

Advisory Board Feedback

6/6/19

Comments and Suggestions

Incorporate into program- mock parent conference and mock parent phone calls, communicating in general, maybe some role-play

Provide in courses- knowledge of the different types of resources for student support and how to access student support resources

TPE 4- clarification (What does “use a range of communication lesson activities”, mean?)

TPE 5- clarification (What does specialist refer to; education specialist, psychologist?)

Like the 15 weeks of student teaching all together and not broken up- this allows for the building of their relationship

Like the clinical model we follow- it is long term and also helps with the relationship

Supervisors not being pushy and more flexible

Supervision scheduling- giving more options and the supervisors not setting dates, working in collaboration with the master teacher on setting dates and times

During meet and greet- provide a quick guide/ overview, benchmarks, expectations of the master teacher

Would like to know students work load- courses they are taking, assignments due for student teaching (deadlines)

Students felt like the lesson plans could not be altered- the lesson plans should not be “set in stone”- students not feeling like they could change the lesson plan

Would like students to have overview in regards to how they can recognize their own personal values and biases and how that may affect their teaching

There are many emotions that can come into play with one’s own values and biases

They were all thankful for the opportunity to work with our students, the master teachers learn from the students and can integrate what they learn from our students in their classroom, staying up to date with new trends

University of La Verne is much easier than other universities to work with; student teachers are much better prepared too!