



# Partnering for Teacher Preparation

May 21st, 2020



# Webinar Engagement Tips

The screenshot shows a Zoom webinar interface with a dark background. At the top, the Zoom logo and window controls are visible. The bottom of the screen features a toolbar with various icons. Five callout boxes with arrows point to specific controls: a yellow box for the 'Mute' button, a green box for the 'Stop Video' button, an orange box for the 'Chat' button, a blue box for the 'End/Leave Meeting' button, and a grey box for the full-screen button in the top right corner.

The **'Mute'** button will allow meeting participants to silence themselves during the meeting. It may be helpful to mute your microphone during the webinar unless you are speaking.

The **'Stop Video'** button will allow meeting participants to stop or resume your camera.

The **'Chat'** button will allow meeting participants to receive messages and send a message to the entire group or a specific participant(s).

This button will allow meeting participants to enter or exit full screen.

The **'End/Leave Meeting'** button will allow meeting participants to exit the meeting.

Unmute Stop Video Security Manage Participants 4 Polls Chat Share Screen Record Breakout Rooms Reactions End Meeting

# Objectives

- To highlight the features and benefits of the residency year
- Create a school-university partnership
- Collaboratively design the residency experience:
  - How might we design a full year experience with a two teacher placement model?

# Agenda

- ❖ Introductions
- ❖ McNeese Residency Vision
- ❖ Year Long Residency Model
- ❖ Residency Partnership
- ❖ Reflect and Connect
- ❖ Proposed Next Steps

# Our Learning Commitments

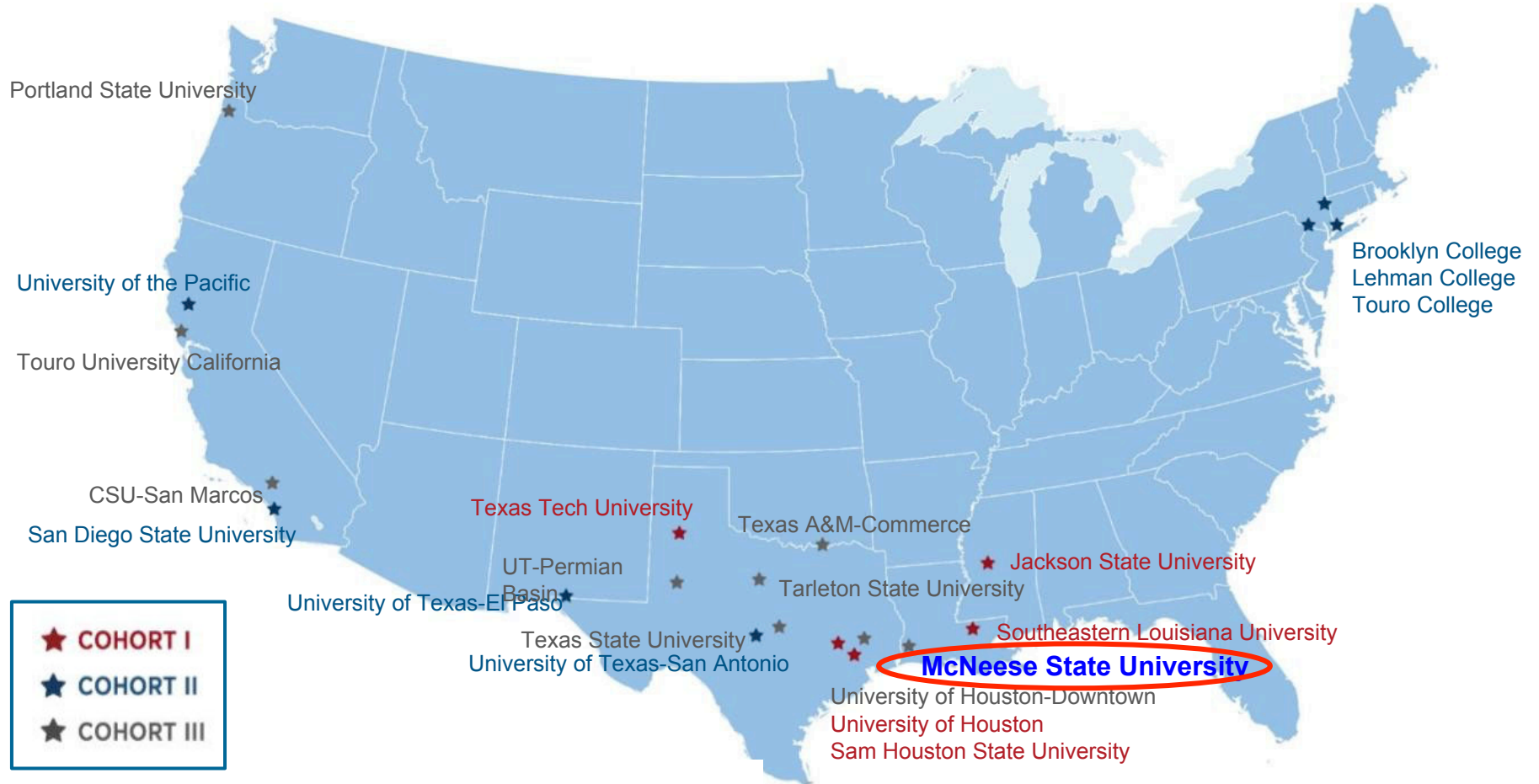
**To achieve our rigorous goals we will:**

- ★ Actively engage with reliability, relatability and respect
- ★ Honor one another by striving for equity of voice
- ★ Be respectful of perspectives and experiences
- ★ Push ourselves to name and reframe deficit thinking and speaking

# McNeese Residency Vision



# US PREP COALITION PARTNERS



# US PREP Model: A Focus on Preparing High Quality Teacher Candidates



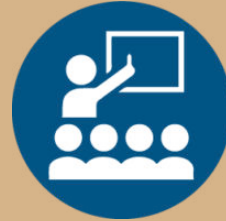
## QUALITY OBJECTIVE 1:

Programming builds teacher candidate competency to meet the needs of all students- especially our historically underserved students



## QUALITY OBJECTIVE 2:

Programming demonstrates commitment to using data for continuous improvement



## QUALITY OBJECTIVE 3:

Programming ensures teacher educators are effective in preparing novices to work with all students- especially our historically underserved students



## QUALITY OBJECTIVE 4:

Programming is responsive to PK-12 school systems and the communities they serve



# What does the Residency Offer?



A full year residency that provides hands-on clinical experience in a partner district classroom.



A Site Coordinator who serves as a coach and instructor for residents.



Selected and trained mentor teachers who provide coaching and support.



Continuous learning alongside a cohort of teacher candidate peers.



Professional connections to the partner school and district.



Participating in a co-teaching model for more engagement in class placement.

## **Benefit to the Candidates:**

- Experience a school year from start to finish
- See the developmental progression of children for the full year
- See how teachers establish classroom expectations throughout the year
  - Social/Emotional/Behavioral
  - Academic
- Replicate a first year experience under the supervision and support of a mentor teacher and Site Coordinator.

**Full Year  
Residency  
Experience**

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# The Site Coordinator

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# Traditional Teacher Preparation Key Roles



**The Faculty  
Member**



**The University/ Field  
Supervisor**



**The Mentor  
Teacher**



**The Teacher  
Candidate**

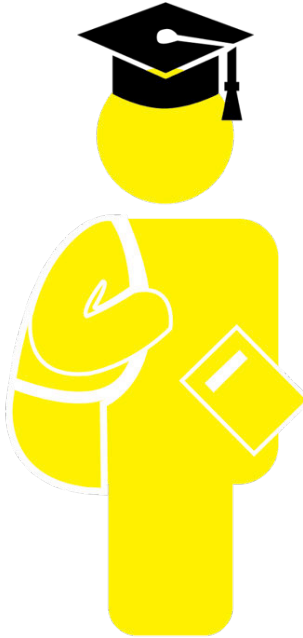
# Introducing a Few New Characters



The Faculty  
Member



The *Recruited &  
Trained* Mentor  
Teacher



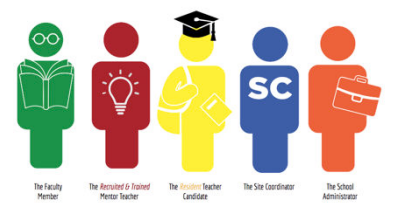
The *Resident*  
Teacher  
Candidate



The Site  
Coordinator



The School  
Administrator



# The Role of the Site Coordinator

Conducts performance assessments & walkthroughs

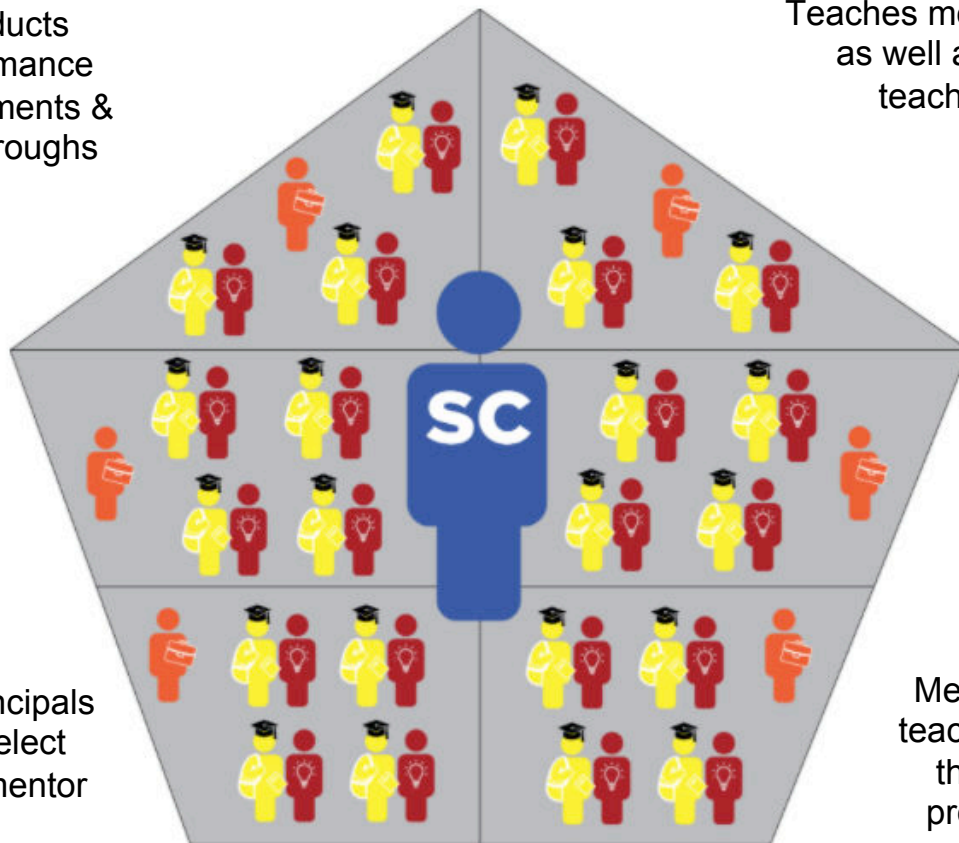
Teaches methods courses as well as a student teaching class

Provides ongoing feedback & coaching to teacher candidate

Facilitates quarterly governance meetings

Works with principals to carefully select and train the mentor teachers

Meets with mentor teachers quarterly in the semester to provide data and coaching support



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## **Co-Teaching Approach**

One Teach, One Assist

One Teach, One Observe

Team Teaching

Station Teaching

Alternative Teaching

Parallel Teaching

# A Gradual Release Co- Teaching Model

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# Co-Teaching Gradual Release

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
1-4	<ul style="list-style-type: none"><li>• One teach   one observe</li><li>• One teach   one assist</li><li>• Alternative teaching</li></ul>	<ul style="list-style-type: none"><li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li><li>• Co-plan and lead small group activities</li></ul>
5-9	<ul style="list-style-type: none"><li>• Above as well as</li><li>• Station teaching</li><li>• Parallel teaching</li><li>• Team teaching</li></ul>	<ul style="list-style-type: none"><li>• Co-plan and lead in <u>one</u> subject area or class period</li></ul>
10-15	<ul style="list-style-type: none"><li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>• Co-plan and lead in <u>two</u> subject areas or class periods</li></ul>
16-20	<ul style="list-style-type: none"><li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>• Co-plan and lead in <u>three</u> subject areas or class periods</li></ul>
21-30 and beyond	<ul style="list-style-type: none"><li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>• Co-plan and lead <u>all</u> subject areas or class periods</li></ul>





# **Selected and Trained Mentor Teachers**

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# Mentor Teacher Training

**Co-Teaching**

**Coaching**

**Data  
Informed  
Trends**

**POP Cycle**



## Benefits to your school:

- Missing any part of the year doesn't prepare teachers fully
- Helps them see the full picture and feel less overwhelmed
- Preparing teacher candidates by experiencing challenging situations
- Experience parent conferences mid year if students are struggling-how we partner to support parents and students (having difficult conversations)
- Report cards, records, etc.
- They do the work together, not extra in catching up teacher candidate
- Relationships that evolve throughout the year with students, parents, colleagues (different beginning and the end of the year)
- Challenging, like family and part of a team
- Seeing a different environment from what they may be used to
- Seeing the "real deal" and how it changes from one semester to the next
- Students and Teacher Candidates get attached to one another. Being at the same site all year they can stay connected

- \* Hosting a Teacher Candidate for a year-long clinical experience.

- \* Providing high-quality Mentor Teachers

- \* Attendance Governance Meetings

- Share and discuss data pertaining to the growth and performance of Teacher Candidates & P-12 students
- Provide feedback to McNeese for program improvement

- \* Welcoming the McNeese Site Coordinator onto your campus for walkthroughs and POP Cycle

- \* Help promote the vision



# What does McNeese Ask of You in Partnership?

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# Round Up



# Characteristics of a High Quality Hire

- +Demonstrate that they care about kids (answers, mannerisms)
- + Willing to go through the hard times, they persevere and learn
- +Receptive and reflective: we can help to build teacher capacity but they have to be willing to receive it. Be open in areas where you need to grow
- +Strong work ethic-willing to put in time. Open minded and willing to learn.
- +A match for what students and the team need
- +Reflective: sometimes the mindset that when we ask them to improve, they see it as they aren't getting the A+. Develop a mindset that everyone needs feedback-even the best can become better. Feedback helps us grow and be better.
- +Mindset: Understand that there will be challenges, particularly in schools that have additional challenges. It's not going to be perfect and that is okay if they learn and grow. Great teachers are developed.

# Requirements of the EPP

- Kindergarten and Grade 1-3 level experience
- Actual Residence
- POP Cycle and Walkthroughs: Site Coordinator, Mentor Teacher & Administrator
- Action Learning
- Site Coordinator involved
- Senior Performance Portfolio

With our Residency goals in mind, we will design a full year teacher candidate experience with a two teacher placement model.

- Scheduling
- Selecting mentor teachers
- Organizing collaboration
- Family involvement
- Participation in professional activities



# Example Pilot Timeline



# Proposed Next Steps:

In Governance: planning for training and supporting Mentor Teachers for the pilot year

- This work will be closely studied and will inform scaling Mentor Teacher training and support at future sites and districts

# Reflect & Connect:

<https://tinyurl.com/v24ubvh>

