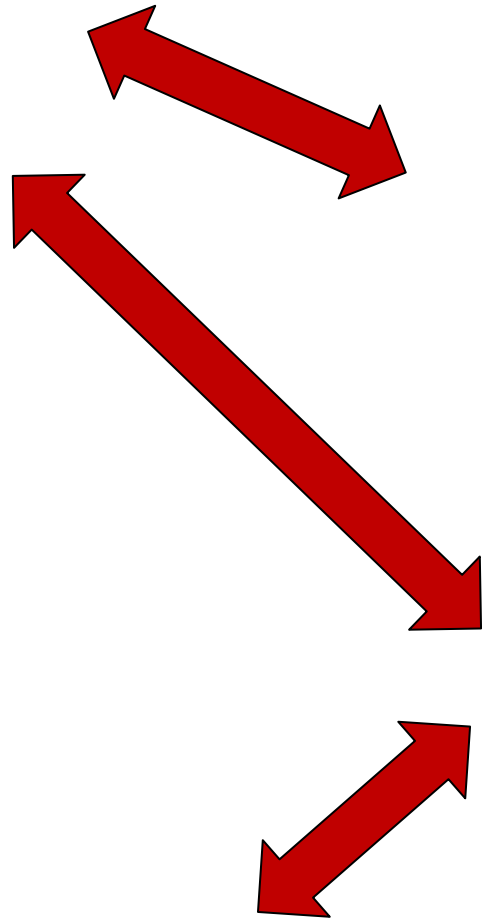
IDP

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	

Students



Attallah College of Educational Studies



Master Teacher



University Supervisor

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)

QUESTIONS?

STUDENT TEACHING ORIENTATION FALL 2018

Mentor Teachers

Program Comments:

- Student Teaching Handbook
 - Credential and Course Sequence Overview
- TPAs: to be completed in first semester of student teaching
- MACI 600 Wednesday 4-7; residency visits by Dr. Ardell (once/semester)
- Teaching Professionals
 - Insightful, innovative, initiative
 - Year-long job interview
 - Dispositional qualities matter

Ways to encourage

- Remember that your student teacher is a developing professional. They do not always know what they are doing well, or what needs improvement. Name both for them. If the feedback is constructive, suggest specific alternatives for them to try. Be mindful of their pedagogical and dispositional skill sets when coaching them.
- Meet regularly with your student teacher to ensure that you truly are co-teaching together. Make sure students and parents see the student teacher as your colleague and as their child's teacher too.
- Hand over responsibility when your student teacher is ready for it, and then let them be responsible for that task
- Make sure to check in regularly with the university supervisor as well.

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

- Explain to the Mentor 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 Mentor Teacher lunch, go to Starbucks for her/his coffee in the morning.
- You may not substitute teach for an other class beyond your student teaching classroom. You should not be pulled to work in another teacher's classroom unless it has been prearranged with your fieldwork supervisor and is for the purposes of your focused professional development.

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:

- Begin by coaching the student teacher with specific goals in mind
- If something becomes an issue, please don't wait to share it with us! Contact the University Supervisor immediately. They can best advise on next steps.
- If needed, we will create a remediation plan for the student teacher.

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