Office of Clinical Experiences Pairs Workshop

MSU Denver
School of Education

"Those having torches will pass them onto others" - Plato

× Warm Welcome

× Introductions

× Overview: Student Teaching Expectations

× Key Student Teaching Program Resources

× Relationship Building

× Planning for Teacher Candidate Engagement

× Co-Teaching

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WARM WELCOME

Mentor Teachers-

- Why did you become a teacher?
- What keeps you in the field of education?

Student Teachers-

- Why are you pursing teaching as a career?

OFFICE OF CLINICAL EXPERIENCES AND PARTNERSHIPS (OCEP)

- Director: Dr. Bryan Bohanan
- Coordinator: Andrea Barber (Elementary, Special Education, Early Childhood, and Culturally and Linguistically Diverse)
- Coordinator: Meghan MacNeil (K-12 and Secondary)
- Student Services Office Coordinator: Anthony Baker

Website: www.msudenver.edu/ocep

Email: ocep@msudenver.edu

OVERVIEW

Provide key resources to support collaborative planning for Teacher Candidate-Mentor Teacher partners

Offer an overview of expectations for Fall 2022 Student Teaching

SUPPORT FOR STUDENT TEACHERS:

We are here for you! Please do not hesitate to reach out.

- ✕ Mentor teacher(s)
- ✕ Office of Clinical Experiences and Partnerships (OCEP) ocep@msudenver.edu
- ✕ MSU Denver University Supervisor (*will be reaching out to you soon*)
- ✕ School and district administrators, coaches, and other instructional support teams…

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STUDENT TEACHERS' SCHEDULES:

✗ <u>Official Dates:</u>
- ✤ Start Date = January 17th
- ✤ End Date = *May 5th

✗ Student Teachers are engaged with the classroom "full days" 5 days/week

✗ Expected to follow assigned school and district calendar (including teacher professional development days, trainings, and conferences)
- ✤ MSU Denver Teacher Canidates do <u>NOT</u> have MSU Denver breaks
- ✤ Spring Break: Follow time off for K-12 district/school calendar, not MSU Denver's schedule

MENTOR TEACHER EVALUATIONS OF STUDENT TEACHER:

✕ In collaboration with the MSU Denver Supervisor, student teacher evaluations are on based on Colorado Teacher Quality Standards(CTQS):

   ❈ 1 mid-term evaluation by March 10th (Summative Assessment)
   ❈ 1 final evaluation by May 5th (Final Summative assessment)

✕ Evaluation of overall teaching, engagement and professionalism.

✕ Mentor Teacher Observation Tool

MDU DENVER SUPERVISOR OBSERVATIONS

- 3-4 observations across the semester (in person and at least one video observation via <u>TORSH Talent</u>)
- TORSH Talent will be utilized as an online tool for student teachers to submit video observations, receive feedback and coaching, and submit reflections and artifacts to their MSU Denver university supervisors.
- Teacher candidates will complete a data privacy and video regulation module via Canvas shell
- **Video permission forms must be signed and turned into Canvas order for OCEP to create a TORSH talent account for student teachers**
  - Procedures for these approvals have been agreed upon with the school districts, you must gain permission prior to recording.
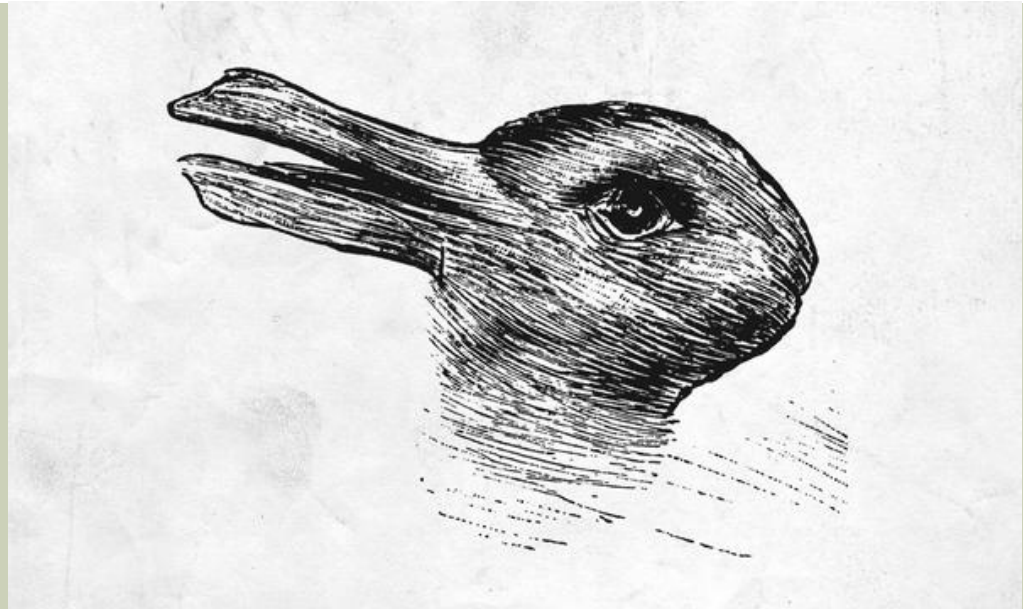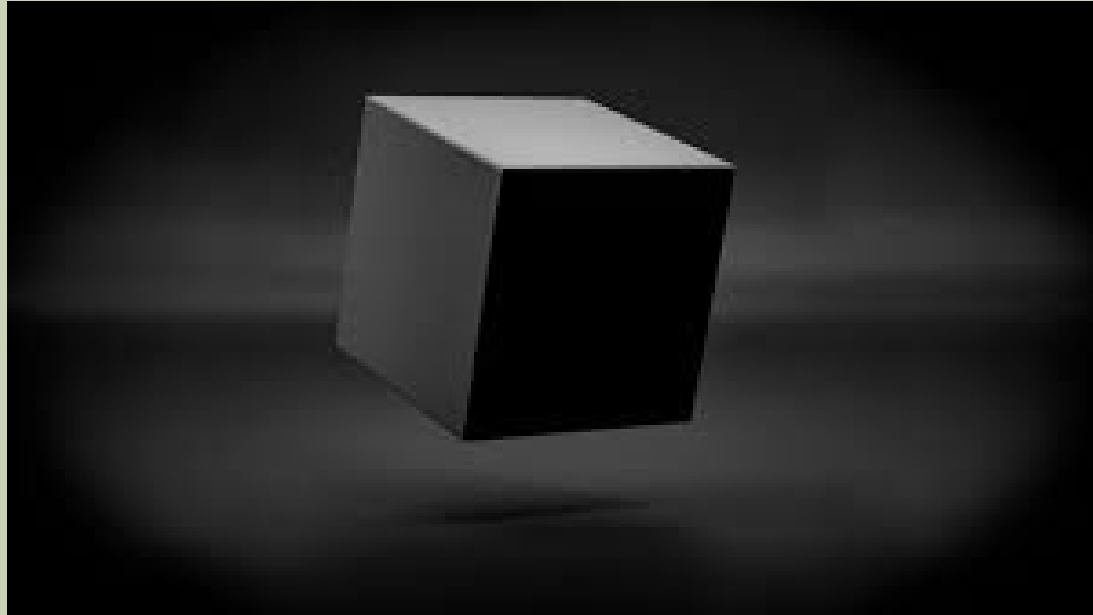
PLANNING FOR TEACHER CANDIDATE ENGAGEMENT

RELATIONSHIP BUILDING

Relationships are rooted in:

✕ Trust

✕ Respect/Reciprocity

✕ Communication

✕ Vulnerability

✕ Self-Awareness

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COLLABORATIVE DEVELOPMENT OF EXPECTATIONS FOR PARTNERSHIP

✕ Review & Discuss: Partnership Agreement #1-3

1. What is the role of the Student Teacher? Mentor Teacher?		
MSU Student	Mentor	Common Agreement

2. Mentors: If you have hosted a teacher candidate in the past, what has been most positive? Student Teachers: In field experience, what actions have cooperating teachers taken that have been most helpful to you?	
MSU Student	Mentor

3. How would you describe your working style?	
MSU Student	Mentor

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PLANNING FOR VARIED CONTEXTS:

- ✕ **Classroom management/learning environment:** setting up the classroom space.

- ✕ **Content readiness and delivery:** Demonstration of content expertise.

- ✕ **Professionalism:** Ability to reflect on practice.

- ✕ **Link to Traditional Gradual Release Planning Protocols:**
  - ❈ ECE/ELEM/single classroom SP.ED.
  - ❈ Secondary/multiple classroom SP.ED./K-12 16 weeks
  - ❈ K-12: 1st 8 weeks
  - ❈ K-12: 2nd 8 weeks

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NO STANDARD SCHEDULE OF GRADUAL RELEASE – WORK WITH SUPERVISOR FOR EACH CONTEXT

SIGNIFICANCE OF MENTOR TEACHERS

① Effective Mentor Teachers are critical to clinical experiences.

② Student teachers view student teaching as most important component in preparation and consider Mentor Teachers as <u>essential</u> to their success.

③ "Cooperating teachers are the most powerful influence on the quality of student teaching and shape what student teachers learn **by the way they mentor**" (Weiss & Weiss, 2001)

11 WAYS MENTOR TEACHERS PARTICIPATE IN TEACHER PREPARATION

- **Providers of feedback**
- **Gatekeepers of the profession**
- **Modelers of practice**
- **Supporters of reflection**
- **Gleaners of knowledge**
- **Purveyors of context**
- **Conveners of relation**
- **Agents of socialization**
- **Advocates of the practical**
- **Abiders of change**
- **Teachers of children**

Brodie, Cowling, Nissen, (2009), *Understanding participation: A literature review*

EFFECTIVE MENTOR TRAITS (JOHNSON, 2008)

① Sensitive to the <u>needs of beginning teachers</u>.

② Ability to <u>listen</u> (invite discussion).

③ <u>Communicate openly</u> (includes sharing struggles).

④ <u>Understanding</u> of diverse learning preferences & past experiences.

⑤ Restraint from <u>judgment</u> (use data to reflect).

⑥ <u>Model</u> continuous professional learning.

⑦ Shares understanding of state/national standards as well as district/school expectations and norms.
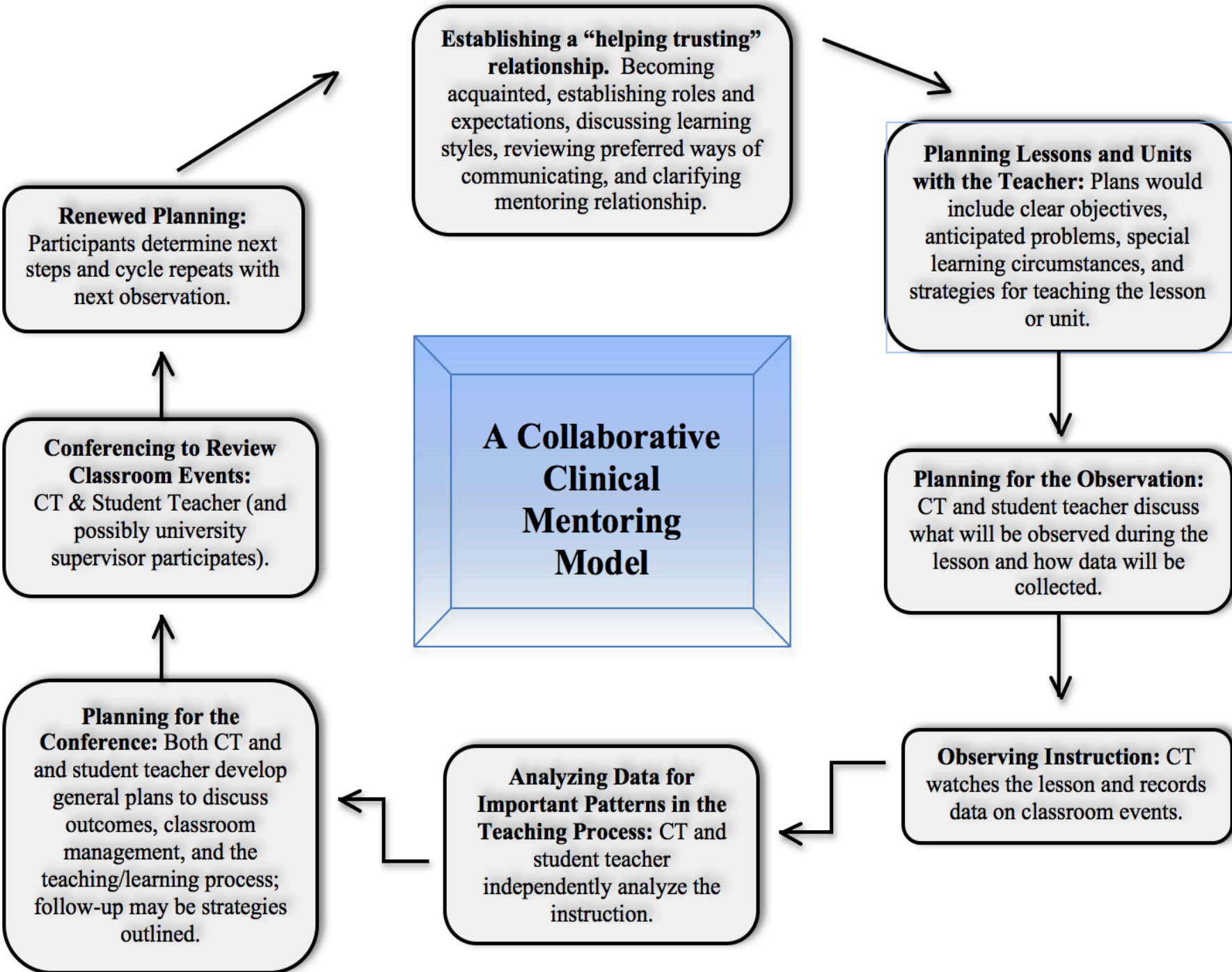
3 AREAS OF FOCUS

① **Domains of Support**

② **Clinical Mentoring Model**

③ **Co-Teaching**

Additional Resources Provided: Effective mentor traits; qualities of a high-performance mentor; providing feedback; high-leverage teaching practices; effective mentoring articles.

EFFECTIVE MENTORING:
4 DOMAINS OF SUPPORT

Physical	Emotional	Instructional	Institutional
• Help arrange, organize, and decorate the classroom.	• Engage in active and supportive listening.	• Establish a common language of instruction.	• Explain the school culture.
• Give a tour of the building.	• Conduct daily check-ins.	• Use a scale/tool to measure progress.	• Help establish a support network.
• Describe an average day at school.	• Validate the teacher's feelings.	• Help set appropriate growth goals.	• Provide further details and support around teacher evaluation process.
• Explain administrative procedures.	• Send encouraging messages.	• Mentor up the scale.	• Establish collaboration time with appropriate colleagues.
• Help prepare for 1st day of school.	• Enlist support from other teachers, administrators, and staff members.	• Give focused feedback.	• Share educational research.
• Demonstrate how to use school technology tools.	• Celebrate success.	• Analyze data and guide reflection.	• Help secure membership in educational organizations.
• Explain the procedure for substitute plans.	• Establish consistent times and means to communicate with one another.	• Provide opportunities to observe and discuss effective teaching.	• Facilitate involvement in extracurricular activities.
• Identify and help prepare for students with special needs.			• Foster relationships with co-workers.
• Explain the district's teacher evaluation system.			
• Help initiate communication with parents.			

Establishing a "helping trusting" relationship. Becoming acquainted, establishing roles and expectations, discussing learning styles, reviewing preferred ways of communicating, and clarifying mentoring relationship.

Planning Lessons and Units with the Teacher: Plans would include clear objectives, anticipated problems, special learning circumstances, and strategies for teaching the lesson or unit.

Renewed Planning: Participants determine next steps and cycle repeats with next observation.

A Collaborative Clinical Mentoring Model

Planning for the Observation: CT and student teacher discuss what will be observed during the lesson and how data will be collected.

Conferencing to Review Classroom Events: CT & Student Teacher (and possibly university supervisor participates).

Planning for the Conference: Both CT and and student teacher develop general plans to discuss outcomes, classroom management, and the teaching/learning process; follow-up may be strategies outlined.

Analyzing Data for Important Patterns in the Teaching Process: CT and student teacher independently analyze the instruction.

Observing Instruction: CT watches the lesson and records data on classroom events.

YOUR TASK

① **PAIRS:** Establish Co-planning time; Observation routine; & conferencing opportunities to provide feedback and reflect. **Complete #4-6**

② **Mentor Teacher Only:** Establish Co-planning time; Observation routine; & conferencing opportunities to provide feedback and reflect. **Brainstorm for #4-9** (complete with ST later)

③ **Student Teacher Only:** What instructional challenges can you foresee? **Complete #4,6,8 & 9**
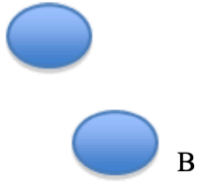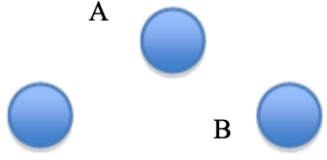
CO-TEACHING APPROACHES
(COOK & FRIEND, 1995)

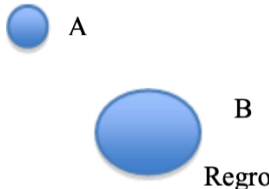1. **One Teach, One Support** *(or Observe)*
2. **Parallel Teaching**
3. **Station Teaching**
4. **Alternative Teaching**
5. **Team Teaching**

Key Points to Consider:

- Parity between educators – *switch roles often*
- Heterogeneous groups – *switch students often*
- *Use a variety of approaches!*

5 Co-Teaching Models

⭐ = Re-grouping opportunity

Co-Teaching Approach	Class Setup	Quick Definition
One Teach, One Support (OT/OS)	A ⬭ B — Whole Class	One teacher is in front of the class leading instruction. The other is providing substantive support (e.g., collection or dissemination of papers, setting up labs, classroom management). Both are actively engaged.
Team Teaching	A ⬭ B — Whole Class	Both teachers are in front of the class, working together to provide instruction. This may take the form of debates, modeling information or note-taking, compare/contrast, or role-playing.
Parallel Teaching ⭐	A ⬭ / ⬭ B — Regrouping	Both teachers take half of the class in order to reduce student–teacher ratio. Instruction can occur in the same or a different setting. Groups may be doing the same content in the same way, same content in a different way, or different content (Murawski, 2009).
Station Teaching ⭐	A ⬭ / ⬤ B ⬤ — Regrouping	Students are divided into three or more small, heterogeneous groups to go to stations or centers. Students rotate through multiple centers, though teachers may rotate also. Teachers can facilitate individual stations or circulate among all stations.
Alternative Teaching ⭐	⬤ A / ⬭ B — Regrouping	One teacher works with a large group of students, while the other works with a smaller group providing re-teaching, pre-teaching, or enrichment as needed. The large group is not receiving new instruction during this time so that the small group can rejoin when finished.

With author permission from: Murawski, W.W., & Spencer, S.A. (2011). Collaborate, communicate, and differentiate! Improving student learning in today's diverse classrooms. Thousand Oaks, CA: Corwin.

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APPROACH #1:
ONE TEACH, ONE SUPPORT *(OR OBSERVE)*

- Co-teachers can identify in advance what supports are necessary for students **OR** co-teachers can identify in advance what skills, method, behaviors, etc. are to be observed.

- One person would keep primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed OR observes.

ONE TEACH, ONE SUPPORT (OR OBSERVES) LOOKS LIKE...

Face to Face Setting

Teacher A

Leads Instruction

Whole Class
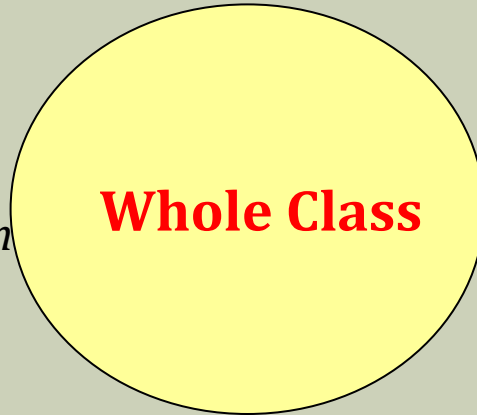
Teacher B

Provides Pre-planned Targeted Support or Collects Data

Virtual Setting

Teacher A

Leads Instruction

Teacher B

Collects Data on Class & Monitors

2 TEACH

APPROACH #2:
PARALLEL TEACHING

In Parallel Teaching,

- Teachers are both teaching the same information, but they do so to a divided class group.

- **When Parallel Teaching we can....**
   a. Teach the SAME material the SAME way.
   b. Teach the SAME material in DIFFERENT ways.
   c. Teach DIFFERENT material (and then possibly switch).

2TEACH

PARALLEL TEACHING LOOKS LIKE…

Face to Face Setting

Virtual Setting

Half of Class

Half of Class

Mentor Teacher

Student Teacher or Resident

Half of the Class

Half of the Class

2TEACH

APPROACH #3:
STATION TEACHING

Face to Face Setting

Virtual Setting

Small Group

Small Group

Small Group

Small Group

Small Group

Mentor Teacher

Student Teacher or Resident

2TEACH

APPROACH #4:
ALTERNATIVE *(DIFFERENTIATED)* TEACHING

- In most class groups, occasions arise in which small groups of students need specialized attention.

- In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

- Smaller groups can be used for enrichment, remediation, pre-teaching, to help absent students absent catch up on key instruction, assessments, etc.
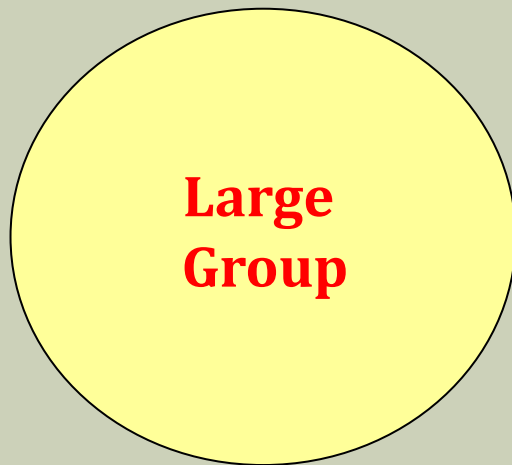
2TEACH

ALTERNATIVE TEACHING LOOKS LIKE...
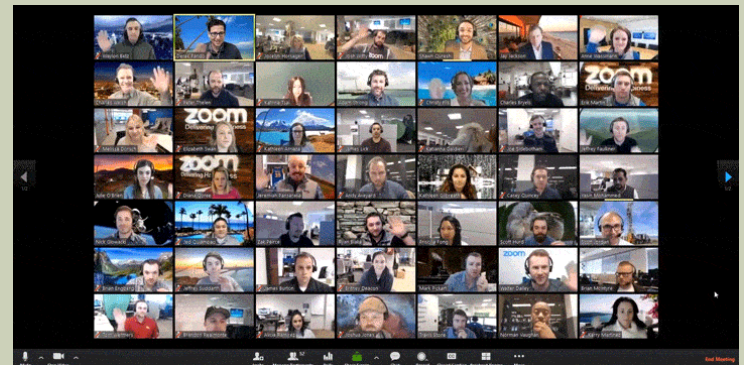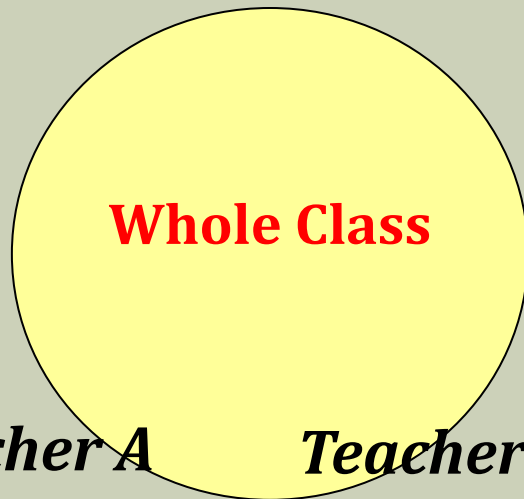
Face to Face Setting

Virtual Setting

Small Group

Large Group

Teacher A

Teacher B

2TEACH

Whole-Group

APPROACH #5:
TEAM TEACHING

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Both teachers share delivery of the same instruction to a whole student group.

Face to Face Setting

Whole Class

Teacher A   *Teacher B*

Virtual Setting

APPROACH #5:
TEAM TEACHING

Some simple support strategies:

- Develop nonverbal and verbal signals to communicate.

- Use questions of each other as a teaching strategy; play devil's advocate.

- Clearly define roles and responsibilities and identify transitions. Both are fully engaged in lesson delivery.

- Be planned and "present" as part of the "team."

YOUR TASK

① **PAIRS:** Over the first few weeks, what content will work well with the co-teaching models?

② **Mentor Teacher Only:** Over the first few weeks, what content will work well with the co-teaching models?

③ **Student Teacher Only:** What co-teaching models are you most comfortable? What types content can be taught using these models?

REFERENCES

- Brodie, E., Cowling, E., & Nissen, N. (2009). *Understanding participation: A literature review*. London, England: NCVO, IVR & Involve.

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- Odell and Huling (2000).*Quality Mentoring for Novice Teachers*. Joint publication: Washington, D.C.: Association of Teacher Educators and Indianapolis, Indiana: Kappa Delta Pi.

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- Weiss, E. M., & Weiss, S. (2001). Doing reflective supervision with student teachers in a professional development school culture. Reflective Practice, 2, 125–154.

SUPPORT FOR STUDENT TEACHERS:

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EXIT TICKET & ANNOUNCEMENTS

Mentor Teachers: Please provide brief feedback on potential topics for optional virtual Professional Learning sessions (rip from packet and leave on table)

Mentor Service Payments: The University is transitioning to a new payroll system and OCEP will provide updates

University Supervisors will be reaching out in the next two weeks if they have not done so already.

Thank You & Good Night !