

MSMU Cooperating Teachers Orientation-Thursday, January 28, 2021

3:30pm PT, Zoom

Facilitated by Kelli-Ann Agner, Education Fieldwork Coordinator

Note taker: Sonya Sharififard

Cooperating Teachers in attendance: Bridgette Navarro, Lauren Bowman, Jennifer Page, Elizabeth Benitez, Christopher Mross, Maritza Nevarez, Jennifer Enani, Jose Ramirez, Lorenza Yarnes, Ariel Roth Hernandez, Veronica Palazzola, Emerald Branch, Kathy Hernandez, Jessica Stewart

Meeting Agenda

1. Welcome from Education Fieldwork Coordinator, Kelli Agner
2. Introductions: Cooperating Teachers
3. Discussion of Teaching Performance Expectations (TPEs) and relation to CSTP
4. Evaluations and Feedback based on TPEs
5. The TEAM – Cooperating Teacher, Student Teacher, and University Supervisor
6. Recall your first year. The expectations of a NOVICE
 - a. Mount Saint Mary's University rating scale
7. The Importance and Value of Useable Feedback
8. Gradual Increased Responsibility
 - a. Minimum 4 weeks of true Co-Teaching
9. California Teaching Performance Assessment (CalTPA)
 - a. Cycles 1 and 2
 - b. Acceptable Support
10. CT Documents and Professional Development
 - a. Return documents in the next week
 - b. Course Network Sign-on and PD evidence submission

Meeting Notes

We have Teaching Performance Expectations (statewide) are for developing competencies throughout the coursework in the program.

The Mount is a 2-year program because the courses are offered in the evenings and some candidates are currently a teacher on record who are also working on their credentials. Adults are in the program who are changing careers, they are also in the program.

Our program uniquely has undergraduate students who have been working on their 4-year degree who join us in graduate level course work to prepare in their senior year or the semester after graduation for Supervised Teaching.

There are many pathways to succeed at the Mount!

Preservice are doing student teaching with the Cooperating Teachers to step into the shoes of a professional educator.

TPEs are related to the CSTPs.

TPEs are used when we are evaluating candidates and providing feedback. Candidates will also receive feedback from a University Supervisor. The Supervisor and the Cooperating Teacher will complete an evaluation twice 1.as preliminary feedback half-way through the semester, 2. As final evaluation at the end of the semester.

The preliminary evaluation at the halfway point is March 5th, 2021

Both the Cooperating Teacher and the Supervisor will provide feedback on the TPEs and the form

In December 2020, we made changes to the form to simplify the language and eliminate a few pages to make it more user friendly and visually accessible to input the ratings. It is in the process of being branded by The Mount and will be provided to you within the next week.

TPES are highlighted, and you will see in the form that the state language is written in clusters so that you see the expectations clearly. There is an opportunity for you to write notes, such as where the candidates need to demonstrate more competence of mastery in a preliminary evaluation in March is formative between you and the candidate and the supervisor to have a conversation about what you should be working on in the second half of the semester. It does not follow the candidate outside of the current semester these notes are important for guidance for the candidates.

At the end of the document, you can input general comments to write commendations and recommendations for candidate of general nature that you did not have any place else to comment on.

Provide a rating for each one and looking at little or no evidence, adequate, frequent, etc.

When we get to Level 4, it indicates going beyond the basic tasks asked of the candidate

These are referring to competencies at the level of a novice teacher.

Goal is to grow and as educators we are never finished with growing. Rank the abilities and levels of 1-5 of where the candidate is performing.

A level 3 indicates they are at a place where they are demonstrating basic competency. Remember, you are mentoring future colleagues. They will continue their growth in their first year.

Level 4 means they seem to have a bigger sense of the items required.

If you are working with a dual candidate, they will only be under your mentorship until March then they move on to their next placement. They are working on their dual credential. Therefore, you will only be completing **one** form – it will be a “final” evaluation from you.

Verbal feedback is helpful regarding the performance expectations, so they have a better sense of what you are seeing and they are producing before written evaluations.

The Mount will send the University Supervisor to observe the candidate, virtually in this semester.

During synchronous learning, in the early parts of the semester, they (STs) will be assisting you (CTs) and assisting students with the lesson that you are actually teaching.

The goal is that they are taking on more responsibilities for the teaching. The supervisor is going to be asking for a lesson plan form the candidates but will be observing for the purposes of observing the interactions and the key steps. Observations are once a week. They are planned, Cooperating Teachers will know about the schedule in advance.

It is the candidate's responsibility to have the Zoom link distributed to the University Supervisor to be able to join the class for observation.

Kelli has asked the University Supervisors to reach out and ask if there is an opportunity to have an introductory meeting between the Cooperating Teachers and University Supervisor.

The candidates will help the Supervisor arrange the times for all three colleagues to be introduced in session and provide an opportunity to ensure that the links work properly for the supervisor to get into the system that the school district is using for synchronous learning.

Gradually, the candidates are expected to take on more responsibility until the end. We want to see candidates taking the fullest role of the teacher possible.

The State requires that candidates have 4-weeks of Solo Teaching. Solo Teaching refers to time that candidates have been responsible for planning or co-planning instruction, instruction or co-instruction, assessment of student learning, and of progress toward the standard and using that assessment information to help plan what the next learning outcome or preparation will be.

State's intent is that candidates are ready to teach and modify and plan as necessary. Candidates who make the types of adjustment to be ready for their career and instruction.

The 4 weeks do not have to be consecutive. Week-long intervals would be ideal. We want the equivalent of 20 days. 3 days clustered may be ok in the early half of the placement.

Synchronous time is limited, and we understand that. Essentially, co-planning and co-teaching can be demonstrated, and the candidate is to show that they are fully engaged in the work of an on-line teacher.

Candidate needs to be working closely and collegially with the Cooperating Teacher.

Lesson plan Template for University Supervisors can be shared with the Cooperating Teacher. It is not required that student teachers use the same lesson plan for CT. CTs can work with candidate for the level of detail they want presented; and how much they need to see can be discussed and how it works.

The MSMU Plan asks for the rationale for the choices. This is important in preparing for the TPA. It is very comprehensive and is the best way for us to guide them and aligned with the Mount's expectations.

After the University Supervisor completes observation, they're going to email those notes to the candidate, and you will be copied on the email. In that way, you can continue to validate the importance of the feedback. CT may then choose to spend time on other concerns. Please be clear when communicating to the ST what you need regarding the interaction and planning in the classroom.

University Supervisor will also debrief with the candidate in a breakout room immediately after the lesson they have observed, on the phone, or through a Zoom meeting that is separate from the links that are related directly to the classroom. The University Supervisor will determine what will work best. If CT have a candidate intimately involved in the next lessons, they can't have candidates stepping out of the class to debrief with the supervisor. Therefore, ST should schedule the time to debrief, appropriately.

Ariel Roth Hernandez: Are the forms required for the evaluation the same?

Yes, but there will be one from the CT and one from University Supervisor.

Jennifer Enani: What is the expectation of the candidate at the 6-week mark?

Answer: It is ideal that they have 5 days of instruction in the early stage. This will help with their teaching and performance assessment where they will have to do filming on the single lesson, giving them more strength in what they're doing.

Candidates are expected to be actively a part of the full roles of the teachers. This is an opportunity for them to shadow the CT in the Life of a Teacher. In the discussions at grade levels, professional development, and planning efforts, all these activities are places where candidates should be following you. In Zoom, you may need to assist them - helping to ensure that they are provided with the link to attend the activities and know where to go and when.

Kathy Hernandez: Is there a number of hours or should I ask them to come to the class at a specific time, or you can come to the meeting that are not teaching part of the day?

If they are in your school site, they would have to arrive at least 30 minutes before the students and stay through the end of the day until the CT has specified the day is complete. The expectation is that they are available for the duration. With Zoom, it will be different. They should be working virtually along-side you.

Secondary candidates need to take responsibility for upfront teaching and during the time that CT is teaching a class which they will be eventually going to take over, they are still a well-prepared teaching assistant; so, it is fine for them to be invited and actively engaged in other periods in which the CT is teaching. It should definitely be observed as it is the candidate's opportunity to learn from observation.

Q2: In office hours after school classes, can they be invited to join?

Yes, and they can should shadow the work that you are doing to support students.

Ariel: What about Governing Board meetings?

That is a unique situation. We leave it to the CT and the principal to decide if there is a value added. You are welcome to try that for one month to decide if you want to include the candidate in the meeting.

The candidates are taking classes in the evenings. On Wednesday evening they have the teaching seminar where they have the opportunity to process the student teaching experience with their professor. They may discuss an element of the TPEs that is less evident right now in day-to-day access to students.

Every other Tuesday, they are in a TPA lab with the TPA coordinator, Kelli Agner, to receive support and guidance about their preparation for the tasks that they're going to be sending. Cycle 1 and Cycle 2 will be submitted at the end of the semester.

Cycle 1 asks ST to get to know the students, get to know 3 focus students, the lessons, and determine what students learn and how they learn, as well as what the next steps should be.

In Cycle 2, its assessment over a unit of study 3-5 consecutive lessons

Can be a piece of a larger study that is held together by the learning objectives that are consistently being worked on. Focuses on student progress on learning outcomes.

Both cycles involve video recording to take place during synchronous instruction. Students and candidates need to be visible during the synchronous instruction.

Candidates have a whole guide about each of the two cycles in their instruction packet and they can forward it to the CT. Kelli will be breaking down the guide with them on Tuesdays. Helping them focus on what they need to be attending to with their submissions for Cycle 1 and Cycle 2.

When Kelli sent out the CT packet, she send out the brief overview of the TPA with a document about accessible support for candidates work on their TPA. Including the Dos and the Don'ts.

Ask ST what it is they are planning to do, and why.

You can't direct the candidate to use one piece, but discuss what they can consider, rather than giving explicit directives

This document helps the CT know where the line is drawn, and the extent that collegial items and helpful assistance is honored.

If you have any questions, please contact Kelli.

Jessica Stewart: is TPA the assessment? Will they be asked which TPEs they are hitting in the instruction? If so, are we teaching students lessons as we would, or should we be having them think about the TPEs are they're becoming familiar with them so they can find the evidence and justify what they're doing.

We want it to be planned in a way that is authentic..

As you look at the TPEs, those are about good teaching. Directing or communicating what candidate needs to pay attention to, you can use the TPEs to help direct the focus for them to up their game. With the TPA, it does not ask the candidate to identify the TPE they're working on in particular, however, in their submission and their personal

self-assessment, we use the rubrics that the assessors use to score the TPA. Those rubrics are grounded in TPE; but they are clustered. Sometimes TPEs are like a checklist, but that is not how we teach. We want them to be addressing things holistically and it is a composite of several TPEs. Please do not feel as though you must switch directions or guide specifics. When communicating expectations please do so authentically.

The Governor has provided flexibility for candidates who cannot demonstrate what they're capable of in this setting, such as issues with videos, unable to capture the full breadth of the work that they're doing. The Executive Order (EO N-66-20) provides an extension of time for the current TPA that is in legislation, so that some of the candidates may be guided into taking advantage of the EO.

Please be reassured that candidates have the MSMU support and guidance to help with their success and in managing the available flexibilities to obtain their credentials.

Q: Christopher Mross-How do we get students participate in the videos?

They get to use 5-minute clips showing their engagement with students. Incentivizing teenagers to participant with authentic engagement rather than bibes or coercion. We are providing them with other means about how they can make it work and being interactive, to naturally create video that has enough students.

Documents- W-9 Form and Cooperating Teachers Information Sheet

We need your documents ASAP to process stipends. At the end of your service with the candidate we will process your payment.

In the Information Sheet, you completed information about you and things that you have been involved with recently as well as recent activities. Your Principal also signs off on it, recommending you as a Cooperating Teacher. This document goes into the records for our accreditors that is the paper trail certifying the Principal's signature.

IF you have not completed it, please do so immediately.

For those of you who have served with The Mount in other semesters, we have your documents. However, we will need a new set of documents for the new academic year at the request of our accounts payable department.

The professional development that is required by the State includes 10 hours: 8 hours in the online course, 2 hours which is directly from Kelli (this Orientation). In one month, we will schedule another meeting where you may come to ask questions you have about the evaluation as you are completing it and before you provide it as feedback to the candidate. This may be especially helpful if you have not mentored a MSMU student teacher before.

Q - Please clarify the 10 hours.

Total: 10 hours - 2 hours Mount Orientation and Discussion

The next 8 hours is statewide and is delivered through the Course Management System, called Course Networking. You received an invitation this afternoon from Kelli inviting you to the portal. When you click on the link through your email invite, you must create a login to access the portal.

Those of you signed in from previous semesters may not have completed the modules. We need you to complete everything so that you receive your CN certificate that says that you are complete.

Many of you have years of experience and you have completed many PDS on the topics that re included in the Course Networking. CN looks specifically at coaching adult learning, instructional strategies for all learners, and inclusive education. We imagine you all have done on instructional strategy for all learners in virtual settings in preparation for the new format for learning right now. You may already have completed some inclusive education strategies and you may have also completed professional coaching for adult learners.

You can upload the description and the evidence of the PD that you have completed OR you can complete the modules and completion, that will fulfill the requirement.

In the three modules, feel welcome to complete them in whatever order you like. The goal is that you satisfy the piece either by showing that you've completed the PD or by completing the modules in the portal.

If you have not received the access invitation to the CN, you probably have a firewall embedded within the district. Please provide Kelli with an alternative email to send the invitation to you directly. Please be sure to check your Spam folders.

Once you have received the invitation and have signed in, you will not be using your email for any messaging or engagement in the Course Network. You are only using the email address as your login information for access. The alternate email you provide to Kelli is only used should you not have access to the portal and account support in the short-term.

Jessica Stewart: When you mention that we can upload information, can I use my adult learners training information from the past?

Yes, you will upload this on the document provided for this purpose in the CN.

Jennifer Enani: **The videotaping in the fall, CT printed the forms and parents signed it and they are currently on file. Can we call them and ask them for permission to use their form on file for the new candidates; or will they have to sign and return a new form?**

No, those forms were signed giving permission for Fall recording dates by a different candidate. New permission forms will be needed.

Jose Ramirez: What is the amount of time necessary for Supervisor observations? In a regular classroom 45-minutes seemed appropriate; but in Zoom, the day is condensed, and the students' focus is limited. What is the solution to that?

Whatever you are planning within the synchronous portion is what the University Supervisor needs to observe, such as a 20-minute lesson before students move off Zoom to work independently. Therefore, it is only the 20-minute time overall that the supervisor will need to observe.

Jessica Stewart: Clarification on solo teaching.

Your candidate needs four weeks. They do not need to be consecutive. They can be spread out and they do not have to remain as weeks, i.e.. 20 days (which is about 3 weeks), clustered in days that would naturally fit. That is the minimum only. Ask candidate early on to be active and use her skillset as much as possible to help with the candidates' future classroom!

Q2: Should they familiar with the TPEs?

YES! They are introduced to the TPEs in their first education course, and MSMU uses them throughout the program, and is shown on the rubrics all throughout their assignments.

Q3: The work is authentic. Are there times where a candidate needs to submit formal lesson plans to the CT?

Only as you require them. We have our lesson plan template required, but as the CT, you determine the delivery mode as well as the level of detail. You are also welcomed to change what you ask for throughout the semester.

Meeting adjourned: 4:48pm