



Mid Level Transition Point Form



Teacher Education Unit

The mid-level transition point meeting should include two faculty members (selected from the teacher candidate's advisor, a faculty member from the content area, a faculty member from teacher education, or the methods instructor for the discipline) and the teacher candidate **at the end of the semester in which methods is taken OR the semester prior to student teaching**. It is the teacher candidate's responsibility to schedule a time for the meeting and to prepare a 2-3 page paper that a) discusses the teacher candidate's self-perception of strengths and weaknesses in relation to teaching and b) sets at least three specific goals to work on during student teaching. The goals should include specific strategies and reference current and appropriate research literature. At least one week prior to the meeting the student should distribute the paper to both committee members. The teacher candidate should access his/her Mid-Level Transition Point binder, upload the reflective paper/goals statement under the "Goals" tab and ALSO complete the Mid-level transition point form (on a different tab), which asks them to rate the statements below on a scale of 1 (strongly disagree) to 4 (strongly agree). At the meeting, committee members should discuss the paper and also ask teacher candidates the reasons for their ratings on the form. **Once the student has selected his or her faculty members, please notify TAFP office so the binder can be sent.**

Ask teacher candidates reasons for the ratings they already assigned to the following items (record in feedback tab in TK20):

1. In the area of technology I am prepared for student teaching: _____
Reason for rating:

2. In the area of professional leadership I am prepared for student teaching: _____
Reason for rating:

3. In the area of diversity, I am prepared for student teaching: _____
Reason for rating:

4. Overall I am prepared for student teaching: _____
Reason for rating: