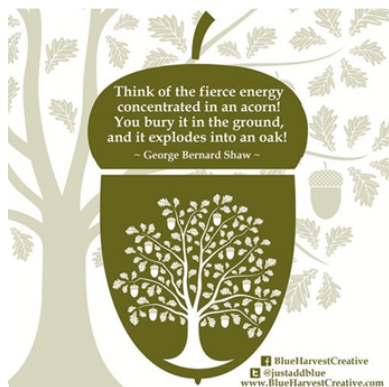


# The Acorn

A Newsletter for CSB/SJU Cooperating Teachers

Volume 5, no. 12--Friday, February 23, 2024

Weeks 7 & 8 for student teachers



## 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

### Reflection—The “R” of the CARE Model

Reflection has been overused in education such that its purpose can carry little meaning (Wetzel, Hoffman & Maloch, 2017, p. 41); however, in the CARE model, pre-service teachers are asked to reflect toward action rather than look back on experiences or choices. The CARE model shifts this and expands reflection to include reflecting into practice, in practice, on practice, for practice, and around practice. We will focus on the first two of these types of reflection.



Reflecting into and in practice exist in close proximity to lesson delivery. Reflecting into practice is the moment when a teacher looks ahead into the coming lesson and considers how the teaching and learning will unfold. While reflecting into practice, pre-service teachers “form expectations for flow of student and teacher work” (p. 65). This reflection is not a planning conference; it serves to frame what the pre-service teacher expects as both possibilities and areas of struggle, for themselves and for the students. Reflecting into practice is about students and pedagogical

choices, not content or planning. We know that lessons rarely follow expectations, and that is when the shift happens to reflecting in practice.

Reflecting in practice is what happens while teaching that results in changes and adaptations inside the teaching process (p.41). Based on the context of the teaching situation, these are “the decisions and processes we use to make adjustments in what we are doing in the moment” (p.26). Many pre-service teachers begin their experience struggling with this type of reflection. They believe that they need to adhere tightly to lesson plans and struggle trust their ability to change plans based on their in-the-moment observations and assessments. For emerging educators, this “gut feeling” can be called out as a moment of reflecting in practice to bring meaning and future comfort in why and how these shifts are made and to determine their effectiveness.

Before lessons are delivered, reflecting into practice can be a quick check to frame an upcoming experience. After lessons are delivered, reflecting in practice can be an immediate review to validate or review modifications made. In both, dialogue is critical. The cooperating teacher should be using language that speaks into possibilities and purpose (p.65).

In the next few weeks, I encourage you to help your student teacher envision their lessons before they teach and follow up with questions about choices made during the lesson.

*Reflecting into practice stems—*

- Tell me about how you will...
- Talk me through...
- What do you expect to be challenging...
- How do you see students working on...

*Reflecting in practice stems—*

- What prompted the choice to...
- What did you see in students that helped you...
- What did you hear that encouraged you to...

Reference:

Wetzel, M.M., Hoffman, J.V., & Maloch, B. (2017). Mentoring preservice teachers through practice: A Framework for coaching with CARE. Routledge.

## The CARE Model

# The CARE Model of Coaching and Mentoring Student Teachers



Based on Wetzel, M.M., Hoffman, J.V. & Maloch, B. (2017). *Mentoring preservice teachers through practice: A Framework for coaching with CARE*. Routledge.

## 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. Training can be completed through Education Minnesota's professional development website or through the Association of Colleges of Teacher Education. Access the MNACTE site [here](#).
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](mailto: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.

## Weeks Seven and Eight with Student Teachers

**For Candidates in 12- or 16-week placements:**

### **Week 7 with Students:**

- Conduct [one formal observation](#)
- 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
- 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
- Model teaching, learning, and assessment for the student teacher

### **Week 8 with Students:**

- Engage in goal-setting for the remainder of the term
- Revise teaching calendar as necessary based on observational data
- CT to complete [feedback form](#), if needed
- Review and reset teaching times as necessary using the following as a guide:
- Elementary: Allow the student teacher to teach to 75-80% of full load
- Secondary: Allow the student teacher to teach to almost full time (one section less than the teacher's full load)

### **For Candidates in 8-week placements:**

#### **Week 7 with Students:**

- Discuss lesson planning and management techniques
- Informally observe and provide actionable feedback
- Conduct [one formal observation](#)
- Assist student teacher to address areas needing improvement with continued informal observations and feedback
- Discuss transitioning back to your classroom
- Ensure that a final meeting has been scheduled with the university supervisor
- Prepare letter of recommendation/reference for the final meeting
- Elementary and Secondary: Solo teaching full time to complete 10 consecutive days

#### **Week 8 with Students:**

- Have the student teacher teach half time and observe (either you or colleagues) half time
- Participate in the final meeting
- Complete all CSB/SJU forms linked below: Final Evaluation and Dispositional Evaluation
- Share letter of recommendation/reference with the student teacher, supervisor, and director of student teaching ([jmeagher001@csbsju.edu](mailto:jmeagher001@csbsju.edu))

## **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



### Anita Bond--Resources and TikToks

Anita Bond offers great teaching ideas and some fantastic resources for teachers (free and fee-based). In addition to her great TikTok's, she has an awesome conference stem list in her free materials. Check it out [here](#).



### Teacher Career Pathways Resources

Teacher Career Pathways is a website housing MANY mentorship and teaching-related resources. This organization emerged out of a collaboration between the New York City Department of Education and the Teachers' Unions. Check it out [here](#).



### 10 Ways to Have a Better Conversation

Celeste Headlee, reporter, host, and correspondent on public radio stations since 1999, walks us through a list of rules for great conversations. She is insightful and relevant! Check her TED Talk out [here](#).



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**Jennifer Meagher**

Jennifer is using Smore to create beautiful newsletters

