Welcome to supervision!

Thank you for agreeing to mentor and support a student teacher in your classroom. Without you, we cannot prepare the next generation of teachers.

The California Commission on Teacher Credentialing (CTC) has mandated that all cooperating teachers participate in 10 hours of professional development in coaching and mentoring the adult learner.

Two hours are to be provided by the credentialing institution. The following PowerPoint presentation fulfills these first two hours for SFSU Multiple Subject Program cooperating teachers. The other eight hours may be documented by work you have already done, or by participating in other professional development opportunities.

We hope you find the following presentation useful in understanding the SFSU Multiple Subject Credential Program as well as your crucial role in this process. Follow the link on the final page to answer the questionnaire to fulfill your 2 hour orientation AND to document any professional development you may have already completed that could meet the remaining 8 hour portion of the mandate.

Strategies for supporting and mentoring your student teacher

Index

1. Becoming familiar with all university documents

2. Introducing your student teacher to the classroom

3. Creating opportunities for students to fulfill university requirements

4. What are MTSS and UDL?

5. Coaching the adult learner

6. Culturally Responsive Teaching Strategies

7. Share strategies for working with students with trauma

8. How can we help student teachers develop technology literacy?

Strategies for supporting and mentoring your student teacher

Why is this document important?

➢ This is one component of the Commission on Teacher Credentialing (CTC) requirement.

➢ This represents the first two hours of the CTC requirements.

What to do with this document?

➢ Review slide presentation and follow all links.

➢ Take the Presentation Evaluation Survey

1. Becoming familiar with all university documents

➢ Teacher Performance Expectations (TPE)

➢ Student teacher evaluation forms

➢ Student teacher expectations

How can I communicate with student teachers about TPEs?

1. **Familiarize** yourself with the TPEs: Students will be assessed using the TPEs by their supervisors.

2. **Observe** Strategies: Provide student teachers with opportunities to look for examples of TPEs in practice in the classroom.

3. **Share** your wisdom: Talk about and show student teachers the strategies you use to address TPEs in your own practice.

TPE 1 Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3 Understanding and Organizing Subject Matter for Student Learning

TPEs

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5 Assessing Student Learning

TPE 6 Developing as a Professional Educator

TPE 1 Engaging and Supporting All Students in Learning

1. Apply knowledge of students
2. Maintain ongoing communication
3. Connect subject matter to real-life
4. Use a variety of instructional strategies
5. Promote students' critical and creative thinking
6. Provide a supportive learning environment
7. Provide students with opportunities to incorporate the visual and performing arts
8. Monitor student learning and adjust instruction for engagement

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth
2. Create learning environments
3. Establish, maintain, and monitor inclusive learning environments
4. Know how to access resources to support students
5. Maintain high expectations for learning with appropriate support
6. Establish and maintain clear expectations for positive classroom behavior

TPE 3 Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter
2. Use knowledge about students and learning goals to organize the curriculum
3. Plan, design, implement, and monitor instruction
4. Plan for effective subject matter instruction
5. Adapt subject matter curriculum to support the acquisition and use of academic language
6. Adapt subject matter curriculum to support the acquisition and use of academic language Use and adapt resources to facilitate students' equitable access to the curriculum
7. Model and develop digital literacy by using technology to engage students

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students
2. Understand and apply knowledge of typical and atypical child development
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas
4. Plan, design, implement and monitor instruction
5. Promote student success that meet their individual learning needs
6. Access resources for planning and instruction
7. Plan instruction that promotes a range of communication strategies
8. Use digital tools and learning technologies across learning environments

TPE 5 Assessing Student Learning

1. Apply knowledge of different types of assessments
2. Collect and analyze assessment data from multiple measures to plan and modify instruction
3. Involve all students in self-assessment and reflection on their learning goals
4. Use technology as appropriate to support assessment
5. Use assessment information in a timely manner
6. Work with specialists to interpret assessment results from formative and summative
7. Interpret English learners' assessment data to identify academic proficiency
8. Use assessment data from IEP, IFSP, ITP, and 504 plans to differentiate.

TPE 6 Developing as a Professional Educator

1. Reflect on their own teaching practice
2. Recognize their own values and implicit and explicit biases
3. Establish professional learning goals
4. Demonstrate how and when to involve other adults and communicate effectively with peers and colleagues, families
5. Demonstrate professional responsibility for all aspects of student learning and classroom management
6. Understand and enact professional roles and responsibilities as mandated reporters
7. Critically analyze how the context, structure, and history of public education

SAN FRANCISCO STATE UNIVERSITY
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING PROGRAM PHASES

The Multiple Subject Credential Program offers two pathways to program completion:

i. One-Calendar Year Program: Two semesters with university supervision

ii. Three-Semester Program: Supervision in Phase II and III

One-Calendar Year

Phase I: Student teachers are in the classroom 2.5 days a week, for a total of 15 hours (EED 746)

Phase II & III: Fulltime student teaching – 5 days a week for a total of 450 hours [15 weeks x 6 hours daily](EED 748)

Three-Semester Program

Phase I: Student teachers are in the classroom 2 days a week or 12 hours (EED 687)

Phase II: Student teachers are in the classroom 2 days a week or 12 hours (EED 747)

Phase III: Fulltime student teaching – 4 days a week (EED 748)

Student teacher evaluation form
Phase I, II and mid-term III – Page 1

FIELD EXPERIENCE EVALUATION (Phase I, II and III mid-term)
Multiple Subject Credential Program – San Francisco State University

Student Name: _____ Cohort # _____ Date: _____
Master Teacher: _____ School: _____ Grade: _____

Directions: The purpose of this evaluation is to provide feedback to the student so that s/he may improve her/his suitability for the teaching profession. This feedback is to be acted upon so as to build up to a successful final semester. Please score each category according to the scale given below. *Use comments section to expand on ratings*, e.g. strengths, suggestions for improvement, etc. **For Phase I & II, please submit by the 14th week of the semester, for Phase III, mid-term submit by week 7.**

Please indicate the rating number (3 – 0).

| Competent (3) | Making Good Progress (2) | Needs Improvement (1) | Not able to determine (0) |

TPE 1 Engaging and Supporting All Students in Learning *Rating:* _____
Knowledge of students, effective communication, ability-appropriate instruction (UDL), language support
Comments:

TPE 2 Creating and Maintaining Effective Environments for Student Learning *Rating:* _____
Treats all students fairly and respectfully, culturally responsive and inclusive, high expectations for classroom behavior
Comments:

TPE 3 Understanding and Organizing Subject Matter for Student Learning *Rating:* _____
Plan, design, implement and monitor instruction, collaborate professionally, use and adapt resources, effective use of technology
Comments:

Please continue on backside……

TPE = Teacher Performance Expectations, aligned with edTPA
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level
August 2017

Competent (3)   Making Good Progress (2)   Needs Improvement (1)   Not able to determine (0)

TPE 4 Planning Instruction and Designing Learning Experiences for All Students *Rating:* _____
Plan, design, implement and monitor instruction, effective use of instructional time, developmentally, linguistically and culturally appropriate activities, appropriate modifications for students with disabilities, uses digital tools and learning technologies
Comments:

TPE 5 Assessing Student Learning *Rating:* _____
Knowledge of different types and purposes of assessments, involve students in self-assessment and reflection, technology to support assessment, collaborates to interpret assessment
Comments:

TPE 6 Developing as a Professional Educator *Rating:* _____
Able to self-reflect on teaching practice, recognizes own values, demonstrates dispositions of caring and support, establishes professional learning goals, understands professional roles and responsibilities
Comments:

Overall evaluation
Has the student shown reasonable progress this semester? **Yes** _____ **No** _____ **Minimal** _____
For Phase II students, is this person ready for full time student teaching?   **Yes**_____ **No**_____
Comments:

MT Signature: _____ *Date:* _____
*Student Teacher Signature: _____ *Date:* _____ *Master Teacher Email:* _____ *Cohort #:* _____
* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university supervisor.

STUDENT TEACHER EVALUATION
Multiple Subject Credential Program – San Francisco State University
Final Evaluation due 14th week of semester

Student Teacher Name:		Date:	
Master Teacher		School and Grade Level	

Directions: The purpose of this evaluation is to provide feedback to the student teacher so s/he may improve her/his teaching. This final evaluation is used in determining the student teacher's suitability for a credential. Please score each item in each category according to the scale given below. In the comments sections, please note any outstanding examples of strengths and/or suggestions for improvement.

SECTION II – Please indicate the rating number (3 - 0). Use comment section to expand

Competent (3)	Making Good Progress (2)	Needs improvement (1)	Not Able to Determine (0)

TPE 1: Engaging and Supporting All Students in Learning

Shows knowledge of students – interests, needs, culture, language		Knowledge of UDL and MTSS to support wide range of learners	
Maintains on-going communication with students and families		Promotes critical, creative and analytic opportunities	
Monitors student learning for active engagement		Provides support for language development (SDAIE)	

Comments:

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Promotes positive interventions, restorative justice, conflict resolution to foster a caring community and respect for all		Knowledge of available resources to support all students including those who have experienced trauma and other difficult situations	
Promotes positive interactions and a culturally responsive environment		Maintains high expectations and appropriate support for all	
Establishes and maintains a tolerant and safe environment for all		Establishes and maintains clear expectations for positive behavior	

Comments:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Knowledge of State Standards and curriculum frameworks		Supports the acquisition and use of academic language for the full range of learners in the least restrictive environment	
Uses knowledge of students to guide curriculum		Use of resources and technology to facilitate equitable access to the curriculum	
Designs and implements cross-disciplinary instruction		Models digital literacy and digital citizenship, including respecting copyright laws, while maintaining internet security	
Consults and collaborates with others to plan for effective instruction		Demonstrates knowledge of effective teaching strategies aligned with recognized educational technology standards.	

Comments:

TPE = Teacher Performance Expectations, California Commission on Teacher credentialing 2016
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level

Final Student teacher evaluation form
Phase III – Page 2

TPE 4 Planning Instruction and Designing Learning Experiences for All Students (provide rating of 3 – 0)

Locates and applies student information for purposes of instruction		Promotes student success by providing individual learning needs
Understands & applies knowledge of child development to inform instructional planning		Accesses a variety of resources for planning – community, colleagues, coaching, networking
Designs & implements integration of content areas for instruction		Plans and promotes a range of communication strategies between teacher and amongst students to encourage participation
Appropriate use of technology, principles of UDL & MTSS, meeting the needs of all English learners, modifications for students with disabilities, peer to peer support, community resources		Promotes digital literacy and offers students multiple means to demonstrate their learning

Comments:

TPE 5 Assessing Student Learning (provide rating of 3– 0)

Applies knowledge of purposes and different types of assessments		Uses assessment information in a timely manner to assist students
Uses data to plan for and modify instruction		Works with specialists to interpret assessments
Involves students in self-assessment and reflection on learning goals		Interprets English learners' assessment data to help plan instruction
Uses technology as appropriate to support assessment and communication of learning outcomes to students and families		Uses assessment data to plan for, differentiate, and make accommodations or to modify instruction

Comments:

TPE 6 Developing as a Professional Educator (provide rating of 3 – 0)

Reflect on own teaching practice to plan for student learning		Demonstrates involvement with others in the community to support teacher and student learning
Recognizes own values and biases. Exhibits positive dispositions of caring, support, acceptance and fairness towards all.		Understands and enacts roles and responsibilities as mandated reporters and complies with all laws
Establishes professional learning goals, and makes progress to improve practice.		Understand the structure and history of public education and school governance

Comments:

Master Teacher Signature: _____   Date: _____

Master Teacher Email: _____

Student Teacher Signature: _____Cohort #: _____

  * My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university practicum supervisor.

TPE = Teacher Performance Expectations, California Commission on Teacher credentialing 2016
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level

11

Characteristics of effective Cooperating teachers

An effective cooperating teacher:
➢ Understands that learning is a developmental process for pre-service teacher candidates:
➢ builds trust;
➢ Invites the student teacher (ST) to collegial activities: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
➢ Models and discusses how to build community and how that is reflected in classroom management;
➢ Explicitly describes classroom management, long-term & collegial planning, day-to-day decision making, and strategies for differentiation
➢ Encourages ST to take risks and to try out and test new teaching practices;
➢ Observes ST teaching and provides feedback;
➢ Encourages ST learn to ask questions, take notes, and reflect
➢ Provides informative, detailed and meaningful comments on the ST (university) evaluations, and feedback for growth

Cooperating teachers are asked to:
➢ Introduce ST to the elementary class as a practicing professional/co-teacher;
➢ Communicate expectations and concerns with the student teacher;
➢ Allow the ST to work with children to complete university course assignments;
➢ Coordinate with ST to teach lessons that are in alignment with your own class/school objectives;
➢ Contact Diane Garfield or SFSU university partner during the first semester with concerns or problems;
➢ Provide ST with contact information in order to facilitate speedy communication;
➢ Write and submit student teacher evaluation form

Characteristics of Effective Student teacher

An Effective Student Teacher models professional behavior by:

➢ Dressing appropriately as per school culture; arriving on time and communicating any changes in schedule with CT & University Supervisor;
➢ Being respectful and communicative with faculty, staff, site administrators and parents;
➢ Builds trust with students and cooperating teacher;
➢ Speaking respectfully about students and parents and avoids gossip;
➢ Displaying patience with self and understanding that becoming a teacher is a developmental process;
➢ Attending collegial activities as appropriate including: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
➢ Observing CT teaching, takes notes, and asks questions
➢ Collaborating with CT on lesson planning
➢ Learning about CTs systems: classroom management, lesson planning, organization, assessment, parent communication
➢ Teaching frequently and seeking feedback from CT;
➢ Learning about the students;
➢ Asking clarifying questions, listening to feedback, and reflecting on practice
➢ Taking risks and trying out new teaching practices,
➢ Calendaring time to meet with CT regularly
➢ Communicates regularly with the university supervisor

In addition, student teachers are expected to ….

➢ Fill out emergency card information to have on file at the school;
➢ Arrive at the school site at least 15 minutes before school begins;
➢ Introduce oneself to the principal, school secretary and general school staff;
➢ Participate in school events as time allows;
➢ Participate in the elementary classroom as per the instructions of the cooperating teacher;
➢ Act in a professional manner at all times;
➢ Participate in small group and whole class teaching;
➢ Be available to help students as needed;
➢ Schedule ample time to confer with the cooperating teacher on a regular basis;
➢ Clearly communicate course assignments and deadlines that must be completed in the field placement with the Cooperating Teacher;
➢ Increase duties/responsibilities as directed by Cooperating Teacher;
➢ Demonstrate developing competence in curriculum selection, planning, teaching and assessing with small groups and whole class;
➢ Provide written lesson plans for all supervised lessons using SFSU lesson plan format and submits to the university supervisor prior to lesson;
➢ Submit final evaluation at end of the semester (week 14);
➢ **Note: Students follow SFSU's calendar. They are not required to do student teaching until the first day of the semester at SFSU. They are not required to attend field placement when SFSU is on any breaks or holidays;**
➢ **Make sure that the Field Experience Evaluations are submitted to Diane Garfield, Placement Coordinator, Burk Hall 195 (diangarf@sfsu.edu).**

2. Introducing your student teacher to the classroom

- ➢ Getting to know the children

- ➢ Introducing classroom practices

- ➢ Teaching small groups

- ➢ When is my student teacher ready to take over a whole class lesson?

Getting to know the children

Student teachers will work with the following document and videos developed
by SFUSD staff.

Follow this link ➡ https://docs.google.com/document/d/1pj65C94972EBUZ0rihIdao5wCvaWss7-7UYGBUJlzEs/edit

*Following the link above and reviewing materials can fulfill the requirement #3 on the Fulfillment Chart. [3. Instructional Strategies for ALL Learners including: current content-specific pedagogy, effective lesson design, instruction environment management, classroom technology integration]

Introducing classroom practices

The following examples will provide student teachers with practice preparing them to take over whole class instruction.

➢ Taking over classroom routines

➢ Leading children in and out of the classroom

➢ Morning routine (including calendar, DOL, welcome circle, etc.)

➢ Interactive read-alouds

➢ Scaffolding targeted individual students

➢ Skills-based small groupwork

➢ Management systems

➢ Assessment Strategies

How do I know when my **part-time 2 days-a-week student teacher** without supervision is ready to take over a whole class lesson?

When:
➢ After developing confidence with facilitating several classroom routines.
➢ After successfully facilitating small group instruction.

Once this has been determined:
➢ Meet with your student teacher and provide with lesson preparation and materials.
➢ Student teacher can teach lessons as short or long as you agree the student teacher is ready to facilitate.

Examples include:
➢ Structured read-alouds (book on projector, discussion notes on key concepts)
➢ Spelling tests, word study
➢ Music, art, movement, PE
➢ Daily Oral Language
➢ Number talk

HOW DO I KNOW WHEN MY <u>PART-TIME 2 ½ DAY-A-WEEK STUDENT TEACHER</u> WITH SUPERVISION IS READY TO TAKE OVER A WHOLE CLASS LESSON?

When:
➢ Generally after week 4 they should be ready to take over a whole class lesson.
➢ Collaborate with your student teacher to design a lesson you want taught.
➢ Student teacher must write a fully developed lesson plan using SFSU lesson plan format to present to university supervisor.
➢ This may function as one of the university course assignments.

Once this has been determined:
➢ Meet with your student teacher to plan dates and discuss lessons.
➢ Student teacher can teach lesson as short or long as you agree the student teacher is ready to facilitate.

Examples include:
➢ Structured read-alouds (book on projector, discussion notes on key concepts)
➢ Spelling tests, word study
➢ Music, art, movement, PE
➢ Daily Oral Language
➢ Number talk

How do I know when my FULL-TIME STUDENT TEACHER with supervision is ready to take over a whole class lesson?

When:
- University supervision will be coming early on in the semester.
- Help your student teacher be ready to start off early with small group instruction leading to whole group instruction as soon as you think the student teacher is ready.
- Full-time student teachers will need to plan, teach and film 4 to 7 lessons for edTPA in the first half of the semester.
- Collaborate with your student teacher to design a lesson series you want taught.
- Student teacher must write a fully developed lesson plan using SFSU lesson plan format to present to university supervisor.
- This may function as one of the university course assignments.

Once this has been determined:
- Meet with your student teacher to plan dates and discuss lesson ideas.
- Student should be ready to teach a full lesson or series of lessons.

Examples include:
- Structured read-alouds (book on projector, discussion notes on key concepts)
- Spelling tests, word study
- Music, art, movement, PE
- Daily Oral Language
- Number talk

SHARING CLASSROOM MANAGEMENT STRATEGIES & STRUCTURES

Articulate: Articulate your systems to student teachers.

Practice: Provide opportunities for student teachers to practice your management strategies.

Feedback: Give student teachers feedback on their use of strategies.

Day to day assessment practices

➢ Observing participation through student verbal response
➢ Reviewing student work
➢ Clipboard notes
➢ Post-it notes
➢ Daily journal
➢ Organizing student work

Share how you use these day to day
practices to inform your planning.

Share how you use formal assessment
to inform your teaching.

3. Creating opportunities for students to fulfill university requirements

Requirements include:

1. Three university supervised visits (lesson plan required)

2. Teacher Performance Assessment (edTPA) [3 to 5 consecutive math lessons + 1 literacy lesson]
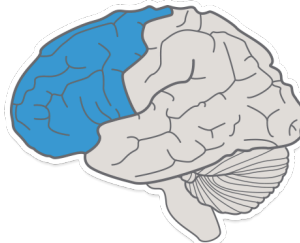
3. Course Assignments requiring classroom teaching

Universal Design for Learning

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

AFFECTIVE NETWORKS:
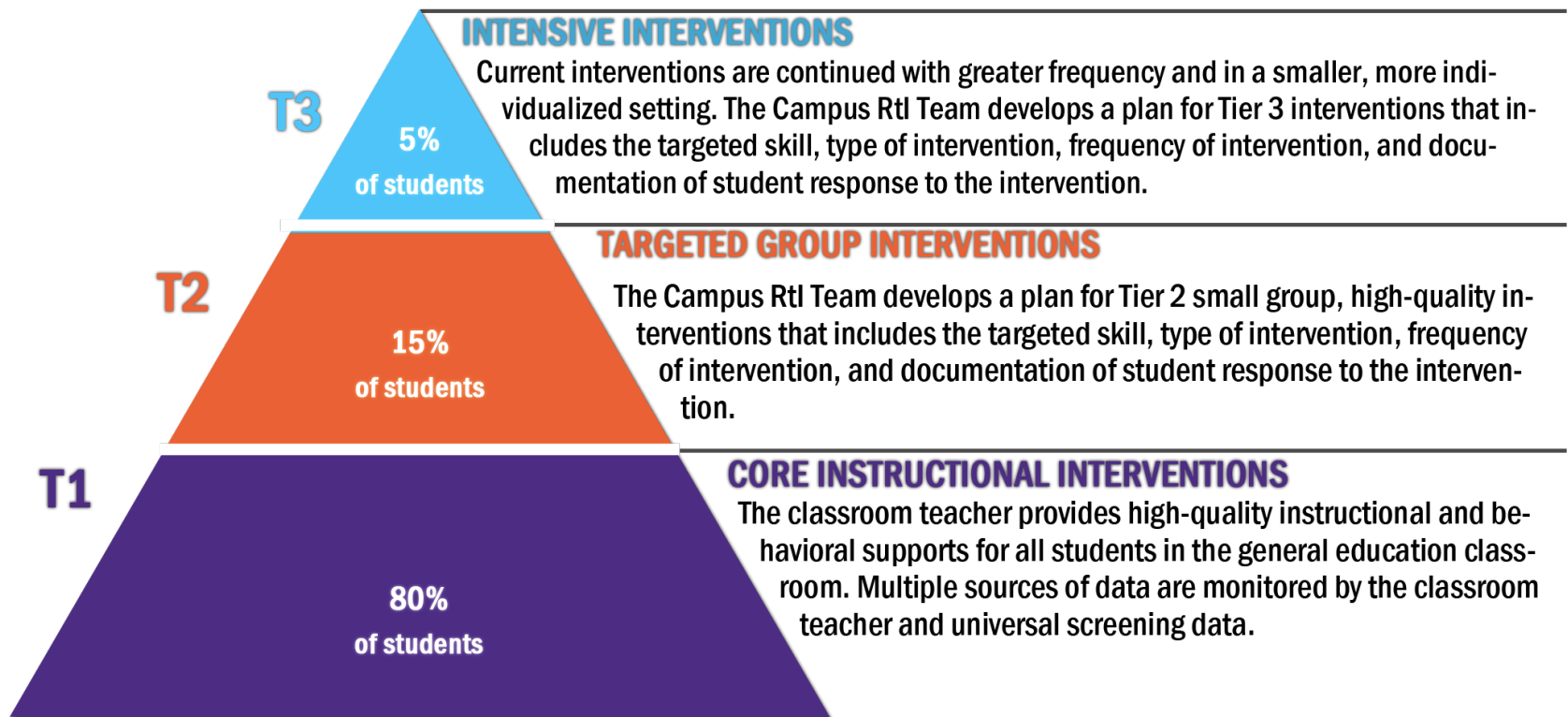THE **WHY** OF LEARNING

COGNITION

EXECUTIVE FUNCTION

EMOTIONS

What strategies can we use to support and engage learning in these areas of our brains?

Adapted from: http://www.cast.org/our-work/about-udl.html#.XQPWpNNKi3U

RTI: Response Tiered Intervention

INTENSIVE INTERVENTIONS

T3 — 5% of students

Current interventions are continued with greater frequency and in a smaller, more individualized setting. The Campus RtI Team develops a plan for Tier 3 interventions that includes the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention.

TARGETED GROUP INTERVENTIONS

T2 — 15% of students

The Campus RtI Team develops a plan for Tier 2 small group, high-quality interventions that includes the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention.

CORE INSTRUCTIONAL INTERVENTIONS

T1 — 80% of students

The classroom teacher provides high-quality instructional and behavioral supports for all students in the general education classroom. Multiple sources of data are monitored by the classroom teacher and universal screening data.

Framework: 3 levels of intensity

Adapted from: https://www.smcisd.net/Page/997

MTSS: Multi-tiered Systems of Support

MTSS is a system of supports designed to address all three areas of the brain described in Universal Design for Learning. It incorporates strategies from a variety of programs teachers have already been using in their classrooms and schools over the years to meet the needs of the whole child.
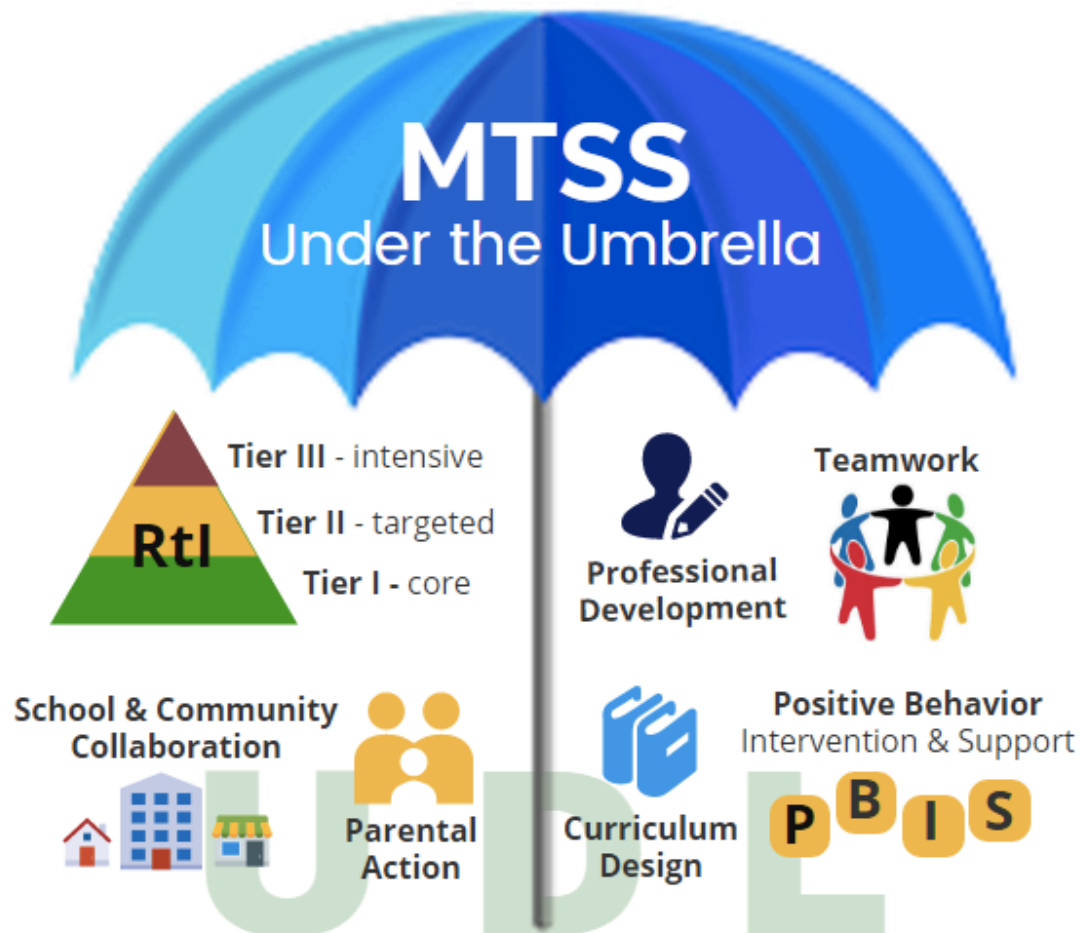
MTSS: Multi-tiered Systems of Support

Want to learn more about MTSS design and strategies?

Check out these resources:

MTSS (3 minute video description)
https://vimeo.com/266544120

ULD Video (4 minute video description)
http://www.cast.org/our-work/about-udl.html#.XQPb79NKi3U

PBIS/RTI Interventions
https://www.pbis.org/school/tier-3-supports/what-is-tier-3-pbis

*Following the link above and reviewing materials can fulfill the requirement #3 on the Fulfillment
Chart. [4. Inclusive Education - MTSS, UDL, differentiated instruction]

5. Coaching the adult learner

Building Connection Points = Learning

➢Help the student teacher to connect theory to practice

Specific constructive feedback = Learning

➢Conferencing regularly to provide feedback on the student teacher's effectiveness.

Goal setting & Reflection = Improvement

➢Conferencing regularly to set new goals to improve teaching practice.

Encourage your student teacher to be proactive

Be proactive learners:

➢ Active observers (observe Cooperating Teacher [CT], take notes, and debrief with questions)

➢ Teach small groups

➢ Practice with assessment (look carefully at student work)

Student teachers should…

Be part of a community of learners:

➢ Attend grade-level meetings (when possible)

➢ Attend IEP and 504 meetings (when possible)

➢ Attend union meetings (when possible)

➢ Attend parent-teacher conferences

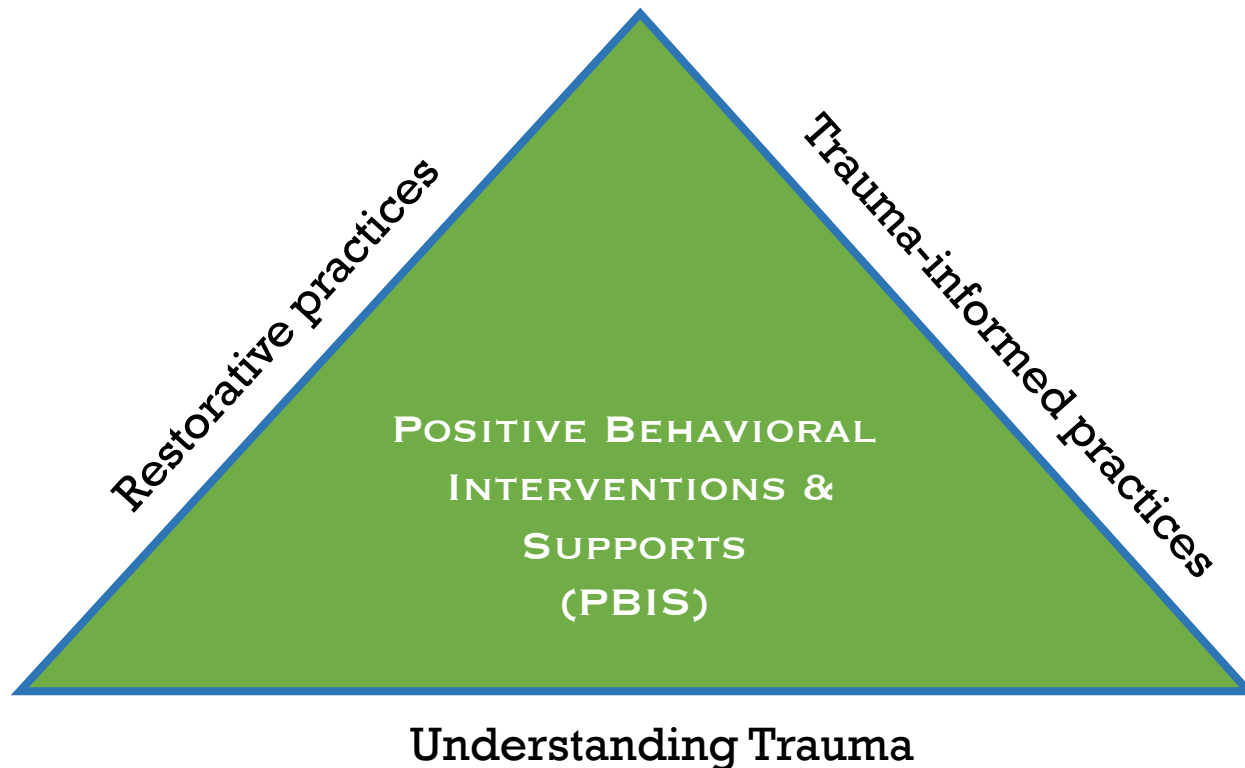➢ Attend Back-to-school night

➢ Attend other school events

➢ **ASSET MODEL:** Value students' cultural and linguistic resources, and views these as assets to build upon rather than deficits to be overcome through schooling.

➢ MUL**TIPLE ABILITY LEARNING:** Measure student development in multiple ways, in addition to standardized test scores.

➢ **EMPATHY:** Highlight the importance of strong and warm working relationships among school participants and serves as cultural organizer, mediator, and orchestrator of social contexts.

➢ **COMMUNICATION:** helps students and families bridge borders between home and school cultures.

Adapted from CEEDAR 2019

7. SHARE STRATEGIES FOR WORKING WITH STUDENTS WITH TRAUMA

"The old-school model of discipline expects kids to listen to you just because you're a grown-up. But they won't, especially when they're being raised in an environment where grownups are not trustworthy or safe. You have to understand where the students are coming from, develop a relationship with them so that they will trust you, teach them empathy. That's what's going to make a successful community."

Jennifer Caldwell, Social Worker El Dorado Elementary SFUSD

Restorative practices

Trauma-informed practices

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Understanding Trauma

TRAUMA-INFORMED PRACTICES

San Francisco's El Dorado Elementary uses trauma-informed & restorative practices; suspensions drop 89%

January 28, 2014
By Jane Ellen Stevens
Read more: https://acestoohigh.com/2014/01/28/hearts-el-dorado-elementary/

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

➢ Build classroom understanding and empathy.
➢ Active ignoring.
➢ Make sure each student has a trusted adult (teacher, custodian, administrative staff)
➢ Provide safe spaces in your classroom.
➢ Know when to call for help.
➢ School-based Mindfulness groups for educators

RESTORATIVE PRACTICES
➢ Peace corner in the classroom
➢ Mindfulness breathing and meditation
➢ The buddy classroom
➢ Restorative conversations

31

8. How can we help student teachers develop technology literacy?

➢ Provide opportunities for students to practice strategies from their SFSU Technology in the Elementary School course

➢ Share your own practices

➢ Encourage your student teacher to visit other teachers who may be using technology in innovative ways.

Cooperating teacher professional development Fulfillment Process

➢ 10 hours of professional development

➢ 2 hours provided by SFSU (the above slide presentation and google form completion)

➢ 8 hours review fulfillment chart on next page.

➢ Contact Diane Garfield for further questions (diangarf@sfsu.edu)

This is not a test! Simply complete the online form (click on the link on page 35) to document completion of the two hours. Review the fulfillment chart, as you may find you have already fulfilled the rest of the eight hours. By following the various links in the PowerPoint you can complete any additional hours required. We are here to help decipher any questions about this professional development hours requirement to make this as easy as possible (diangarf@sfsu.edu).

Links for Fulfillment Chart

If AFTER completing the online response form you find that you have not yet met the additional eight hours required, follow the links below and review the materials to fulfill the requirement that corresponds to the unfulfilled section. OR, if you just want to learn more about the topic in each category review at your leisure.

1. Mentoring/Support of new teachers/interns
http://inservice.ascd.org/ten-tips-on-how-to-effectively-mentor-new-teachers/

https://www.edweek.org/tm/articles/2014/09/30/ctq_long_mentor.html

2. Effective Supervision Approaches: cognitive coaching, adult learning theory
http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Reflections-on-Cognitive-Coaching.aspx

3. Instructional Strategies for ALL Learners including: current content-specific pedagogy, effective lesson design, instruction environment management, classroom technology integration.
Pages 15, 23, 24

4. Inclusive Education - MTSS, UDL, differentiated instruction
Pages 26, 31

Congratulations!

You are on your way to completing your 10 hours of professional development fulfillment. Once you complete the google form questions by following the link below, you will have completed 2 of your 10 hours.

You need only complete these 10 hours ONCE in a lifetime to fulfill the requirement.

Thank you for your valuable contribution to the professional training of our new teachers.

Follow link to the google form
Review: Strategies for supporting and mentoring your student teacher

Follow this link

https://docs.google.com/forms/d/1B9kgwoWGiFMPaFM065De6K1ZFycabrvhOs7eXJdUg8A/edit