

Mid-Level Transition Point

The purpose of this paper and meeting is for the teacher candidate and faculty to talk about strengths, challenges, and goals for student teaching. The conference should be held the semester of methods or the semester before student teaching and the document will eventually go in the student teaching binder(s) for the cooperating teacher(s) and university supervisor(s) to read.

Teacher Candidate's Responsibilities	Faculty member's responsibilities
<p>In March or November, the teacher candidate should ask two faculty to participate in the Mid-Level Transition Point Conference. Faculty can include the teacher candidate's advisor, a methods professor, or another faculty member in the department or in teacher education. In SPED, ECE, and ELED the department makes the assignments.</p>	<p>Faculty members agree to participate.</p>
<p>Once the faculty have agreed, the teacher candidate should email Deb Ringham (Deborah.ringham@minotstateu.edu) to let her know which two faculty should be listed on the binder in Tk20.</p>	
<p>Set up a time and place so all three people can participate in the meeting together. Meetings typically take 20-30 minutes.</p>	<p>Faculty members agree to meeting time and place.</p>
<p>The teacher candidate should reflect on previous clinical experiences and write a paper. In this 4-6-page paper, you will reflect on your observation and practice in the mid-level clinical experiences. Refer to your journal and documented evidence of learning for examples and supporting details. The reflective paper should include:</p> <p>Describe how specific classroom procedures, classroom arrangements, and classroom rules effectively or ineffectively impacted instruction and student learning in your mid-level practicum experiences.</p> <p>Analyze the unique developmental needs of one or more students (use pseudonyms) in your small groups or classrooms and how you changed your instruction to support each student's unique developmental needs.</p> <p>Identify at least two separate instances in which you helped students approach proficiency in your</p>	

<p>content. Describe the specific content learned and the strategies used to engage those students in the learning process.</p> <p>Discuss how you assessed one or more students' (use pseudonyms) progress and how your assessment informed your ongoing instruction.</p> <p>Explain what you believe constitutes ethical behavior as a teacher. How does ethical behavior impact your teaching and actions both in and outside the classroom?</p>	
<p>The teacher candidate should upload the paper into the reflective paper tab in the Mid-level Transition Point Conference in TK20.</p>	
<p>The teacher candidate should reflect and write a paper that includes:</p> <p>Reflect on what you currently perceive as your three greatest strengths and three greatest challenges as an educator. Also, identify three goals you have for student teaching and the specific steps you will take to achieve them. Additionally, cite at least one reference from the related professional literature (e.g., book) that you will use to help meet your goals.</p>	
<p>The teacher candidate should upload this paper to the Goals and Action Plan tab in the Mid-Level Transition Point Conference in Tk20.</p>	
<p>Once both papers are uploaded, the teacher candidate should let the faculty members know that it is ready to read at least 48 hours in advance of the meeting. Teacher candidates should SAVE but not SUBMIT the binder.</p>	<p>Faculty members should read the paper in TK20 in advance of the meeting and score the student on the rubric. The papers will be located in the Field Experience tab in the semester in which methods was taken (i.e. Fall 2020) even if the meeting is taking place in Spring 2021.</p>
<p>At the meeting, the teacher candidate should orally summarize his/her strengths, challenges, and goals for the faculty members.</p>	<p>Both faculty members should read and rate the paper. One faculty member should log into the Mid-Level Transition Point binder in TK20 and type comments</p>

	<p>provided by faculty during the conference. Both faculty members should click the SAVE button and then the SUBMIT button once the conference is completed.</p>
<p>After making any necessary changes on the strengths, challenges and goals for student teaching, the teacher candidate should click the green SUBMIT button.</p>	
<p>The teacher candidate should upload the strengths, challenges, and goals for student teaching to the student teaching binder once the binder is created. The cooperating teacher and university supervisor will read them before the teacher candidate starts the student teaching experience.</p>	