



External Advisory Meeting - May 10, 4:15 pm - 6:15 pm - Spring 2023
Addresses CAEP Standard 2

Agenda and Questions

1. Introductions - Sarah

a. Facilitators and Participants

- i. Facilitators** - Matthew Broda and Sarah Dunlap
- ii. Participants** - Cornerstone Elementary Mentors grades K-4 - (Kristen Smith, Laura Harbaugh, Cindy Williams, Morgan Foster, Joni Hiller)

2. Review of the EDUC10000 Final Disposition Form

B. We wanted to talk with our mentors about the final disposition form filled out at the end of the experience. We worked together to talk out dispositions that we didn't observe during this early field experience and added to a single-point rubric that will be more effective for our mentors and students. Based on the feedback, we developed a new evaluation and will pilot this in the fall of 2023.

EDUC10000: Final Evaluation Criteria and Descriptions

The single-point rubric below presents an alternative method for systematic grading. Instead of a traditional rubric, generally ranging from one to four, the single-point rubric has a single point demonstrating whether or not the student "meets expectations" (mastery) for each outcome. Anything that is not considered "meets" indicates that the student has not yet shown mastery of the specific objective. For each standard, students are coached toward mastery (Areas for Focus or Concern) or are directed to acknowledge exceptional skill (Evidence of Exceeding Expectations).

	<p align="center">Evidence of Exceeding Expectations (3)</p>	<p align="center">Meets Expectations (2)</p>	<p align="center">Areas for Focus or Concern (1)</p>	<p align="center">Row Score</p>
	<p>The descriptions to the right represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. There may be cases where you go above and beyond what is stated.</p> <p>Students - please share these successes below.</p> <p>Mentors - Please discuss any areas of advanced skill.</p>	<p>The descriptions below represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. These are foundational dispositions that signal readiness for more advanced fieldwork in education.</p>	<p>The descriptions to the left are indicators of expected mastery for an EDUC10000 student. In some instances, you are not exhibiting what is expected.</p> <p>Students - Discuss what skills/behaviors you are struggling with and your improvement plans.</p> <p>Mentors - Please discuss any areas of concern.</p>	

<p>1. Demonstrates Punctuality and Meets Obligations</p> <p><i>InTASC 9o CAEP R1.4 OSTP 7.1</i></p>		<p>The EDUC10000 student is on time for class sessions and field placements. This means being present when the field placement begins or just before, and stays for the entirety of the assigned time.</p> <p>AND</p> <p>In the rare event of an absence, the EDUC10000 student informs all parties (professor, supervisor, mentor) PRIOR to the start of the field placement. via personal message, not one delivered through a third party.</p> <p>AND</p> <p>In addition, the EDUC10000 student follows through with any obligations related to the field experience, including lessons or other activities agreed upon between you and your mentor.</p>	<p>—</p> <p>—</p>
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<p>2, Participation and Engagement in Classroom</p> <p><i>InTASC 3, 8 CAEP R1.3 OSTP 5.5</i></p>		<p>There are many ways an EDUC10000 student can demonstrate their ability to participate and engage. In this field experience, you should be able to regularly demonstrate all of the following:</p> <ul style="list-style-type: none"> ● Move around the room to engage multiple students and groups. ● Respond to the mentor's requests. ● Take the initiative (i.e., without being asked) to support students and their work. ● Be aware and scan the room for potential issues and take action. 	<p>—</p> <p>—</p>
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	<p>Evidence of Exceeding Expectations (3)</p> <p>The descriptions to the right represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. There may be cases where you go above and beyond what is stated.</p> <p>Students - please share these successes below.</p> <p>Mentors - Please discuss any areas of advanced skill.</p>	<p>Meets Expectations (2)</p> <p>The descriptions below represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. These are foundational dispositions that signal readiness for more advanced fieldwork in education.</p>	<p>Areas for Focus or Concern (1)</p> <p>The descriptions to the left are indicators of expected mastery for an EDUC10000 student. In some instances, you are not exhibiting what is expected.</p> <p>Students - Discuss what skills/behaviors you are struggling with and your improvement plans.</p> <p>Mentors - Please discuss any areas of concern.</p>	<p>Row Score</p>
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<p>3. Collaboration</p> <p><i>InTASC 10b</i> <i>CAEP R1.4</i> <i>OSTP 6.3</i></p>		<p>Collaboration speaks to your ability to become part of the classroom community. In this field experience, you should be able to regularly demonstrate all of the following:</p> <ul style="list-style-type: none"> • Make yourself part of the group. This includes not sitting on the outside edges of the room but sitting with the students and their desks or on the carpet. • Build positive relationships with the students and take time to learn and use their names. • Ensures students maintain the posted, stated, lived expectations for classroom behavior. • Ask questions about any policy or situation you are unsure about. 	<p>— —</p>
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<p>4. Responds Positively to Feedback and Constructive Criticism</p> <p><i>InTASC 9n</i> <i>CAEP R1.4</i></p>		<p>As your first experience in a classroom, we do not expect you to make all the right choices or be perfect in your actions. We do, however, hope that you can respond positively to feedback and constructive criticism. You are paired with exceptional mentors who have extensive insight and experience - their advice is priceless! In this field experience, you should be able to regularly demonstrate all of the following:</p> <ul style="list-style-type: none"> • Seek advice and feedback from your mentor. This may occur in person, or it could be electronically via email. • Follow through on feedback that is provided. If a mentor suggests a strategy, try it. It may not work the first time, but we are interested in you trying new approaches. • Be open and willing to engage all opportunities presented during the field experience. This does not mean you will be confident in all of the situations, and that is natural. 	
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	<p>Evidence of Exceeding Expectations (3)</p> <p>The descriptions to the right represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. There may be cases where you go above and beyond what is stated.</p> <p>Students - please share these successes below.</p>	<p>Meets Expectations (2)</p> <p>The descriptions below represent the skills and behaviors indicative of students who will be successful beyond EDUC10000. These are foundational dispositions that signal readiness for more advanced fieldwork in education.</p>	<p>Areas for Focus or Concern (1)</p> <p>The descriptions to the left are indicators of expected mastery for an EDUC10000 student. In some instances, you are not exhibiting what is expected.</p> <p>Students - Discuss what skills/behaviors you are struggling with and your improvement plans.</p>	<p>Row Score</p>
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	<i>Mentors - Please discuss any areas of advanced skill.</i>		<i>Mentors - Please discuss any areas of concern.</i>	
<p>5. Professional Appearance and Communication</p> <p><i>InTASC 9, 10</i> <i>CAEP R1.4</i> <i>OSTP 7</i></p>		<p>A school is a professional setting that has some stated and assumed professional practices. As an EDUC10000 student, you will be expected to:</p> <ul style="list-style-type: none"> ● Dress professionally for the classroom context and as defined by the College and district/school policies. Please note that your view of professional attire may differ from what the school expects. ● Maintain professional grooming standards that include clean clothes and hygiene (including combed/styled hair). In short, you need to look ready to teach, not like you just got out of bed. ● In addition to appearance, you are expected to maintain respectful relationships with your mentor and other members of the school community (principal, other teacher, etc.). This will take initiative on your part, showing an interest in them and their work. <i>Please remember, we are guests in this school and classroom.</i> 		

For additional reading on single-point rubrics, please see:

- Hashem, D. (2017, October 24). 6 Reasons to Try a Single-Point Rubric. Edutopia. <https://www.edutopia.org/article/6-reasons-try-single-point-rubric/>
- Gonzalez, J. (2014, May 1). Know Your Terms: Holistic, Analytic, and Single-Point Rubrics. Cult of Pedagogy. <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>
- Fluckiger, J. (2010). Single Point Rubric: A Tool for Responsible Student Self-Assessment. Teacher Education Faculty Publications, 5. <https://digitalcommons.unomaha.edu/tedfacpub/5>