



The Student Teaching Triad

COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS
SUPPORTING STUDENT TEACHER CANDIDATES

Fall 2021 Orientation

COOPERATING TEACHERS AND MASTER TEACHER

Final Fieldwork – COVID-19 Style

What to expect?

- The unexpected – Flexibility is critical
- Professional commitment from all

Mode of Instruction

- Virtual
- Hybrid
- In- Person

Candidates follow site procedures.

- Communication with Supervisor about changes along the way
- Candidate expectations might need to shift

CTC requirement for “Synchronous Instruction”

Following COVID Procedures

University Supervisors will not be visiting school classrooms.

Access to teacher candidate's teaching

Either self-recorded lessons or inviting Supervisor to Zoom in

Candidates will follow CSULB COVID procedures (which require a daily check-in)

Candidates will follow assigned district COVID procedures

Job of the Cooperating Teacher

Cooperating Teacher (Mentor Teacher, Master Teacher, Site Provider)

- Guide, assist, support!
- Student Teaching Handbook
- Clinical Supervision Overview
 - Pre-Conference
 - Lesson Observation
 - Analysis/Strategy
 - Conference
 - Post Conference

Guiding, Assisting, & Supporting

I Do – We Do – You Do

- Scaffolding is key

Share lesson planning form/s; expect and review lesson plans

Provide written and verbal feedback on lesson planning and delivery

- Consider using the “EDSP Observation Feedback with TPE” form (can be provided by the University Supervisor)

Calendar expectations

- Gradual release

Participation by some candidates in the pilot TPA field test

- Video recording lesson and reflection

Competency Checklist Items and Portfolio Projects – overview

- Articulate policy and practice related to IEP decision making (observe IEP planning and meetings, interview staff & parents)
- Document Examples from 1 Focus Student
 - Progress Monitoring (for all IEP goals)
 - Assessment Report (informal and formal assessment findings)
 - Collaboratively develop/write IEP
 - Lesson plans across content areas that indicate adaptations per IEP and data collection
 - Individualize Behavior Plan
 - Document Adaptation - evaluate effectiveness and plan schedules
 - Demonstrate collaboration in planning for IEP and leading IEP



Weekly Journals from Teacher Candidates

COMPLETED ON S4 @ THE BEACH

Candidate Shared Documentation

S4@ The Beach

- Weekly submission (Sunday PM) by candidate

Final Fieldwork Observation and Journal Form - #1

Candidate Name Izzy Intern

Week of: Mon, 09/07/2020

Indicate for each day of the week below, the instructional activities that you participated in for the week. Be sure to include any time spent collaborating with your cooperating teacher. Indicate virtual and or in-person instruction and/or module work.

This journal entry for each day should explain how you are continuing to support your students and work with your cooperating teacher, collaborate with other professionals, help plan lessons and assessments, communicate and connect with your students, and plan for IEPs. Take a look at the Teacher Performance Expectations (TPEs) and Competency Checklist and connect your reflection to these. Be sure that you address all TPE and Competency areas over the arc of the semester.

Monday Today I worked with my Cooperating Teacher on small group instruction.
Tuesday Today I was able to teach a full class lesson
Wednesday Today was my observation day.
Thursday Today I worked one on one with a student.
Friday Today was Fun Friday. We did many fun activities with the students.

← **Students
Submission**

University Supervisor Name Jessica Olague

University Supervisor Email Address Jessica.olague@csulb.edu

Cooperating Teacher Name Jessica Olague

Cooperating Teacher Email Address jessica.olague@csulb.edu

Start Complete

← **Supervisors
Feedback**

Supervisor Feedback for the Week Required

Observational Feedback

PROVIDING REGULAR FEEDBACK

Education Specialist Preliminary Credential Program
 CSULB - College of Education
Ongoing Observation Form
 EDSP 587 and EDSP 588

Candidate:	Lesson/Content:	Observation Date:	Setting:
Master Teacher:	Supervisor:	School:	

A. Lesson Planning

CHECK ONLY THOSE OBSERVED IN THIS LESSON	Overall Rating (1, 2, 3, 4)	AS EVIDENCED BY... COMMENTS/QUESTIONS/SUGGESTIONS
Written lesson plan is clear, complete, and standards-based (TPE 3.1)		
Lesson plan includes an appropriate objectives content, language, IEP, student friendly (TPE 4.1; 4.3)		
Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)		
Lesson plan includes an appropriate task analysis (TPE 2.1)		
Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3)		
Lesson plan includes plan differentiated instruction/Universal Access for English Learners, students at-risk and students with disabilities (TPE 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8)		
Lesson plan includes opportunities for students to think critically and work collaboratively (TPE 1.5, 4.6)		
Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)		
Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)		

Observation Form

Lesson Planning

Learning Environment

Lesson Delivery

Assessing Teacher Effectiveness

Professionalism



Review of Formative and Summative Documents

COMPLETED ON S4 @ THE BEACH

Formative and Summative

Mid-Point Formative Evaluation

- EDSP Competency Checklist: candidate expectations used as guide for feedback
 - Progress towards competencies
 - Beginning Teacher expectations – calibration of expectations
- General summary of progress towards these competencies
- Formative data using 1 – 4 scale

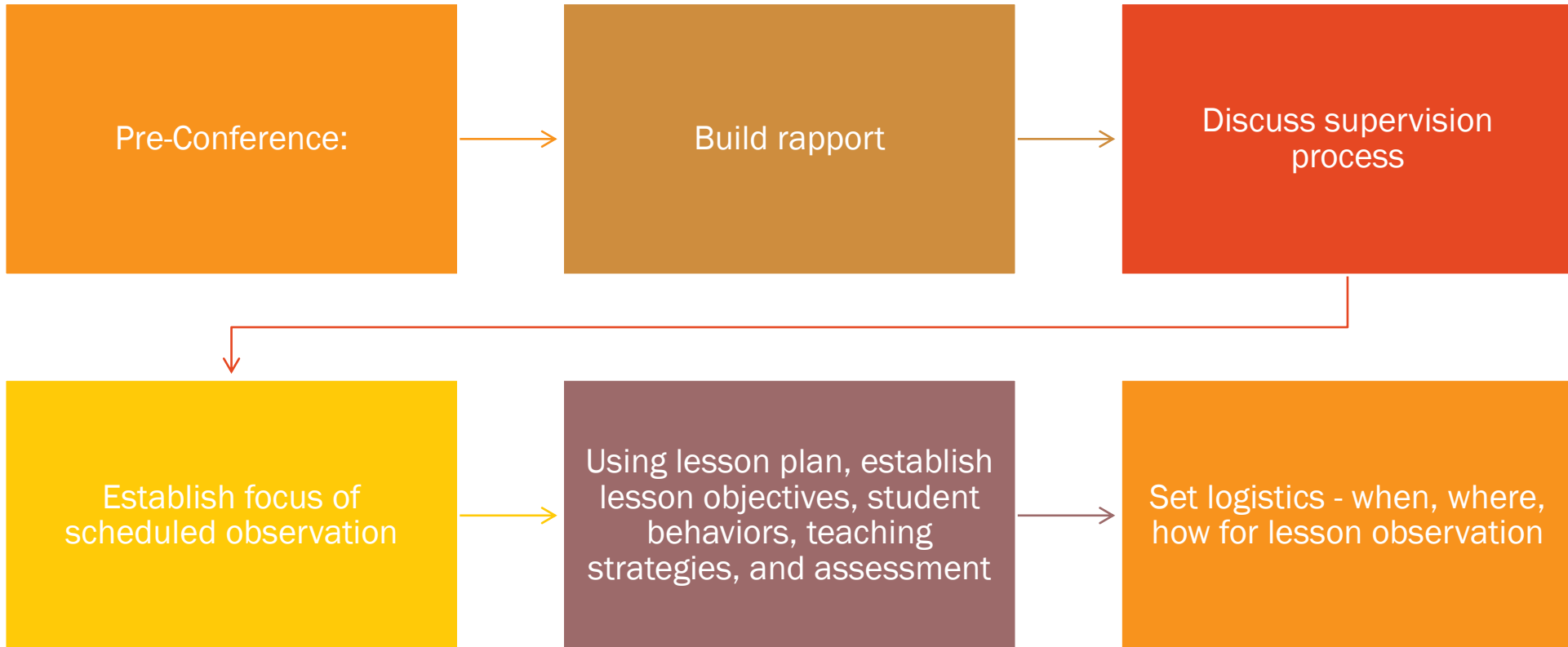
Final Summative Evaluation

- EDSP Competency Checklist:
 - All areas assessed using 1 – 4 scale

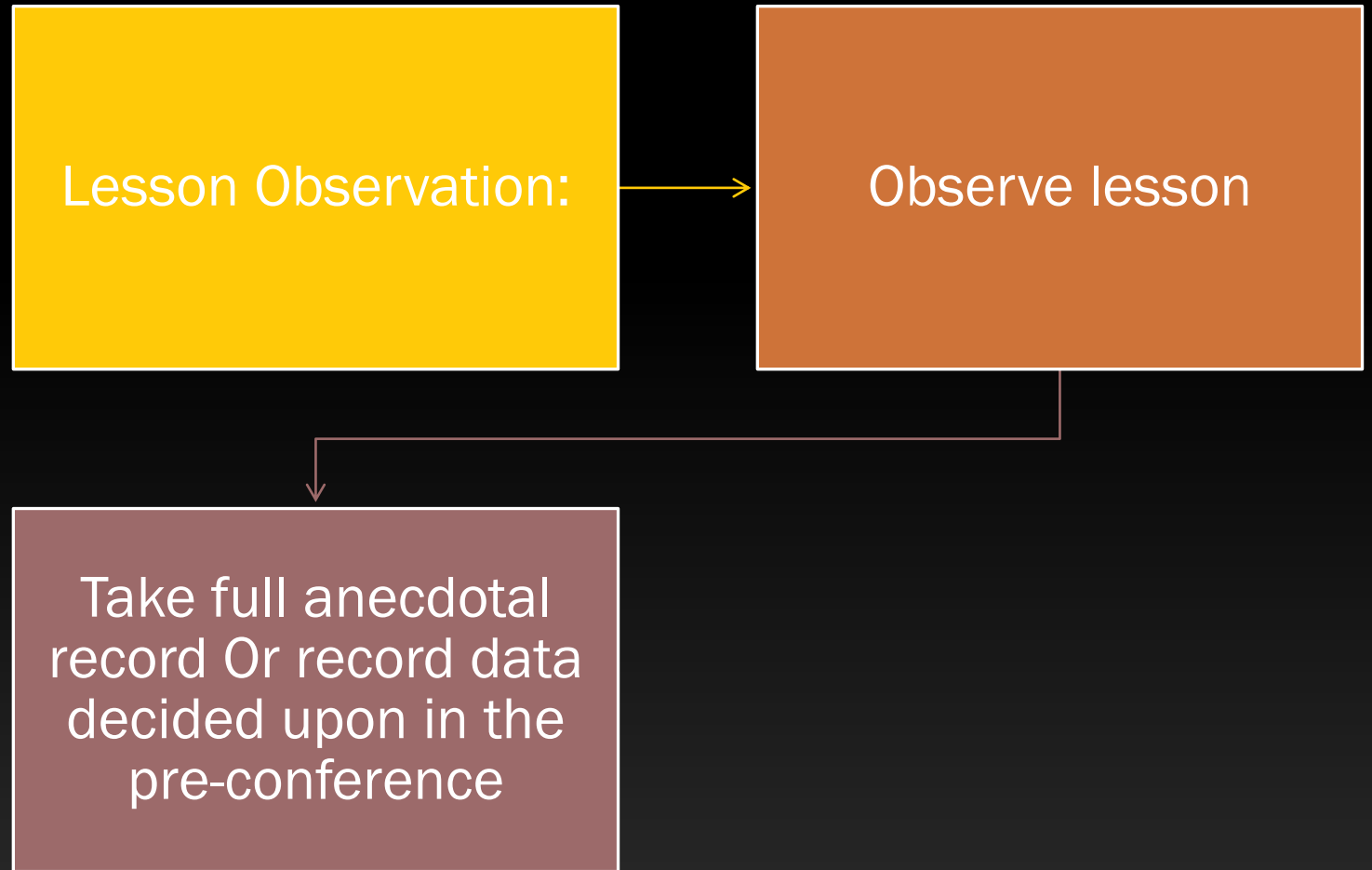
Sharing Skills – The Student Teaching Triad

PAST PRACTICES & TIPS

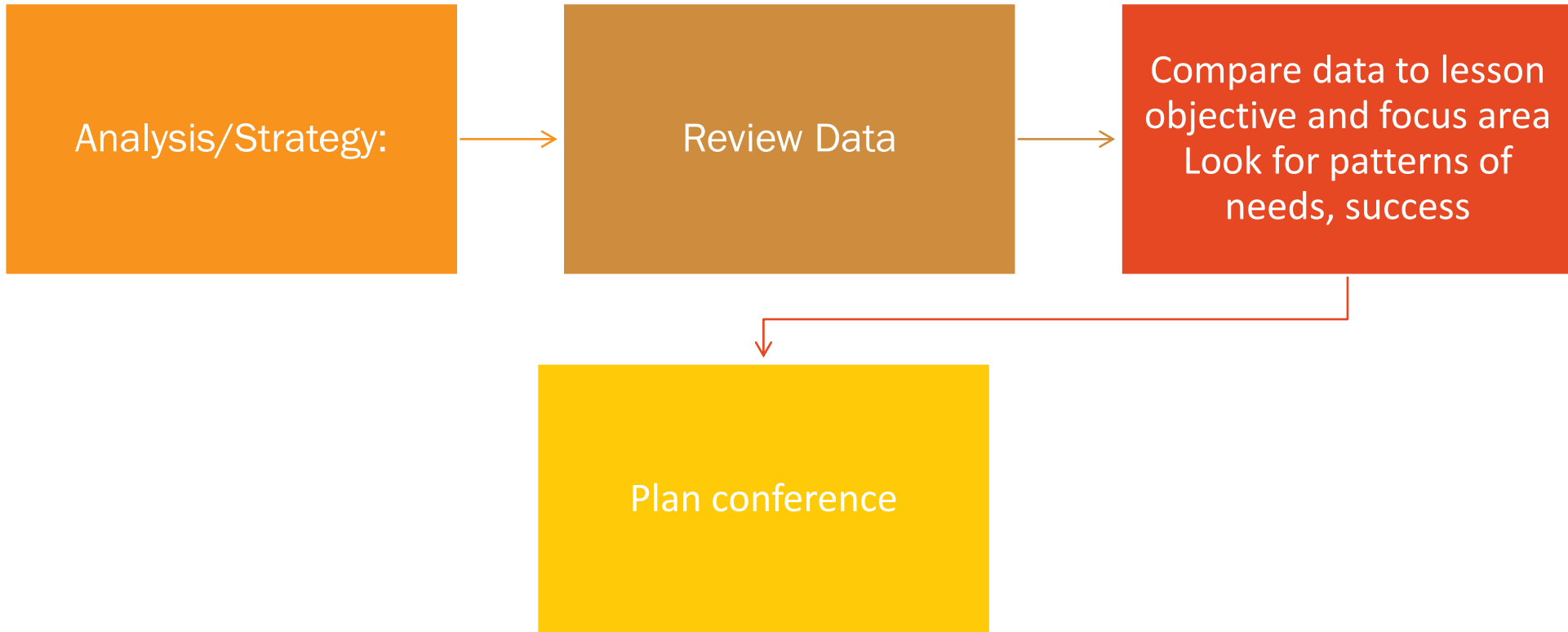
Clinical Supervision Process



Clinical Supervision Process



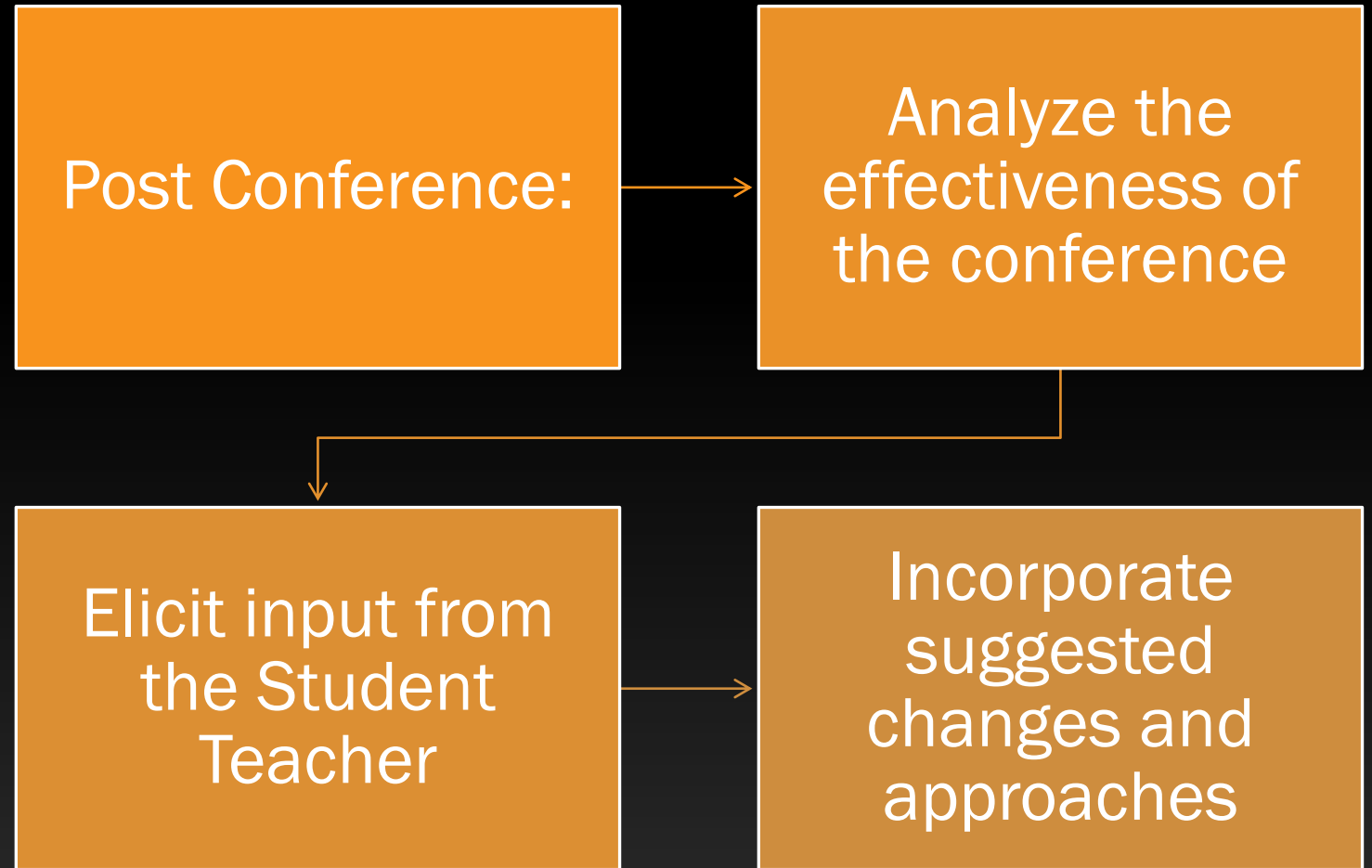
Clinical Supervision Process





Clinical Supervision Process

Clinical Supervision Process



Role of University Supervisor

Macro Perspective

- K-22, all content areas, variety of instructional delivery models and settings
- Guiding candidate in a variety of types of field experiences

Guide Candidate in Reflective Practices and Assess Progress

- Journaling (S4@The Beach) and mentoring through conferences
- Portfolio examples
- Progress through Competencies

Lead Evaluation Process

- Midpoint – Cooperating Teacher and Supervisor
- Lesson Plan observations and feedback – Cooperating Teacher (informal) and Supervisor (formal)
- Portfolio review – Supervisor
- Disposition reflection
- Final Evaluation - Cooperating Teacher and Supervisor
- Individualized Development Plan (Transition Plan)

Candidate Expectations

Semester-Long Job Interview

- Traditional Student Teachers are visitors and Interns are probationary status
- Professional Disposition
 - Professional communication
 - Preparation
 - Timeliness and Attendance (4 days week)
 - Flexibility
- Problem Solving
 - Documentation
 - Collaborating with Supervisor
 - Administration awareness
 - Remediation & Dismissal
- ESCP Coordinator – Kristin.stout@csulb.edu

Student Teachers Join

Welcome to Fall 21 Student Teaching

Agenda:

Welcome and overview of Student Teaching

Review of Student Teaching Timeline

Breakout Group Meetings with triad: Student Teacher,
Cooperating Teacher, University Supervisors

Student Teaching Timelines

4 full days of the week for a full semester of student teaching for traditional student teachers. The 5th day is used for observations across the k-22 spectrum.

Phases of student teaching – modeling gradual release

Support for Interns as they assume all teaching responsibilities

Using the Timeline in the Student Teaching Handbook

Breakout Meeting

STUDENT TEACHING TRIAD

