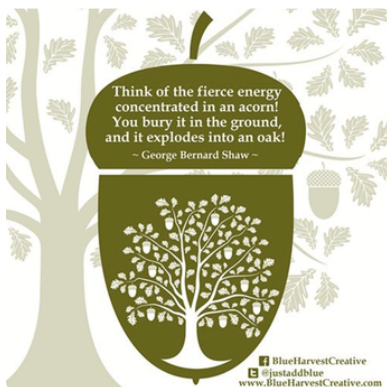


The Acorn

A Newsletter for CSB+SJU Cooperating Teachers

Volume 6, no. 10--Friday, January 26, 2024

Weeks 3-4 of student teaching



Growing, Nurturing, and Supporting CSB/SJU Student Teachers

The Acorn is a newsletter for the cooperating teachers working with student teachers from the College of St. Benedict/St. John's University. This publication is intended to help our cooperating teachers understand their roles and responsibilities as well as provide them with current research and best practice in working with student teachers. Additional information helpful to mentorship, pedagogy, and current issues in education is often

included.

A Message from the Director of Student Teaching

In the first few weeks of student teaching, it is typical that student teachers are wondering how they can be involved in the classroom, how much they can begin teaching, and when they can take on more responsibilities. It is also typical that cooperating teachers are hesitant to release teaching responsibilities until student teachers have "proven" themselves in some way.

Charlotte Danielson (1996) wrote, "the complexity of teaching can be daunting for those new to the profession. Teaching is one of the few professions in which novices must assume the same responsibilities as veterans in the field" (p. 55). While these words shared almost 30 years ago, reality hasn't changed. New teachers still enter classrooms with the same expectations as their veteran peers did a couple of decades ago. With that in mind, student teaching is designed to bridge the staged experiences of education coursework with the 'real-world' classroom. And, as cooperating teachers and supporters of student teachers, we can apply our own teaching strategies to help ease that transition.

When we introduce a new skill-based concept to our students, we do not expect immediate mastery or success. Consider the example of learning to drive. We wisely don't hand our five-year-



olds our car keys and have them drive to school. There are considerations for preparedness and a process to developing that responsibility. The children watch us drive over a period of time, having modeling from experienced drivers; they learn the 'rules of the road' through direct instruction and guided practice with corrective feedback. Eventually, they take the wheel, receiving suggestive feedback as they gain the independence to prove their capabilities on their own. We do this on a smaller scale in our classrooms with the gradual release of responsibility (Pearson & Gallagher, 1983; See *Gradual Release of Responsibility Diagram* below).

And, this same process can be used in working with student teachers. In the first few weeks of student teaching, student teachers can and should be observing teachers in the assigned classroom and throughout the school. The focused instruction serves as the material presentation where the student teacher is provided with access to new concepts and skills of teaching. With the cooperating teacher, the student teacher can then move into the guided instruction through co-teaching models (Cook & Friend, 1995). To begin, the cooperating teacher could help the student teacher master smaller parts of the teaching process using the "one teach, one assist" model (See *Co-Teaching Approaches* chart below).

As the student teacher's skills and confidence grow, collaborative practice could include station teaching, parallel teaching, alternative/differentiated teaching, and team teaching. During this time, opportunities to provide feedback can be authentic and timely (Podsen & Denmark, 2000; p. 75, 95). Although the co-teaching strategies are powerful teaching and learning models, we want our student teacher to be able to demonstrate independent practice; so, there should be a time where they solo teach and learn to traverse the complexities of the classroom on their own. Knowing there are moments where support is needed, cooperating teachers now serve as coaches and mentors providing suggestive feedback toward improvement (Henry & Weber, 2016; p. 16).

The excitement of our student teachers might incite us to be liberal in handing over the keys. Be encouraged to enjoy the drive together for a while as the student teacher develops a better understanding of the expectations and landscapes of this journey into the greater responsibilities of teaching. At the same time, allow them to take short trips on their own; given them chances to develop their confidence and competence!

References:

Cook, Lynne & Friend, Marilyn. (1995). Co-Teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*. 28. Doi: 10.17161/fec.v28i3.6852.

Danielson, C. (1996). *Enhancing professional practice: A Framework for teaching*. Alexandria, VA: ASCD.

Fisher, D. & Frey, N. (2013). *Better learning through structured teaching: A Framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.

Henry, M.A. & Weber, A. (2016). *Preparing for a student teacher*. Lanham, MD: Rowman & Littlefield.

Pearson, P. D. & Gallagher, M. C. (1983). The Instruction of reading comprehension. *Contemporary Educational Psychology*, 8. pp. 317-344.

Podsen, I.J. & Denmark, V.M. (2000). *Coaching and mentoring first year and student teachers*. Larchmont, NY: Eye on Education.

Coaching Adult Learners and Mentoring Student Teachers Requirements

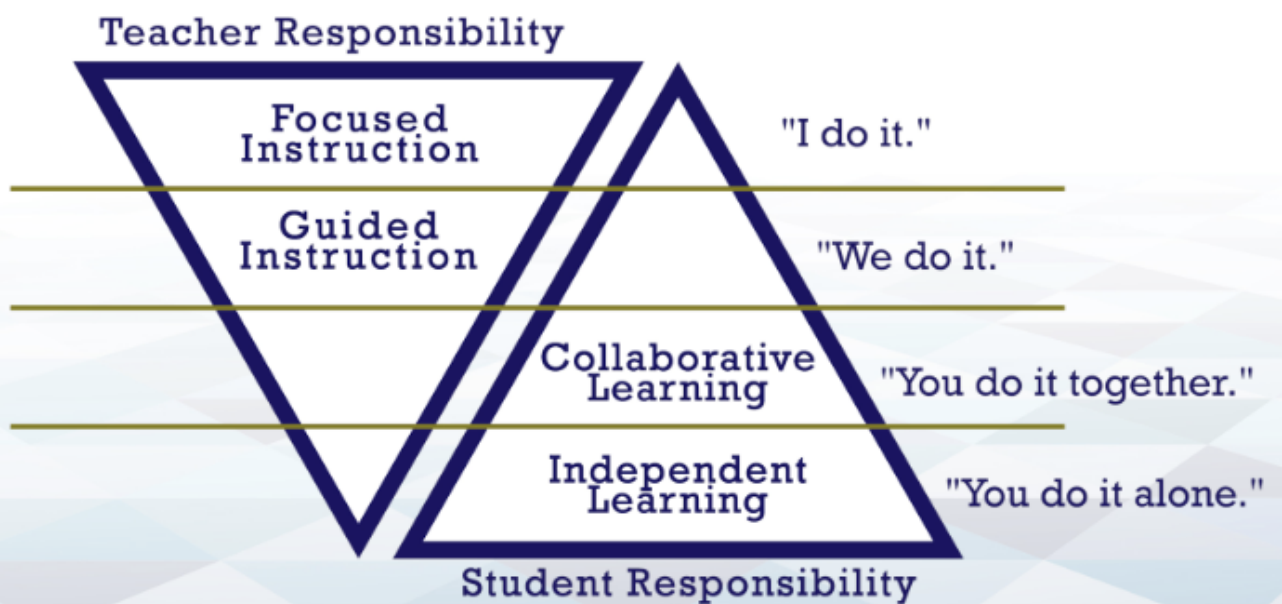
Effective July 1, 2022, all individuals who serve in the capacity of cooperating teacher or university supervisor for student teachers are required to complete training on coaching strategies for adult learners. To meet this PELSB and State requirement, CSB/SJU provides three options for cooperating teachers and university supervisors:

1. For members of Education Minnesota, complete the training through their professional development platform: <https://meaonline.educationminnesota.org/catalog/courses/1333521>

2. For members of the CSB/SJU student teaching community, complete the training with us using this link: [Coaching Adult Learners training](#)
3. For individuals who have completed training with another placing institution, provide evidence in the form of a CEU certificate or letter from the granting institution to the CSB/SJU Director of Student Teaching via email at jmeagher001@csbsju.edu

This training is required once every five years. A statewide system of reporting completion is in process to ensure all cooperating teachers and university supervisors who serve the state's student teachers have met this requirement. CSB/SJU will be reporting our completers to that entity each semester.

Thank you for your time and attention to this responsibility. The information you will glean from these trainings should be valuable to your role.



Co-teaching Models

- **One Teach, One Observe** One teacher presents the lesson while the other teacher observes and assists students as needed
- **One Teach, One Prompt** One teacher presents the lesson while the other teacher comments and encourages students to ask questions
- **Parallel Teaching** Both teachers present the same lesson to different groups of students within the same classroom
- **Alternative Teaching** Teachers present the same lesson to different groups of students within the same classroom, however the material is presented in different ways based on the needs of the children
- **Station Teaching** Teachers present different lessons and students rotate to each teacher
- **Co-Teaching** Teachers work together to present the same lesson – each equally participating in the instruction

Weeks Three and Four with Student Teachers

For Candidates in 12- or 16-week placements:

Week 3 with Students:

- Work with the student teacher in lesson planning (reviewing plans daily) and management design.
- Co-teach lessons throughout the day.
- Conduct [ONE FORMAL observation](#) and provide actionable feedback.
- Set goals for addressing improvement areas.
- Elementary: Allow the student teacher to solo teach 30-40 minutes per day and lead morning meetings/classroom routines adding time as the student teacher is ready.

Week 4 with Students:

- Model teaching, learning, and assessment for the student teacher
- Conduct informal observations and provide actionable feedback
- Co-teach in classes/subjects the student teacher is not leading
- Elementary: Allow the student teacher to fully teach in one subject, minimum

For Candidates in 8-week placements:

Week 3 with Students:

- Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.
- Review the student teacher's lesson plans
- Co-teach in subjects/classes the student teacher isn't leading
- Conduct [ONE FORMAL observation](#) with actionable feedback

- Elementary: Allow the student teacher to solo teach 30-40 minutes per day, adding more time as the student teacher is ready.
- Secondary: Allow the student teacher to teach at least one section of a course, building to two sections by the end of the week

Week 4 with Students:

- Model teaching, learning, and assessment for the student teacher
- Conduct informal observations and provide actionable feedback
- Co-teach in classes/subjects the student teacher is not leading
- Review the student teacher's goals and performance, setting new goals for the remainder of the placement
- Elementary: Allow the student teacher to teach building to half of the day
- Secondary: Allow the student teacher to teach up to two classes less than a full-time load, if the student teacher is prepared to do so

Quick Links

[CSB/SJU Student Teaching Handbook](#)

[Student Teaching Observations 2023-2024](#)

This observation/evaluation form should be used to complete observations throughout the placement. Six formal observations of the student teacher are required within the span of student teaching. We ask that you complete 6 for a 16-week placement, 5 in a 12-week placement, 3 in an 8-week placement, and 2 in a 5-week placement. The entire form does not need to be completed for each observation; however, by the end of the placement, each part should be addressed.

Additional Forms:

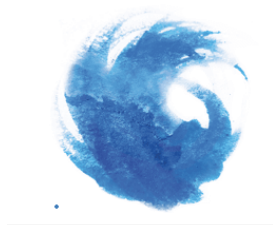
[Cooperating Teacher Information](#) (if not completed in the past three years)

[Feedback](#) (week 2 and as needed after)

[Cooperating Teacher's Final Evaluation of Student Teacher](#)

[Cooperating Teacher's Dispositional Evaluation of Student Teacher](#)

Great Resources for Teachers and Transformational Coaches—Focus on Co-teaching



Coaching Tools

Elena Aguilar and the Bright Morning team offer several resources to assist in coaching conversations and supporting others in their journeys toward



Co-teaching Resources

The Education Department at California State University--San Marcos created a great list of resources for co-teaching. Check it out [here](#).



Co-Teaching: How to Make it Work

Angela Peery with the Cult of Pedagogy shares ideas on how to make Co-teaching work effectively. Check it out her post [here](#).

transformation. Check them out [here](#).



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Jennifer Meagher

Jennifer is using Smore to create beautiful newsletters