Hosting a Student Teacher

Module 1: Introduction

Welcome... and thank you for hosting a Texas State student teacher!

Cooperating Teacher Learning Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Introduction</td>
<td>Training Introduction, Conceptual Framework, Student Teacher Support</td>
</tr>
<tr>
<td>02</td>
<td>The Danielson Framework for Teaching</td>
<td>The Danielson Framework for Teaching, Rubric Ratings, Supporting the Use of the Framework</td>
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<tr>
<td>03</td>
<td>Mentoring</td>
<td>The Coaching Continuum, The Multiple Roles of a Mentor, Mentoring as Collaborative Coaching</td>
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<tr>
<td>04</td>
<td>Roles, Responsibilities, and Resources</td>
<td>Roles and Responsibilities, Available Resources</td>
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</tbody>
</table>
Education is fundamental to a thriving democratic society.
7/3/2018

Student Teaching

Capstone field experience
14-week placement
"Students of teaching"
Danielson Framework
Texas Administrative Code
Supervised experience

Support System

College of Ed
OEP
ST Faculty
Student Teacher

Support System

College of Ed
OEP
ST Faculty
Student Teacher

Support System

College of Ed
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ST Faculty
Student Teacher
Module 2

01 Introduction
- Training Introduction
- Conceptual Framework
- Student Teacher Support

02 The Danielson Framework for Teaching
- The Danielson Framework for Teaching
- Rubric Ratings
- Supporting the Use of the Framework

03 Mentoring
- The Coaching Continuum
- The Multiple Roles of a Mentor
- Mentoring as Collaborative Coaching

04 Roles, Responsibilities, and Resources
- Roles and Responsibilities
- Available Resources
Module 2 Overview
The Danielson Framework for Teaching
- Framework domains and components
- Evaluation rubric and ratings
- Framework integration
- Using the Framework

The Danielson Framework for Teaching
Framework Domains and Components

Domain 1: Planning and Preparation
1a Demonstrating knowledge of content and pedagogy
1b Demonstrating knowledge of students
1c Setting instructional outcomes
1d Demonstrating knowledge of resources
1e Designing coherent instruction
1f Designing student assessments

Domain 2: Classroom Environment
2a Creating an environment of respect and rapport
2b Establishing a culture of learning
2c Managing classroom procedures
2d Managing student behavior
2e Organizing physical space

Domain 3: Instruction
3a Communicating with students
3b Using questioning and discussion techniques
3c Engaging students in learning
3d Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on teaching
4b Maintaining accurate records
4c Communicating with families
4d Participating in the professional community
4e Growing and developing professionally
4f Showing professionalism

Rubric Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>Indicates little to no evidence of effective component demonstration. Rubric adjectives include &quot;lack of,&quot; &quot;unclear,&quot; &quot;unsuitable.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
<td>Within this level, attempts are made, but results are inconsistent or minimal. Performance rubric descriptors include &quot;partial,&quot; &quot;generally,&quot; and &quot;moderate.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Describes the expected level of performance. Descriptors include &quot;consistent,&quot; &quot;frequent,&quot; &quot;successful,&quot; and &quot;smooth.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Distinguished</td>
<td>Indicates a classroom where the level of effective learning and teaching is &quot;solid,&quot; &quot;familiar,&quot; &quot;skillful,&quot; and &quot;preventive.&quot;</td>
</tr>
</tbody>
</table>
Rubric Ratings

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<thead>
<tr>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>Interactions mostly negative, inappropriate, or insensitive. Bullying, verbal, or physical conflict. Student Teacher does not deal with disrespectful behavior.</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
<td>Generally appropriate; occasional inconsistencies. Fairness, discrimination, or favoritism. Teacher demonstrates 3 to 4 behaviors that are respectful but not always consistent. Teacher may display neither warmth nor conflict.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Friendly with general caring and respect for students. Teacher demonstrates respect for students and their cultural backgrounds. At least 3 to 4 behaviors are respectful and consistent. Teacher displays warmth and conflict.</td>
</tr>
<tr>
<td>4</td>
<td>Distinguished</td>
<td>Highly respectful interactions; genuine warmth, caring, sensitivity, and respect for student-teacher interactions. Teacher demonstrates the highest level of respect and consistency. At least 4 behaviors are respectful and consistent. Teacher displays both warmth and conflict.</td>
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Framework Integration

**01 Planning and Preparation**
- Required lesson plan format is tied to the Framework
- Pre-conference focuses on planning and preparation components
- Reflections and observation feedback connects Domain 2 to instructional outcomes

**02 Classroom Environment**
- Classroom Visit and Classroom Background Study assignments
- Reflections and observation feedback connects Domain 2 to instructional outcomes

**03 Instruction**
- Ongoing observation of cooperating teacher
- Reflection on student work assignment
- Reflections and observation feedback connects Domain 3 to instructional outcomes

**04 Professional Responsibilities**
- Pre and Post-observation conferences
- Formal/Informal Observations and reflective discussions
- Pre-conference focuses on planning and preparation components
- Professional responsibilities assignment

Using the Framework

**Informal Support**
- Discuss teaching and plan together
- Use the language of the Framework in professional discussions
- Observe daily
  - Take note of strengths and areas of need
  - Regularly provide feedback and time for discussion
- Match strengths/needs to Framework components

**Formal Support**
- Formally observe at least 2 times prior to midpoint and 2 times prior to final evaluation
- Use the Framework-based Observation Form provided (recommended)
- Provide feedback using the Reflective Discussion Protocol
- Provide a copy of written feedback to the student teacher/faculty
Module 3

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03 Mentoring
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Module 3 Overview

Mentoring a Student Teacher
- The Coaching Continuum
- The multiple roles of a mentor
- Cognitive intentionality in professional practice
- Mentoring as collaborative coaching
Student Teacher Support

Cooperating Teacher

Student Teacher

The Coaching Continuum

<table>
<thead>
<tr>
<th>Non Directive</th>
<th>Collaborative</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Questioning</td>
<td>Directing</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Reflecting</td>
<td>Standardizing</td>
</tr>
<tr>
<td>Encouraging</td>
<td>Presenting</td>
<td>Reinforcing</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negotiating</td>
<td></td>
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Mentoring: Multiple Roles

The Friend

Presuppositions:
- We have a relationship
- The relationship is of value
- The relationship should be protected

Acts as advisor, confidant, shoulder to cry on.

The Parent

Presuppositions:
- I am wiser and more experienced
- There is a dependency relationship
- There is reciprocated caring

Acts as advisor, protector.
The Coach

Presuppositions:
- Each of us can provide resources
- We can figure this out together
- There are many ways to do this

Acts as a co-learner and cheerleader.

The Expert

Presuppositions:
- Expertise is hierarchical
- Authority is related to knowledge and skill
- There is one right way

Acts as an instructor.

The Boss

Presuppositions:
- I am responsible
- Power comes from this position
- I am required to direct and control

Acts as an authority.
Mentoring: Multiple Roles

Non Directive  

Collaborative

Directive

Non Directive  

Collaborative

Directive

Professional Learning and Reflective Practice

Unaware  

Aware

Unconsciously Unskilled  

Consciously Unskilled

Unconsciously Skilled  

Consciously Skilled

Student Outcomes

Unaware  

Aware

Accidental  

Possible

Magical  

Intentional

Reflective Practice

Reflective practice is . . .

- thinking about our work by examining evidence/data;
- asking ourselves and one another questions designed to surface our tacit understandings and beliefs; and
- critiquing, refining, and restructuring those understandings and beliefs to influence our future actions.


Mentoring = Coaching

“Coaching is the universal language of change and learning.”

-CNN

Module 4

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Module 4: Roles, Responsibilities, and Resources

Hosting a Student Teacher

Module 4 - Overview

Cooperating Teacher Roles, Responsibilities, and Resources

- Major roles and responsibilities
- Available resources

Key Documents

http://www.education.txstate.edu/oep
Mentoring Partnership

Roles and Responsibilities

➔ Training
➔ Mentoring
➔ Standard Experiences
➔ Evaluations

What do I need to learn?

Training
- Complete the Hosting a Student Teacher online modules (suggested).
- Review The Essential Handbook for Student Teaching.
- Attend an orientation meeting with Texas State Student Teaching Faculty.
What do I need to do?

Mentoring

- Welcome the Student Teacher to your classroom and begin building a trust relationship.
- Introduce/orient the Student Teacher to your classroom, school, staff, and district.
- Encourage and support the Student Teacher.

What do I need to do?

Mentoring

- Facilitate the professional learning and growth of the Student Teacher. This should include dialogue, regular co-planning, observation/feedback, and collaborative problem-solving.
- Plan for and facilitate the assumption of instructional responsibilities by the Student Teacher.

What do I need to do?

Mentoring

- Collaborate with Student Teacher to complete various Standard Experiences.
- Collaborate with Student Teaching Faculty to promote/monitor progress of the Student Teacher.
What specific assignments do I help with?

Standard Experiences
- Parent Letter (EC-6 only)
- Cooperating Teacher Interview and Class Background Study
- Total Teach / Instructional Timeline
- Student Work Reflection
- Midpoint Conference
- Final Evaluation Conference

How do I partner with Texas State?

Evaluations
- Collaborate with ST Faculty to determine ST progress during Midpoint Conference.
- Collaborate with ST Faculty to determine final evaluation ratings at end of placement.

Resources
http://www.education.txstate.edu/oep
A final thought...

Communication is KEY!

Thank you!