

Mid-Level Transition Point – updated 11.21.23

The purpose of this paper and meeting is for the teacher candidate and faculty to talk about past clinical and practicum experience in order to identify strengths, challenges, and goals for student teaching. The conference should be held the semester before student teaching and the document will eventually go in the student teaching activities 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 an advisor, a methods professor, or another faculty member in the department or in teacher education. In SS, 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 in the activity in SLL.</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 (321L, 323L, and practicum) and write two papers:</p> <p>Paper #1 In this 4-6 page paper, you will reflect on your observation and practice in the mid-level clinical experiences (321L, 323L, and practicum). 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 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 content. Describe the specific content learned and the</p>	

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<p>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? Paper #2</p> <p>In this 2-3 page paper, you will 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>Note there are three excellent examples of the format for your strengths, challenges, and goals on our web page: https://www.minotstateu.edu/teu/current_students.shtml See Mid-Level Transition Point Conference</p>	
<p>The teacher candidate should upload both papers to the Mid-Level Transition Point Conference in SLL. Look for a class called ED 095 (a bunch of numbers) Mid-Level Transition Point Conference.</p>	<p>The papers will be located in an In Progress class in SLL called ED 095</p>
<p>Teacher candidate completes a short list of questions on their preparedness for student teaching and should SUBMIT the activity.</p>	
<p>Once the papers are uploaded, the teacher candidate should let the faculty members know that they are ready to read at least 48 hours in advance of the meeting.</p>	<p>Faculty members should read the papers in SLL in advance of the meeting and score the rubric.</p>
<p>At the meeting, the teacher candidate should talk about observations and insights from the mid-level clinical experiences and summarize strengths, challenges, and goals for the faculty members.</p>	<p>One faculty member must complete the Mid-Level Transition Conference Survey and Clinical Rubric Faculty form indicating that the candidate has provided evidence of being at emerging or proficient level in all the categories. If the</p>

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	<p>candidate is not at a proficient level, a plan should be included for supporting the candidate. If the committee suggests revisions, please have one faculty member type them in the Feedback. Once that is done, both must click the SUBMIT button. Any revisions should NOT be resubmitted.</p>
<p>The teacher candidate should revise the strengths, challenges, and goals (if necessary) and upload them to the student teaching activity in SLL. The cooperating teacher and university supervisor will read them before the teacher candidate starts the student teaching experience.</p>	