



# Virtual Orientation for Mentor Teachers

**PRESENTED BY THE OFFICE OF FIELD SERVICES**

**LEVIN COLLEGE OF PUBLIC AFFAIRS AND EDUCATION**



# AGENDA

3

Goal of CSU Field Experiences

Mentor Expectations

Policies and Procedures

Intern Assignments

CFAST & TRIAD

Questions

# Goal of Internship

Promote Shift  
from Student to  
Resident Educator

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# Mentor Expectations





Welcome to  
the **TEAM**

# INTRODUCE THE INTERN TO:

6

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You

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Your classroom policies

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Your students

---

**Safety protocols** at your school

---

Your school community

---

Available technology



# Communication is Key



Exchange preferred methods of communications and available times.



Phone, email and text preference



Review expectations and goals



Daily open communication is key!!





# CSU Field Supervisor Introductions



# Mentor, CSU Field Supervisor, & Seminar Leader Coaching

By now you should have received an email from the supervisor and possibly an in person visit

## Review of Expectations:

- ▶ Give feedback on lesson plans
- ▶ Gather anecdotal notes from students teaching
- ▶ Ask open-ended questions
- ▶ Talk through problem solving
- ▶ Celebrate successes





# How Can I Best Support My Intern?

- ▶ Honest and frequent feedback allows for teaching interns to grow
- ▶ SHARE concerns as soon as Possible with OFS Team
- ▶ Share student data
- ▶ Regular conversations regarding progress and goals support teaching intern growth
- ▶ More formal conversations should take place following 2 formal observations and for the 7 week and 15-week triads held with mentor, intern, and supervisor



<i>Success Plan Calendar</i>	<u>Notes for the Week</u>	Monday	Tuesday	Wednesday	Thursday	Friday	Reviewed with Mentor/ Supervisor/ Seminar Leader
<b>Orientation Week</b>							<input type="checkbox"/>
<b>Week 1</b>  Jan. 15- Jan. 21							<input type="checkbox"/>
<b>Week 2</b>  Jan. 22- Jan. 28							
<b>Week 3</b>  Jan. 29- Feb. 4							



## INTERN 1 OR APPRENTICE 1 (1/2 DAY EXPERIENCE)

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# Takeover in the Classroom

Day 1	Engage in small group or individual support of students as soon as possible
Week 1-3	Take on one subject or class period
Week 4-7	Take on second subject or class period
Week 8-14	Take over teaching responsibilities and/or co-teach
Week 15	Transition classroom back to mentor





## INTERN 2 OR APPRENTICE II (FULL DAY EXPERIENCE)

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# Takeover in the Classroom

Day 1	Engage in small group or individual support of students as soon as possible. Encouraged to co-teach if returning to same classroom.
Week 1-3	Teach one subject
Week 4-7	Teach partial class load and tape their edTPA lessons
Week 8-14	Take over teaching responsibilities and/or co-teach
Week 15	Transition classroom back to mentor





# Split or Shared Experience



Mentors, CSU Field Supervisors, and Interns will work together to modify teaching take over timelines as needed in these experiences.

Split internships will switch to new placement in week 8



# What is a Mentor Observation?

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Mentors will complete a minimum 2 formal observations during the course of the experience



Mentors may complete as many informal observations as they see fit - additional observations provide additional evidence of practice to the intern



Observation forms can be found on the OFS website



Observations are Formative Feedback and not scored



Completed observations are sent to both the Intern and Supervisor electronically





# SUPERVISOR FIELD / EXPERIENCE OBSERVATION FORM

rev. 12/17/18

Intern: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_ Visit Number: \_\_\_\_\_

Did provide lesson plan feedback in Taskstream to the Intern Teacher prior to observation? Yes No

Did you complete a post-lesson conference with the Intern Teacher? Yes No

During the observation, please indicate positive aspects and growth areas for the candidate. Aligns with CPAST form.

## 1. Planning for Instruction and Assessment (Objectives; Resources; Assessment; Differentiated Methods; Connections to Research)

Positives	Growth Areas

## 2. Instructional Delivery (Learning Target; Critical thinking; Formative Assessments; Digital Tools; Safe Learning Environment)

Positives	Growth Areas

# How do I Conduct an Observation?

- ▶ While the entire field experience is filled with informal observations of the intern's planning, teaching, and assessing, there are 2 required formal observations from mentors for all experiences.
- ▶ We encourage these to take place around week 4 and week 10 or 11 of the experience.
- ▶ The observation form is pictured to the left and is found on in Mentor Folders and on the OFS website. Supervisors are also able to provide this form electronically.
- ▶ Mentors are asked to read the CPAST rubric (provided in folders) prior to completing the first formal observation in order to give feedback connected to the overall assessment tool.





# OFS Policies and Procedures

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- ▶ Professionalism
- ▶ Timely Communication
- ▶ Attendance
- ▶ Daily Schedule
- ▶ Lesson Planning
- ▶ Seminars and Professional Development
- ▶ Substitute Teaching



# What if a Concern Arises in the Field?

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- ▶ Any concerns (professional, disposition, pedagogical or content skill) should be communicated to an OFS Supervisor as soon as possible
- ▶ Any serious deficiencies in performance should be reported immediately to the Office of Field Services
- ▶ \*Please refer to the Boundaries and Consequences document found on the Office of Field Services Website for specific information.





# What are OFS Lesson Plan Requirements?

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- ▶ Lesson plans are required to be submitted at a minimum 48 hours in advance (unless needed sooner by mentor)
- ▶ Interns are required to always have a lesson plan when they are teaching.
- ▶ OFS does have a required lesson plan template found on our website
- ▶ Lesson plan requirements are also found in OFS Handbook







# Can My Intern Substitute Teach?

VISIT THE OFS WEBSITE FOR DETAILS.



A close-up, slightly blurred photograph of a person's hand holding a pen and writing in a spiral-bound notebook. The person is wearing a plaid shirt. The background is bright and out of focus.

# Intern Assignments



# Does My Intern Have Additional Assignments to Complete?

- ▶ Yes, lesson plans, reflections, IEPs, data collection, ect.. Interns do have assignments during the course of the semester that require some specific interactions in the classroom.
- ▶ These assignments are the responsibility of the intern and not the mentor.
- ▶ edTPA: A series of 3-5 data driven lesson plans which the intern must plan, instruct and reflect on. Go to the OFS Website for deadlines.





**The EdTPA is evidence of your teaching skills based on:  
3-5 lesson plans including instructional materials and assessments,  
a video of you teaching the lessons  
and your responses to the reflection prompts provided.**

Task 1		Task 2		Task 3	
Planning		Instruction		Assessment	
Scored with Rubrics 1-5		Scored with Rubrics 6-10		Scored with Rubrics 11-15	
Part A: Context for Learning	Template	Part A: Video Clips	Video File	Part A: Video or Audio Evidence	Video or Audio File
Part B: Lesson Plans	Word Document	Part B: Instruction Commentary	Template	Part B: Observation Notes and Work	Word Document
Part C: Instructional Materials	Word Document			Part C: Evidence of Feedback	Word Document
Part D: Assessments	Word Document			Part D: Assessment Commentary	Template
Part E: Planning Commentary	Template			Part E: Evaluation Criteria	Word Document



## What makes up the EdTPA assignment?



# CPAST & TRIAD





# What is a Triad meeting & When are they Held?

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The following 15 slides are a training guide for the use and implementation of the midterm and final appraisal tool, called the CPAST (Candidate Preservice Assessment for Student Teachers).

CPAST Student Evaluation Rubrics are available electronically from Intern Supervisors

Please use the rubric to score Interns for evaluation at the mid-semester and final triads.





# CANDIDATE PRESERVICE ASSESSMENT FOR STUDENT TEACHERS (CPAST) FORM

- ▶ DEVELOPED BY THE VARI-  
EPP\* COLLABORATION
- ▶ \*VALID AND RELIABLE  
INSTRUMENTS  
FOR EDUCATOR  
PREPARATION  
PROGRAMS

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# CPAST: Learning Objectives

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## Introduce

CPAST Form: Sections, Row Structure, Levels of Performance, Formatting, Scoring, and Resources

## Schedule

Learn the timing of the Three-Way Conference

## Examples

Examine examples of interaction that may occur during the Conference



# CPAST Form Sections: Pedagogy & Dispositions

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Pedagogy  
13 rows  
4 subsections

Dispositions  
8 rows  
3 subsections

Pedagogy		Alignment	Dispositions		Alignment
Planning for Instruction and Assessment			Professional Commitment and Behaviors		
A. Focus for Learning: Standards and Objectives/Targets		OSTP 4.1 InTASC 7a	A. Participates in Professional Development		OSTP 7.2
B. Materials and Resources		OSTP 4.7 InTASC 7b	B. Demonstrates Effective Communication with Parents or Legal Guardians		OSTP 3.4 InTASC 10i
C. Methods of P-12 Learning		OSTP 2.3 InTASC 6b	C. Demonstrates Punctuality		OSTP 3.4 InTASC 10i
D. Instructional Methods		OSTP 4.5 InTASC 2c	D. Meets Deadlines and Obligations		OSTP 3.4 InTASC 10i
Instructional Delivery			E. Preparation		OSTP 3.4 InTASC 10i
E. Learning Target and Directions		OSTP 4.3 InTASC 7c	Professional Relationships		
F. Critical Thinking		OSTP 4.6 InTASC 5d	F. Collaboration		OSTP 6.3 InTASC 10b
G. Checking for Understanding and Adjusting Instruction through Formative Assessment		OSTP 3.2 InTASC 8b	G. Advocacy to Meet the Needs of Learners or for the Teaching Profession		OSTP 6.3 InTASC 10j
H. Digital Tools and Resources		OSTP 4.7 CAEP 1.5	Critical Thinking and Reflective Practice		
I. Safe and Respectful Learning Environment		OSTP 5.1, 5.2, 5.5 InTASC 3d	H. Responds Positively to Constructive Criticism		InTASC 9n
Assessment					
J. Data-Guided Instruction		OSTP 3.3 CAEP 2.3			
K. Feedback to Learners		OSTP 3.4 InTASC 6d			
L. Assessment Techniques		OSTP: 3.1 InTASC 7d			
Analysis of Teaching					
M. Connections to Research and Theory		OSTP: 4.4 CAEP 1.2			

CPAST rows are aligned to OSTP, CAEP, & InTASC Standards



# CPAST Form: Row Structure

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There are four levels of performance

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
<b>Planning for Instruction and Assessment</b>				
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/ targets</b> , and learning tasks <i>are consistently aligned</i> with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans <i>align</i> to appropriate Ohio Learning <b>Standards</b>  AND/OR <i>Some</i> <b>goals</b> are measureable  AND/OR Standards, <b>objectives/targets</b> , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other  AND/OR Articulates <i>some</i> <b>objectives/targets</b> that are appropriate for learners	Plans <i>do not align</i> to the appropriate Ohio Learning <b>Standards</b>  AND/OR <b>Goals</b> are <i>absent or not measureable</i>  AND/OR Standards, <b>objectives/targets</b> , and learning tasks <i>are not aligned</i> with each other  AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners

Each row receives a whole number score



# CPAST Form Levels of Performance: Does Not Meet Expectations & Emerging

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Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
<b>J. Data-Guided Instruction</b>	Uses <b>data</b> -informed decisions ( <i>trends and patterns</i> ) to set short and long term goals for future instruction and assessment  AND Uses contemporary tools for learner <b>data</b> record-keeping <i>and analysis</i>	Uses <b>data</b> -informed decisions to design instruction and assessment  AND Uses contemporary tools for learner <b>data</b> record-keeping	Uses minimal <b>data</b> to design instruction and assessment	Does not use <b>data</b> to design instruction and assessment

NOTE: At the mid-term evaluation, most Practicum and Internship 1 students will earn a “0” or “1” in some areas. An “A” in Practicum or Internship 1 is an average of 1.64 or greater; in Internship 2 and Student Teaching, an “A” is 2.14 or greater



# WHAT IF THE MIDTERM CONSENSUS SCORE IS '0' OR '1' ON A ROW?

A CONSENSUS SCORE OF A "1 OR 0" ALERTS THE TEAM THAT THE INTERN TEACHER:

- ▶ NEEDS TO FOCUS ON THAT SPECIFIC AREA; AND
- ▶ NEEDS SUPPORT AND RESOURCES FROM THE UNIVERSITY SUPERVISOR AND MENTOR TEACHER.

THE MENTOR TEACHER AND UNIVERSITY SUPERVISOR ARE A SUPPORT TEAM FOR THE STUDENT INTERN.

Support	Example
Suggesting Resources	Readings, articles
Reflection questions	Post conference questions related to the area for improvement
Providing opportunities	For the student teacher to demonstrate competence
Co-teaching and Modeling	Models and supports with strategies



# CPAST Form Levels of Performance: Meets Expectations

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
		Assessment		
J. Data-Guided Instruction	Uses <b>data</b> -informed decisions ( <i>trends and patterns</i> ) to set short and long term goals for future instruction and assessment  AND Uses contemporary tools for learner <b>data</b> record-keeping <i>and analysis</i>	Uses <b>data</b> -informed decisions to design instruction and assessment  AND Uses contemporary tools for learner <b>data</b> record-keeping	Uses minimal <b>data</b> to design instruction and assessment	Does not use <b>data</b> to design instruction and assessment

EXAMPLE: To earn this score on Row J, a student teacher needs to:

- demonstrate a pattern of using data to design instruction and assessment; AND
- demonstrate evidence of the use of contemporary tools for collecting and organizing that data



# CPAST Form Levels of Performance: Exceeds Expectations

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**Exceeds Expectations = ROCK STAR!!**



This level represents performance *beyond* what is expected for a beginning teacher

**Student teachers will earn few, if any, “Exceeds Expectations”**

(similar to OTES)

At Midterm: Extraordinary occurrence

At Final: Few, if any, “Exceeds Expectations”

**Are there exceptions?**

For some dispositions (e.g., punctuality and meets deadlines), candidates may have a score of a “3” at both midterm and final.





Remember!

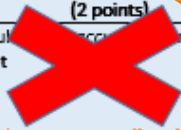
# CPAST Form Scoring: Special Notes

- A score of “not applicable” is not an option for any row
- Raters are strongly discouraged from lowering scores at the midterm conference or inflating scores at the final conference simply to show growth
- Although a student teacher will likely show growth in some areas assessed by the form, it is expected a student teacher will earn consistent scores in some rows at the midterm and final



# CPAST Formatting: AND/OR, Lists

A student teacher must provide evidence for ALL descriptors in a level of performance in order to earn the column rating.

Item	Exceeds Expectations (3 points)	Meets Expectation (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
E. Learning <u>Target</u> and Directions	Articulates accurate and <i>coherent</i> learning targets  AND Articulates accurate <b>directions</b> /explanations <i>throughout the lesson</i>  AND Sequences learning experiences appropriately	 Articulates accurate learning target  AND Articulates accurate <b>directions</b> /explanations  AND Sequences learning experiences <i>appropriately</i>	Articulates an <i>inaccurate</i> learning target  AND/OR Articulates <i>inaccurate</i> directions/explanations	Does not articulate the learning target  OR Does not articulate <b>directions</b> /explanations

If a student teacher consistently

- communicates accurate directions for activities to learners AND
- sequences learning experiences appropriately,
- But does not communicate accurate learning targets

They should not earn a 2 on this row.

This short video explains the use of enumerated lists in the CPAST Form's Rows.

<https://youtu.be/YDkqfZtONos>



# CPAST Resources: “Look Fors” Document

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The “*Look Fors*” document is intended to:

- Assist the mentor teacher and university supervisor in determining a score and
- Provide suggestions for **possible sources of evidence**, as well as further elaboration of the characteristics for each level of performance.

**WHY is it used?** The “Look Fors” document is intended to:

- Reduce confusion; and
- Promote inter-rater reliability of the form (i.e., all users are using the form to evaluate student teachers the same way).

**Please NOTE:** We are not allowed to share this document with Interns.



# What is the Triad Conference?

- ▶ The TRIAD meeting
  - ▶ Includes the university supervisor, the cooperating teacher (mentor), and the student teacher (intern).
  - ▶ Ensures the perspectives of each member of the team are taken into consideration when evaluating the student teacher using the CFAST Form.
  - ▶ Occurs twice: Formative Mid-term and Summative Final





# When does the Three-Way Conference occur?

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## The CCAST Form is intended to:

- Accurately reflect the ST performance at the **middle** and the **end** of the student teaching experience.
- Provide **formative feedback** to the student teacher.

## The CCAST Form is used:

- At any time during the student teaching experience, but it may be **particularly useful in preparing for the midterm and final** Three-Way Conferences.





# How Should Each Participant Prepare for the Conference?

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Each team member involved in the evaluation process should bring:

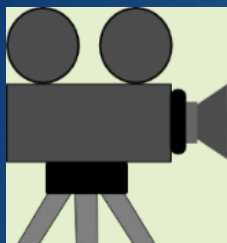
- A suggested score
- Evidence to support his/her score

Instructional Delivery				
Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
H. Digital Tools and Resources	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> <li>3. Extend learners' understanding of concepts</li> </ol>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> </ol>	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson  AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) AND Technology is available in the setting  OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson  OR C. Does not discuss technologies AND Technology is not available in the setting
EVIDENCE	<ul style="list-style-type: none"> <li>• I have observed Tammy's students using the Smartboard (e.g., the volcano lesson, the igneous rock lesson) in a way that was relevant to the learning objectives/targets of the lesson.</li> <li>• In one of our post-lesson conferences, she described how she developed an online study tools for her students to use to demonstrate their knowledge/skills of volcanos/igneous rocks.</li> </ul>			

In addition to self-assessing his/her progress the **Student Teacher** should:

- Complete the "Goals" section of the CFAST Form
- Refine his/her goals after discussion with the Supervisor and Mentor Teacher at the Three-Way Conference





## Let's Look at What Conversations May Look Like in Two Mock Three-Way Conferences.

Situation	Website Link
Example #1: A team member indicating s/he has not had an opportunity to observe the student teacher demonstrating evidence for a specific skill	<a href="https://youtu.be/A39KGYMjYIQ">https://youtu.be/A39KGYMjYIQ</a>
Example #2: The ST indicating s/he has not had the opportunity to demonstrate a particular skill	<a href="https://youtu.be/VMJT738RMyw">https://youtu.be/VMJT738RMyw</a>



# CFAST SUBMISSION PROCEDURE

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During 3-way conference, University Supervisor records consensus scores and discussion notes on rubric sheet and provides copy for teaching Intern via Taskstream.



**Post-Conference:** Supervisor submits scores to Taskstream - CSU's online platform for licensure portfolios.



Interns will receive email notification when scores are submitted.



# Additional Information

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## Office of Field Services (OFS) Contacts

- Director: Anne Price [a.e.price@csuohio.edu](mailto:a.e.price@csuohio.edu)
  - Placements
  - Policies
  - Student Concerns
- Admin. Coordinator: Aimee Furio [a.furio15@csuohio.edu](mailto:a.furio15@csuohio.edu)
  - Policies
  - Mentor Data Sheet
  - Payment Information
- General OFS Email: [ofsassistant@csuohio.edu](mailto:ofsassistant@csuohio.edu)
- **Mentor Payments:** At the end of each semester, mentor payments are made to the district. Districts then disperse payments to the mentor teachers.



On ZOOM:  
EVERY TUESDAY FROM 2:30pm -  
4:30pm



# Questions





CSU

Thank You!

Office of Field Services, Cleveland State University