Hosting a Student Teacher

Module 1:
Introduction

TEXAS ★ STATE ®
OFFICE OF EDUCATOR PREPARATION

Welcome...

2

and *thank you*
for hosting a Texas State student teacher!
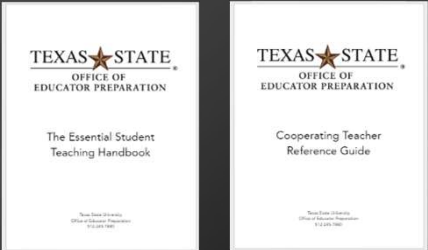

Cooperating Teacher Learning Modules

3

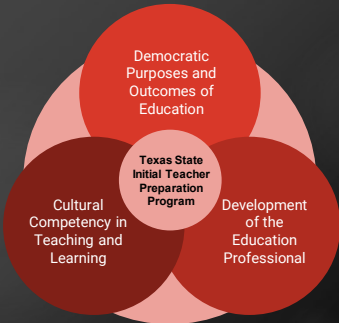| 01 | Introduction | • Training Introduction
• Conceptual Framework
• Student Teacher Support |
02	The Danielson Framework for Teaching	• The Danielson Framework for Teaching • Rubric Ratings • Supporting the Use of the Framework
03	Mentoring	• The Coaching Continuum • The Multiple Roles of a Mentor • Mentoring as Collaborative Coaching
04	Roles, Responsibilities, and Resources	• Roles and Responsibilities • Available Resources

Key Documents

4

TEXAS ★ STATE
OFFICE OF
EDUCATOR PREPARATION

The Essential Student
Teaching Handbook

Texas State University
Office of Educator Preparation
512-245-7880

TEXAS ★ STATE
OFFICE OF
EDUCATOR PREPARATION

Cooperating Teacher
Reference Guide

Texas State University
Office of Educator Preparation
512-245-7880

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

Conceptual Framework

5

Democratic Purposes and Outcomes of Education

Texas State Initial Teacher Preparation Program

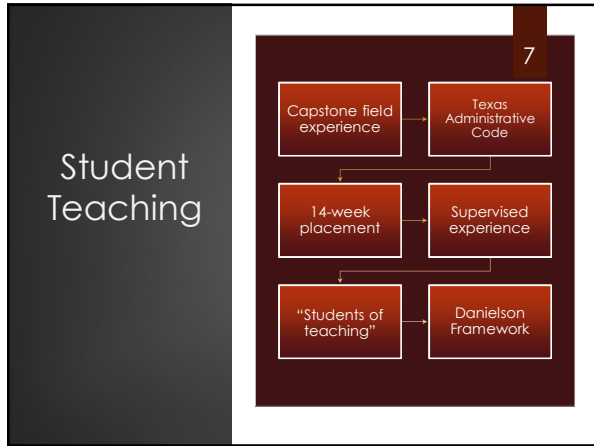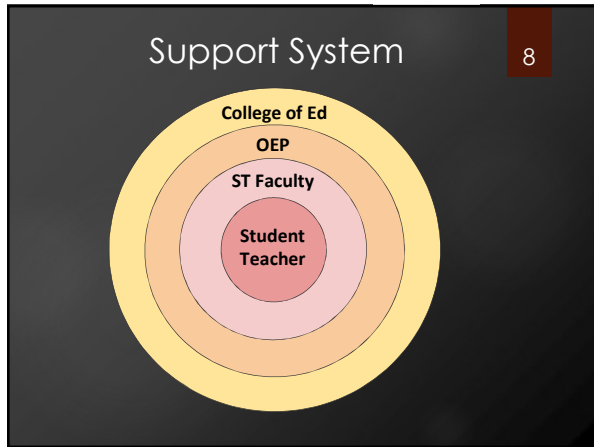Cultural Competency in Teaching and Learning

Development of the Education Professional

6

Education is fundamental to a thriving democratic society.

Student Teaching

7

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

Support System

8

College of Ed
OEP
ST Faculty
Student Teacher

Support System

9

College of Ed
OEP
ST Faculty
Student Teacher

College of Ed

10

OEP

ST Faculty

Student Teacher

Cooperating Teacher
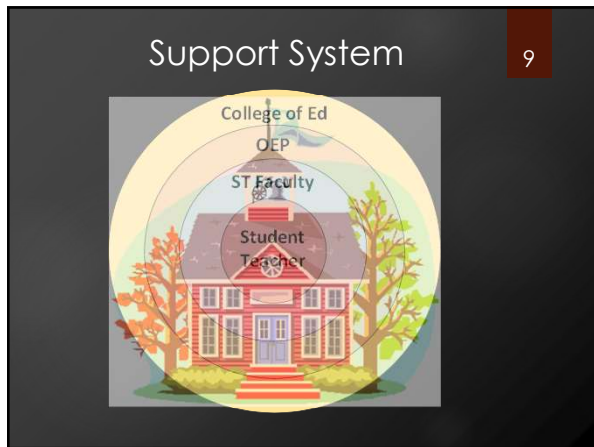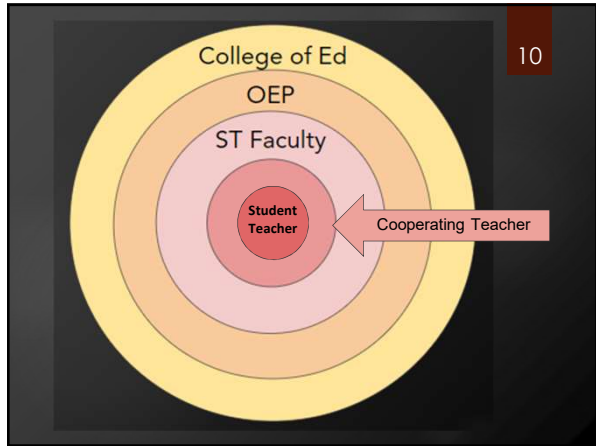
Module 2

11

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

Hosting a Student Teacher

Module 2:
The Danielson Framework
for Teaching
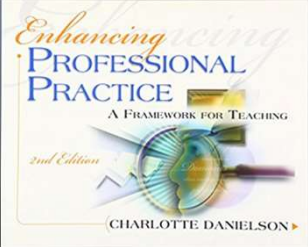
TEXAS ★ STATE ®
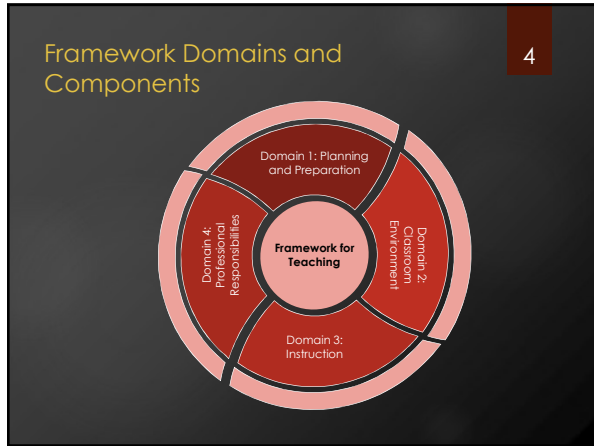
OFFICE OF
EDUCATOR PREPARATION

Module 2 Overview

2

The Danielson Framework
for Teaching
- Framework domains and components
- Evaluation rubric and ratings
- Framework integration
- Using the Framework

The Danielson Framework
for Teaching

3

Enhancing
PROFESSIONAL
PRACTICE
A FRAMEWORK FOR TEACHING
2nd Edition

CHARLOTTE DANIELSON ►

Framework Domains and Components

4

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Framework for Teaching

Domain 3: Instruction

Domain 4: Professional Responsibilities

Framework Domains + Components

5

Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
1a Demonstrating knowledge of content and pedagogy	2a Creating an environment of respect and rapport	3a Communicating with students	4a Reflecting on teaching
1b Demonstrating knowledge of students	2b Establishing a culture of learning	3b Using questioning and discussion techniques	4b Maintaining accurate records
1c Setting instructional outcomes	2c Managing classroom procedures	3c Engaging students in learning	4c Communicating with families
1d Demonstrating knowledge of resources	2d Managing student behavior	3d Using assessment in instruction	4d Participating in the professional community
1e Designing coherent instruction	2e Organizing physical space	3e Demonstrating flexibility and responsiveness	4e Growing and developing professionally
1f Designing student assessments			4f Showing professionalism

---

Rubric Ratings

6

Rating	Level	Criteria
1	Unsatisfactory	Indicates little to no evidence of effective component demonstration. Rubric adjectives include "lack of," "unclear," "unaware," "poor," and "unsuitable."
2	Basic	Within this level, attempts are made, but results are inconsistent or minimal. Performance rubric descriptors include "partial," "generally," and "moderate."
3	Proficient	Describes the expected level of performance. Descriptors include "consistent," "frequent," "successful," and "smooth."
4	Distinguished	Indicates a classroom where the level of effective learning and teaching is "solid," "seamless," "skillful," and "preventative."

Rubric Ratings

Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport		
Rating	Level	Criteria
1	Unsatisfactory	Interactions mostly negative, inappropriate, or insensitive. Sarcasm, put-down, or conflict. Student Teacher does not deal with disrespectful behavior.
2	Basic	Generally appropriate; occasional inconsistencies, favoritism, disregard for st's age, culture, developmental level. Sts rarely demonstrate disrespect. Uneven results for attempts to respond to disrespectful behavior. Neutral - displays neither warmth nor conflict.
3	Proficient	Friendly with general caring/respect. Respect for student teacher is shown, general respect/politeness among sts. Successful responses to student disrespectful behavior. Polite/respectful, but business-like.
4	Distinguished	Highly respectful interactions; genuine warmth, caring, sensitivity. Respect for student teacher is shown; sts contribute to high civility. Demonstrates connections to sts individually.

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 1 to instructional outcomes
02	Classroom Environment	• Classroom Visit and Classroom Background Study assignments • Reflection and observation feedback connects Domain 2 to instructional outcomes
03	Instruction	• Ongoing observation of Cooperating Teacher • Reflection on Student Work assignment • Reflection and observation feedback connects Domain 3 to instructional outcomes
04	Professional Responsibilities	• Pre and Post-Observation Conferences • Formal/Informal Observations and reflective discussions • Resume writing and Job Fair preparation • Professional Responsibility 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

10

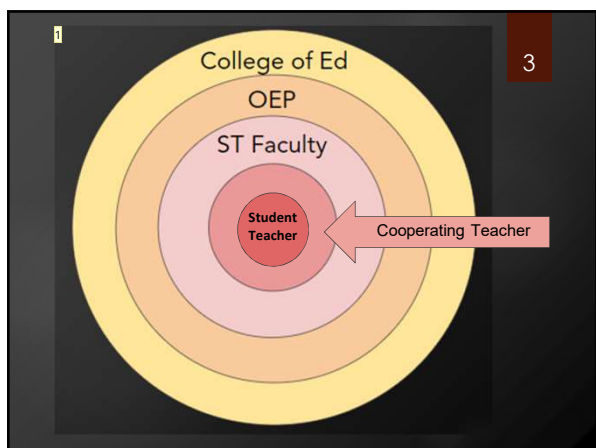| 01	Introduction	• Training Introduction • Conceptual Framework • Student Teacher Support
02	The Danielson Framework for Teaching	• The Danielson Framework for Teaching • Rubric Ratings • Supporting the Use of the Framework
03	Mentoring	• The Coaching Continuum • The Multiple Roles of a Mentor • Mentoring as Collaborative Coaching
04	Roles, Responsibilities, and Resources	• Roles and Responsibilities • Available Resources

Hosting a Student Teacher
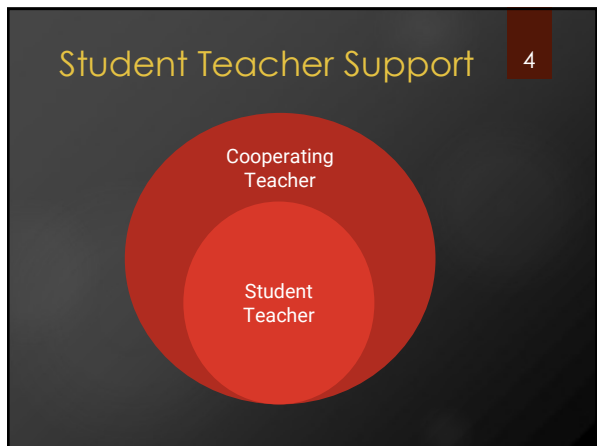
Module 3:
Mentoring

TEXAS ★ STATE ®
OFFICE OF
EDUCATOR PREPARATION

Module 3 Overview

2

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

1

3

College of Ed
OEP
ST Faculty
Student Teacher
Cooperating Teacher

Student Teacher Support
4

Cooperating Teacher

Student Teacher

Mentoring
5

MOTIVATE

MENTOR — COACH

LEAD BY EXAMPLE → SUCCESS? ← INSPIRE

VISION

TEAM WORK — TEACH

The Coaching Continuum
6

Non Directive	Collaborative	Directive
Listening	Questioning	Directing
Clarifying	Reflecting	Standardizing
Encouraging	Presenting	Reinforcing
	Problem Solving	
	Negotiating	

Adapted from Glickman, C. D. (1985). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon.

Mentoring: Multiple Roles

7

The Friend

8

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

9

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

Acts as advisor, protector.

The Coach

10

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

11

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

Acts as an instructor.

The Boss

12

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

Acts as an authority.

Mentoring: Multiple Roles

13

FRIENDS · COACH · PARENT · The Expert · BOSS

Non Directive · Collaborative
Directive

Professional Learning and Reflective Practice

14

	Unaware	Aware
Unable to do	Unconsciously Unskilled	Consciously Unskilled
Able to do	Unconsciously Skilled	Consciously Skilled

Adapted from Martin, S., Brennan, N., & Bergstrom, K. (1993). *Mentoring: A resource and training guide for educators*. Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands

---

Student Outcomes

15

	Unaware	Aware
Unable to do	Accidental	Possible
Able to do	Magical	Intentional

Adapted from Martin, S., Brennan, N., & Bergstrom, K. (1993). *Mentoring: A resource and training guide for educators*. Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands

Reflective Practice

16

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.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.* New York City, NY: Basic Books, Inc.

York-Barr, J., et al. (2006). *Reflective practice to improve schools: An action guide for educators* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction.* Mahwah, NJ: Lawrence Erlbaum Associates.

Mentoring = Coaching

17

"Coaching is the universal language of change and learning."
-CNN

Module 4

18

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

Hosting a Student Teacher
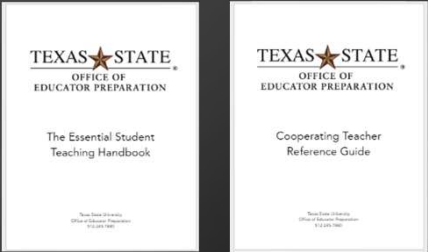
**Module 4:
Roles, Responsibilities,
and Resources**

TEXAS ★ STATE ®
**OFFICE OF
EDUCATOR PREPARATION**

Module 4 - Overview 2

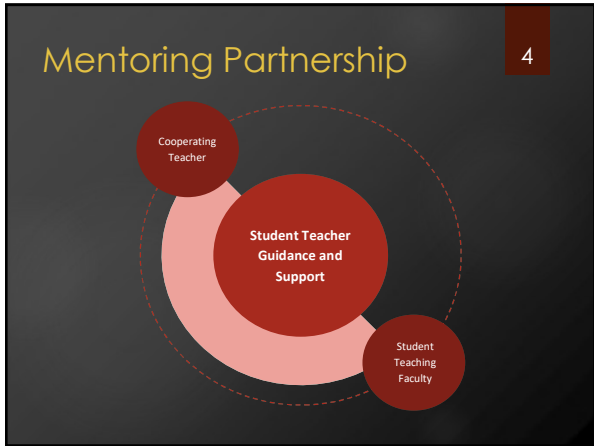Cooperating Teacher Roles,
Responsibilities, and Resources
- Major roles and responsibilities
- Available resources

Key Documents 3

TEXAS ★ STATE ®
OFFICE OF
EDUCATOR PREPARATION

The Essential Student
Teaching Handbook

Texas State University
Office of Educator Preparation
512.245.7880

TEXAS ★ STATE
OFFICE OF
EDUCATOR PREPARATION

Cooperating Teacher
Reference Guide

Texas State University
Office of Educator Preparation
512.245.7880

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

Mentoring Partnership

4

Cooperating Teacher

Student Teacher Guidance and Support

Student Teaching Faculty

Roles and Responsibilities

5

→ Training

→ Mentoring

→ Standard Experiences

→ Evaluations

What do I need to learn?

6

Training

- Complete the Hosting a Student Teacher online modules (suggested).
- Review *The Essential Handbook for Student Teaching.*
- Review *The Cooperating Teacher Reference Guide.*
- Attend an orientation meeting with Texas State Student Teaching Faculty.

What do I need to do? 7

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? 8

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? 9

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?

10

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?

11

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

12

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

A final thought...

13

Communication is KEY!

Thank you!

14