## Introduction to TASKSTREAM Cooperating Teachers/Supervisors Training 11-08-23

### **LESSON 1: INTRODUCTION**

O What is Taskstream SLIDE 1

O Getting access to Taskstream SLIDE 2

O Roles & Responsibilities SLIDE 3

- Completing Student Teacher(s) Observations

- Completing Student Teacher and Cooperating **Teacher Information Form** 

- Approving Student Teacher(s) Time-sheet

**LESSON 2: HOMEPAGE** 

O Taskstream Homepage and Programs SLIDE 4 **LESSONS** 

Each underlined LESSON has been set up with a hyperlink directly to the slide(s).

### LESSON 3: HOW TO COMPLETE STUDENT TEACHER **EVALUATIONS 'ASSESSMENTS'**

O How to complete a student teacher evaluation

SLIDES 5-9

- Sign-in and select program
- Search options
- Search results
- Evaluate and score student teacher
- Submit evaluation final score

LESSON 4: LOGOUT/CONTACT

SLIDE 10 O How to logout

SLIDE 10 Contact information

SLIDE 10 O Navigating back to the homepage

# LESSON 1: INTRODUCTION

### WHAT IS TASKSTREAM

Taskstream is an assessment management system that uses **Direct Folio Response** (*DRF*) **tools** to define, organize, evaluate, and report assessments. These tools align with teacher preparation programs, state standards, and accreditation competencies requirements.

### The following TWO DRF TOOLS are used throughout the system:

- 1. **TEMPLATES:** These are tools that act like containers and have defined submission requirements and associated methods of evaluation.
  - Templates are titled using a customized document type descriptions

Example: Professional Experience Field Observation Form

- **2. PROGRAMS**: These are also tools used to distribute templates.
  - Programs are titled after teacher preparation program descriptions, department education 'or' an assessment

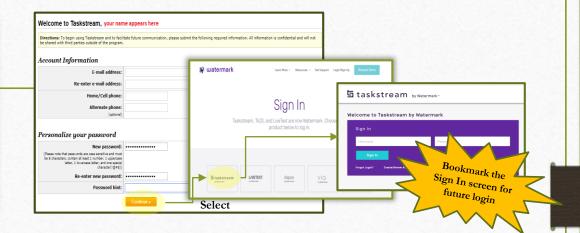
Example: Danielson Key Assessment DRF Program

### **GETTING ACCESS TO TASKSTREAM**

### **NEW** subscribers

Receive a Welcome to Taskstream by Watermark email containing USERNAME (LOGIN) and a link to complete an online account information form and create a personalized PASSWORD.

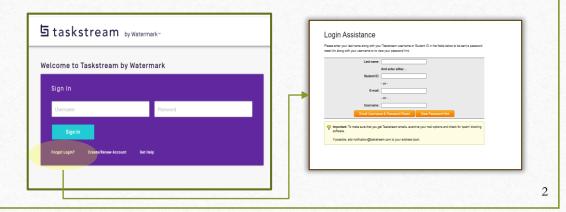
o This link is time limited and expires after 24 hours of receiving the email.



### **RETURNING** subscribers

Continue to use the same USERNAME (LOGIN) and PASSWORD.

- o If you do not remember your USERNAME and /or PASSWORD,
  - **SELECT** the FORGOT LOGIN and complete login assistance form



### ROLES AND RESPONSIBILITIES

Cooperating Teacher and Wagner College Supervisor are assigned as evaluators

### Responsibilities include:



### Completing Observations:

- The cooperating teacher and Wagner College supervisor are responsible for the following:
  - Schedule time together to discuss student teacher(s) observation.
  - Schedule time to meet with the student teacher and provide narrative feedback.
  - Complete a <u>formal evaluation</u> in our assessment system, Taskstream.
    - The assessment is aligned with our programs, state, and accreditation and is divided into the following <u>THREE areas</u>:
      - 1. Pedagogy
      - 2. Professional Indicators
      - 3. Student Teaching Culturally Responsiveness Form
        - Require a fill-in response.



### Completing the Student Teacher and Cooperating Teacher Information form:

The cooperating teacher meets with student teacher(s) during the first week of clinical placement and provides contact, school and license information to be added to the Student Teacher and Cooperating Teacher Information form.



### Approving Student Teacher Time sheet:

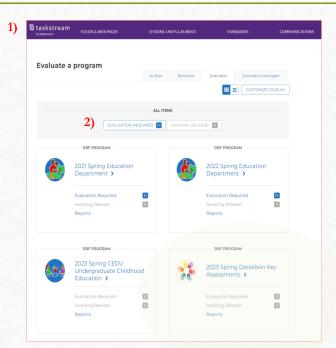
The cooperating teacher will also be required to approve and sign student teacher's clinical placement time sheet during the last week of placement.

## LESSON 2: HOMEPAGE AND PROGRAMS

### TASKSTREAM HOMEPAGE AND PROGRAMS

### The Homepage is divided into THREE SECTIONS

- 1) Top of the HOMEPAGE
  - ☐ Contains Taskstream logo, Username, Online Help, Logout.
- 2) Main section, displays DRF PROGRAMS
  - 'Evaluate a program'
  - □ **DRF PROGRAMS** are displayed as tiles or lists. The title describes the year, academic term, program title-assessment. Example:
    - 2023 Spring Danielson Key Assessments
  - Beginning of each term, a set of new DRF Programs are placed on the homepage for the semester.
- 3) Right side of your HOMEPAGE
  - O Provides quick access links to messages and announcements



### LESSON 3: HOW TO COMPLETE A STUDENT TEACHER EVALUTION 'ASSESSMENT'

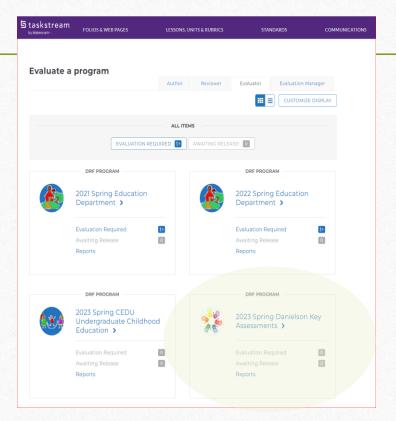
### **LET'S BEGIN!**

### HOW TO COMPLETE A STUDENT TEACHER EVALUATION

### Sign in Taskstream

STEP 1: SELECT, the current Danielson Key

Assessments DRF PROGRAM placed on the homepage (current term)



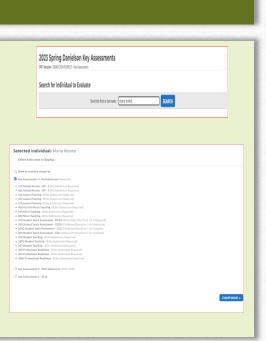
### **STEP 2: SEARCH FOR YOUR STUDENT TEACHER**

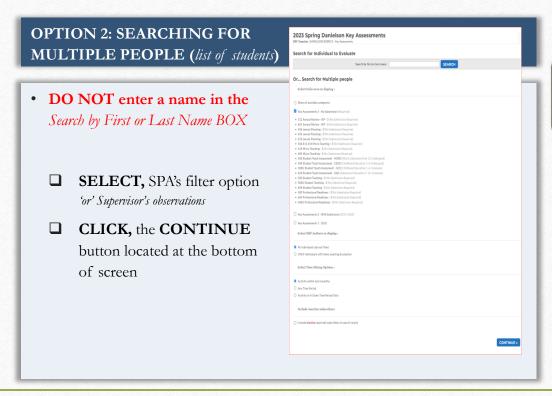
The DRF Program search screen has **TWO AVAILABLE SEARCH OPTIONS**:



### OPTION 1: SEARCHING FOR AN INDIVIDUAL (one student at a time)

- **ENTER** student teacher name in the Search by First or Last Name BOX
- **SELECT** Search button next to Search by Name BOX
  - ☐ A NEW search screen appears with the student name
  - SELECT, the Student Teach
    Assessment
  - Dutton located at the bottom of screen



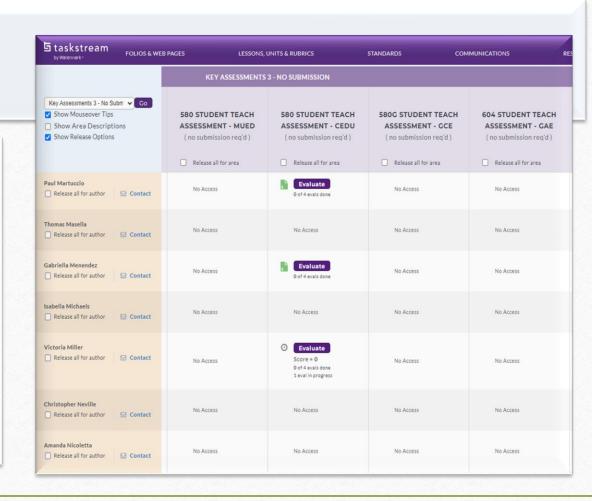


### **OPTION 2 SEARCH RESULTS DISPLAYED:**

**STEP 3: SCROLL** down list of student name(s)

on the left of the screen

- CLICK, student name
- **SCROLL,** across the grid of assessments (categories) from the student name
- **CLICK,** the EVALUATE (purple) button to open one the following assessment.
  - □ 580 MUED: Music Education Undergraduate
  - □ 580 CEDU: Childhood Education Undergraduate
  - 580G GCE: Graduate Childhood Education
  - □ 604 GAE: Graduate Adolescent Education



**EVALUATE 'SCORE' SCREEN APPEARS** 

STEP 4: CLICK, the BLUE 'SCORE WORK' button to begin the evaluation



The Evaluate / Score Work assessment aligned with state standard criteria and description assists in evaluating and scoring a student teacher's performance.

- Complete the Pedagogy and Professional Indicators
  - ☐ State standard appear on the left of page
  - Score rating criteria description appear across the page
    - **SELECT,** the criteria description (rating) that best describes the evaluation. (As you scroll across rubric rating it turns yellow. A final selection turns blue)
      - If standard does not apply,
        - ☐ CLICK on the (Not Applicable) N/A button, under score rating, next to the *Comments on this Criterion*
      - ENTER, any feedback for each standard in the *Comments on this Criterion*
- Complete the Cultural Responsiveness Entry form Do not leave any field blank.

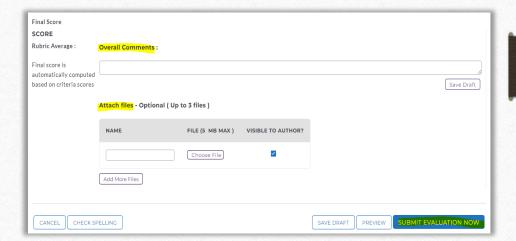
Evaluate/Score	- No Submission:	580 Student Teach	Assessment	MUED (Music Ec	lucation Prek-	12: Undergra	et)				
Author: Wagner College h	danager									100000000000000000000000000000000000000	
♥ The program creat	or added the follo	owing instructions	to help guide	your evaluation:							
Please complete ti											
2. Professional	Indicators - selec	le and description o ct the best scale and nter summary asses	description								
Welco     High E		d Assessment ig Environment digorous Instruction earning and Support		PROFESSIONAL							
				NOICATORS - Professionalism	Onwartefectory: 0 / FRSSs     The candidate's punchuality, appearance, speech, and/or behavior was other (3) near consistently inappropriate for a teather or (3) married by an incident of consequence in the preference of their facility and their facilities.			inic -1/PMGS-VES	2 Profesion - 2 / PASS: YES	3 Distinguished: 3 / FASS: 3	
Evaluate work using rubric "DANIELSON - STAM: STUDENT TEACH Assessment Model - Culturally Responsiveness"  (Vial Buleic							The candidate's punctuality, appearance, speech, and/or between some comparable to other teacher candidates with whom you have worked.		The cardidate's punctuality, apparance, speech, and/or being several configuration compared to other backer cardidates with whom you have worked.	The candidate's punctuality, appearance, speech, and/or behavior were exceptional compared to other teacher candidates with whom you have worked.	
PEDOGOGY:	NO NO		1 Bas			E (0.3): COMMENTS ON THIS CRITERION:					
					□ NA See Ores						
	SCORE (0-3):	COMMENTS ON	THIS CRIT	PROFESSIONAL INDICATORS - Openness to Learning from you.	O Unsatisfact	tery 0 / DAGS	11	usic 1/PASS-VSS	2 Profesions - 2 / DAGG-VES	3 Distinguished: 3 / 0455-1	
	Save Draft				The candidate was not open to learning from you in g. the candidate ignored your		learning	Edate was open to from you and effectively recovering	The candidate excelled at learning from one and effectively	The candidate was exceptional at learning from you and effect into	
Isa: Demonstrating Knowledge of Content and Pedagogy	Unsatisfactory - 0 / PASS: 1 Bas     NO		PROFESSIONAL NODCATORS - Engagement in your setting.	consistent of the profit confidence providence providen			HOUSEN CHRICKING AND A				
	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prereguidite knowledge important indicates in addicates.					N THUS C	* a 100 200 100 100 100 100 100 100 100 100			-	
	pre-requisite knowledge important to student learning of the content. The teacher displays little or ne understanding of the range of pediagogical approaches suitable to student learning of the content. The student learning of the process of the student learning learning learning learning learning learning learning learnin					The car setting effecti- reconsi- other to whom:	out Transco control Payers control of control and plan control - Transco Control of the control of the control - Transco Control of the control of the control		•		
				SCORE (0-3):	SCORE (0-3): COMMENTS O		- OB EPICIONI MI BORROS MINICON     - OB EPICIONI MI BORROS MINICON     - OB EPICIONI MI BORROS MINICON			• 6	
	SCORE (0-3):	ORE (0-3): COMMENTS ON THIS CRIT			See DOT			out the dampy from a fairning or four a fairning or a fairning of the control of			
	□ N/A Save Draft								H BEETE SALES STREET		-
le: Designing Coherent Instruction		tory - 0 / PASS:	ic-1/PASS; YES 2 Proficient -2/PASS; YES			Z/PA	MONT PROFESSIONS, 1644				
	aligned with the instructional materials outcomes, do not follow an instruction organized progression, are not designed to engage students in challenge,		e learning activiti re aligned with the all outcomes and moderate cognitive but with no	ne alignoste prog	and Most of the fearning a aligned with the instro- outcomes and follow progression suitable students. The learnin have reasonable time they represent signiff combine the fearning		mode Basing permission from more of Agency commission and more of the agency commission and more of the of Agency commiss			-	
				tion for different estructional grou				-010 stiffed boosts beautier date			• 0

### SUBMIT EVALUATION

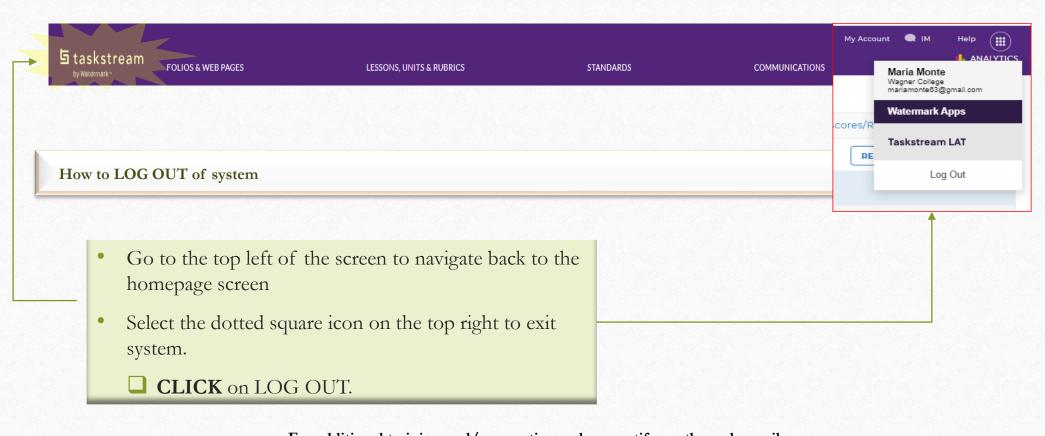
STEP 5: Go to FINAL SCORE section located at the end of the form

- ENTER, comments 'or' a summary of the evaluation in the Overall Comments section
- ☐ ATTACH FILE

  CLICK, the *Choose File* button to attach and upload the narrative observations completed throughout the placement.
- ☐ CLICK, on the SUBMIT EVALUATION NOW button, (located at the bottom right corner) to complete the evaluation.
  - O The system will navigate back to the **SEARCH RESULTS** screen
    - The EVALUATION button for the completed assessment changes to MET.
  - o Repeat the STEPS 1-5 for any additional student teachers.



### LESSON 4: HOW TO LOGOUT / CONTACT INFORMATION



For additional training and/or questions, please notify me through email:

maria.montaperto@wagner.edu

End of Training Thank you!