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Collaboration in Student Teaching: A New Model

(Using a Co-teaching model to develop competent effective Master Teachers).

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- Cedarville University
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Collaboration in Student Teaching: A New Model

- Research shows how education students thrive when put into a good internship placement for not only their student teaching but all their clinical experience. Cedarville is moving to this model very quickly with placements with the same teacher for all the education student's experience.
- Being with a master teacher for all the clinical work in Education as well as the student teaching experience with this same teacher has proven to be invaluable. There is consistency, relationship building with both staff and students. It is based on a mentoring model and actually prepares the teacher education candidate with more than a year's worth of experiences with the same teacher and students. Education candidates are then known well by the school and many have secured jobs and have great success because they have had a continual experience in a school system that prepares them well. The students see every aspect of the education world from the in-service meetings in the late summer through the entire year. The students who are now finishing this program have nothing but good things to say about it.
- This workshop will show information on how to identify the master teachers in the schools and what the experience entails for them and the student as well. The collaboration works well in building relations between the schools, the community and the University.



The old adages say:

- Teacher Education programs make little to no difference in the preparation of effective teachers.
- New teachers who come with new ideas to implement in their classroom soon adapt to the culture of that school and become like a majority of the teachers.

Biblical Principle #1

- Luke 6:40
- When the student is fully trained; he will be like his teacher.
- How can we make sure our students are fully trained and teaching effectively?

Teaching like Jesus

- How did he model what He taught?
- How did he stimulate His students to think?
- How did he capture and keep his students attention?
- How did he react to various kinds of students?
- How did He illustrate what He taught?
- How did He vary what He taught?
- How did He relate his teaching to individual needs?
- How did He involve his learners in the teaching process?
- How did His teaching content differ from His contemporaries?
-
- Roy Zuck pg.14 Teaching as Jesus Taught

Teacher Effectiveness:

Research by John Hattie and Visible Learning Team 1,000 Meta-analysis, 50,000 studies, 240,000,000+ studies

- Student Expectation: 1.44 (Predicting how they will perform...Teacher pushes them beyond this through various strategies)
- Piagetian (Thinking skill development) 1.28.
- Teacher Credibility: .90
- Classroom Discussion: .82
- Feedback .75
- Teacher-Student Relationships: .72
- Meta-cognitive strategies .69
- Teaching Strategies .62
- Not-labelling students: .61
- Peer Tutoring: .55

Classroom Management: .52

Questioning: .50

Parental Involvement: .49

Engagement: .48

R.T.I. : .47 (Early Intervention for Success)

Cooperative Learning: .42

Surprising Low Scores:

Retention, Television, Ability Grouping, Change of Time/Calendar, Class Size, Teacher knowledge of Material

<https://s-media-cache-ak0.pinimg.com/736x/d4/d5/9d/d4d59dc3113cf4c5b041070e478b62c4.jpg>

Are there similarities between what research shows and how Jesus effectively taught?

Look for teacher's as well as students with these qualities or potential.

Train Teachers and Students to use the GRASPS model of assessing what a student knows, understands and is able to do with the material.

Performance Assessment: When constructing performance assessment tasks, it helps to use the acronym GRASPS:

G Real-world Goal

R Real-world Role

A Real-world Audience

S Real-world Situation

P Real-world Products or Performances

S Standards GOAL Provide a statement of the task.

Establish the goal, problem, challenge, or obstacle in the task.

ROLE Define the role of the students in the task. State the job of the students for the task.

AUDIENCE Identify the target audience within the context of the scenario. Example audiences might include a client or committee.

SITUATION Set the context of the scenario. Explain the situation.

PRODUCT Clarify what the students will create and why they will create it.

STANDARDS and

CRITERIA [INDICATORS] Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop them with the students.

Performance Tasks & Assessments . . .

often occur over time

. . . result in a tangible product or observable performance

. . . encourage self-evaluation and revision

. . . require judgment to score

. . . reveal degrees of proficiency based on criteria established and made public prior to the performance

. . . sometimes involve students working with others

Grasps Ideas

- G
- Design, teach, explain, inform, create, persuade, defend, critique, improve
- R
- Advertiser, illustrator, coach, candidate, chef, engineer, eyewitness, newscaster, editor, news show host, politician
- A
- Board members, neighbors, pen pals, travel agent, jury, celebrity, historical figure, community, school board, government
- S
- The context of the situation – Create a real life scenario.
- P
- Advertisement, game, script, debate, rap, banner, cartoon, scrapbook, proposal, brochure, slide show, puppet show
- S
- What success looks like: Scoring guide, rubric & examples

The Plan.....

- 1. Articulate an agreement with one or two school districts
- (Presently beginning to work with Xenia City Schools)
- 2. City and Township comprise about 4, 127 students K-12
- 1 High School, 1 Middle School, 5 Elementary schools,
- Other schools in district: 1 Catholic K-8 (176 students) school, 1 Christian School (Xenia Christian K-12- 400+ students) 1 Charter School (48) Alternative School (2 schools) Greene Co. Juvenile Correction Center, Greene Co. Vocational Schools (Will branch out to other schools once Xenia gets onboard.
- 22% minority, 43% Economic disadvantaged
- 26.3 College readiness
- State Ratings: Graduation Rate: D, Annual measurable objectives (Closing the Achievement Gap), F, Performance Indicators C,

The Plan.....

- Initiate Students to the Xenia School District through the Ed Profession Class and/or Teaching Diverse Students with supervision
- (teacher aide)
- Find “Master Teachers” who are willing to work with CU students, do Professional Development with CU. CU students would be with same teacher or teachers through their clinical methods, then to be followed by 16 week student teaching using the GRASPS model.

Collaboration: A working definition

- Collaboration is highly diversified teams working together inside and outside a company with the purpose to create value by improving innovation, customer relationships and efficiency while leveraging technology for effective interactions in the virtual and physical space.
- -Carlos Dominquez, Cisco Blog Sept.9, 2010
- Heaton's Rephrase for Education: Collaboration is working as a team inside and outside a classroom/school with the purpose to create authentic learning and Master teachers by improving innovative teaching strategies so that every child can learn, relationships will be built between the students, parents and the co-teaching team. This is done in an efficient way, including the use of technology for effective communication engaging all.

What model of Co-teaching will we use?

- Most common:
- either mentor teacher or our student takes lead role in instruction for new concept, while other feels free to interject w/ clarification or examples; both mentor teacher and student teacher facilitate small group instruction simultaneously, while other small groups work independently; either student teacher or mentor teacher takes lead role in classroom discussion, while other one assesses/tutors an individual student. We encourage all mentor teachers to take support role, and let our students take lead role once they have demonstrated confidence and competency w/ lead role.
- We do have an exit plan in place; if our student teacher is not a good fit for the mentor teacher. Occasionally, we have to deal w/ mentor teacher who does not want to give up control of their classroom, and we have to guide them in taking support role.

Pilot Student's thoughts

- Dr. Heaton,
- I had an extremely positive experience with the combined clinical/student teaching experiences at Fairmont High School. More than just the positives of having good students, faculty, and a supportive cooperating teacher.
- I greatly enjoyed knowing by student teaching exactly where my school was, what the usual daily schedule was (period breaks, lunch, planning periods, etc.), what my students' names were, and what my relationship with my teacher was going to be like.
- Having all this information as a foundation walking into the first day of student teaching was key to the success that I experienced during my final semester of undergrad.

I greatly appreciated the new structure of the program and truly believe that you should continue in this direction.

- Thank you for asking our opinion!
- God bless,
- - Roy Lowrie

Win-Win for both CUSoE, and XBoE & XCS

- Central Field placements of teacher candidates in Greene Co.
- Focused on improving P-12 student learning to avoid a limited exposure to misconceptions of pedagogical practice
- Understanding a single district's needs, demographics, and vision to implement theory into practice through SoE's curriculum.
- Assessment of candidate growth of the standards aligned with the Ohio Teacher Evaluation System (OTES) along with the research –based 19 High-leverage practice of effective teachers.
(<http://www.teachingworks.org/work-of-teacher/high-leverage-practices>)
- Increased man-power to provide better ratio of student to teacher for more differentiated instruction.
- Collaboration with SoE professors for additional insights and resources
- Participation in grants, research, and professional learning workshops for potential CEU hrs.
- Provide a Professor(s) in Residence within XCS buildings to interact with teachers and CU students for educational purposes.

Pilot Teacher's thoughts

- Mr. Heaton,

I would enjoy working with Cedarville again if possible. In regards to my thoughts on program I enjoyed working with a student teacher for several weeks prior to their teaching experience. I felt it created an opportunity to build a relationship and allowed (student's name deleted) to see what worked (more importantly what did not) in my classes and allowed him to start his student teaching experience with more confidence. The one thing I pushed with (my student) is expect honest feedback and sometimes that does not go over well. However, my student handled it well and understood my brutal honesty was to help our students and (him) grow into a solid teacher. Maybe you could develop a template for a weekly discussion and make it a push for teacher-student teacher to have an honest discussion on what is not only expected but also a standard of operation. Just a thought. Thanks.

Mr. J.W.

In Conclusion..... Ephesians 4: 12

- Though one may be overpowered, two can defend themselves. A **cord of three strands is not quickly broken**. A person standing alone can be attacked and defeated, but two can stand back-to-back and conquer. **Three** are even better, for a triple-braided **cord is not easily broken**.
- It's my belief that this biblical principle is a solid one to support this approach. The bond between the student and teacher is more solid as is the bond with both them and the supervisor.