

Grambling State University College of Education Mentor Teacher Orientation

February 9, 2021
4:00 p.m. Microsoft Office 365 Teams Meeting
Dr. Patricia P. Johnson, Facilitator

Greetings and Introductions

- ▶ Interim Dean
- ▶ Interim Department Head
- ▶ OPLE Director
- ▶ Residency Coordinator
- ▶ Faculty
- ▶ Guests

Opening Comments

- ▶ Dr. Obadiah Simmons, Interim Dean
 - College of Education

- ▶ Dr. Cheyrl Ensley, Interim Department Head
 - Department of Curriculum and Instruction

OPLE Overview

- ▶ Field and Clinical Experience Overview
- ▶ CAEP Expectations
- ▶ Standard 2: Clinical Partnerships and Practice
- ▶ *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

▶ See [CAEP Standards](#)  Adobe Acrobat Document

CAEP Standard 2.1

- ▶ **Partnerships for Clinical Preparation**
- ▶ 2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

CAEP Standard 2.2

- ▶ **Clinical Educators**
- ▶ 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

CAEP Standard 2.3

- ▶ **Clinical Experiences**

- ▶ 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Roles and Responsibilities

Partnership Roles

- Student Teacher/Intern/Resident
- University Supervisor
- School Principal
- Mentor Teacher
- District/University
- OPLE/Residency Coordinator

(See Handbook pages 7–13)



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Document

Placements

- ▶ District Liaison and OPLE Director
 - Residency School Sites
 - Mentor Teachers
 - School Principals

- ▶ Department of Curriculum and Instruction
 - University Supervisors

(See [GSU District Partners](#))



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Document

Year-Long Residency

- ▶ Residency I Fall Semester
 - ED 452 Advanced Seminar Methods-Elementary
 - ED 453 Advanced Teaching Methods-Secondary
- ▶ School and Mentor Teacher Assignments
- ▶ Residency II Spring Semester
 - ED 455 Student Teaching
 - ED 427 Classroom Management

Reporting

- ▶ Data Forms:  Adobe Acrobat Document
- ▶ Observations / Evaluations
 - Danielson Framework for Teaching:  Adobe Acrobat Document
- ▶ Dispositions:  Adobe Acrobat Document
- ▶ Grades:  Adobe Acrobat Document

GSU Danielson Rubric

- ▶ Three Observations/Evaluations Required
- ▶ Purpose
 - Evaluating Resident Progress
 - Assisting Teacher Candidate with Professional Growth
- ▶ Clinical Supervision Model
 - Pre-Conference; Observation; Post-Conference

Reporting Dates

- ▶ February 9, 2021 Orientation
- ▶ February 12, 2021 Observation #1
- ▶ March 12, 2021 Observation #2
 - Mid-term Evaluation
- ▶ April 10, 2021 Observation #3
 - Final Evaluation

Seminar Sessions Spring 2021

- ▶ **Wednesdays at 4:00 p.m. Online/Virtual PD**
 - January 20, 2021 Residency/Taskstream Orientation
 - January 27, 2021 Teaching Plans Due
 - Using Technology/Co-Teaching
 - February 17, 2021 Graduation & Certification Requirements
 - Classroom Management
 - March 10, 2021 Case Study/Child Abuse/Diversity
 - March 24, 2021 Video-Taped Lesson Presentations
 - April 7, 2021 Impact on Student Learning Presentations
 - April 14, 2021 Digital Portfolio Presentations

Questions

