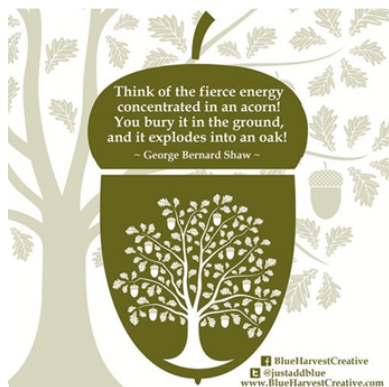


# The Acorn

A Newsletter for CSB/SJU Cooperating Teachers

Volume 6, no. 7--Tuesday, November 21, 2023

Happy Thanksgiving Week!



## 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

As we approach Thanksgiving, I would like to express my sincere gratitude to the cooperating teachers, university supervisors, principals, superintendents, and university faculty and staff who have supported our student teachers on their journeys.

Each of you has given so much to benefit the growth of young teachers and teacher candidates. In doing so, you have often had to sacrifice time and other priorities. That does not go unnoticed.



You are demonstrating the essence of sacrifice. By definition, sacrifice means that we surrender, give up, and disadvantage ourselves for the benefit of others. Looking more deeply into the etymology of the word sacrifice, one will find that it comes from the Latin *sacri*--holy, sacred, and *facere*--to build, construct, or make. The idea behind this is that the sacrifice builds something better. The seen and unseen results of our sacrifices create something better, something we can be thankful for.

Why is this important to student teaching and education? It's pretty simple. As teachers and mentors, we give a lot of ourselves for others. And, as teachers and mentors, we don't often receive thanks for our efforts. That may be because our sacrifices are not intended to be recognized by others. They are intended to prepare us for self-reflection and self-gratitude for the something special we have created.

As I visit classrooms where our student teachers are placed, I see the sacrifices of mentors and how their work is building future educators. That is a gift for which I am very grateful!

## **Coaching Adult Learners and Mentoring Student Teachers Requirements**

If you haven't done so already, please be sure to complete the Coaching Adult Learners Training.

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](mailto:jmeagher001@csbsju.edu)

## **Weeks Thirteen and Fourteen with Student Teachers**

### **For Candidates in 16-week placements:**

#### ***Weeks 13 & 14--***

- Continue to teach as in week 10 (ten consecutive days of full-time teaching are to be done in this time)
- Assist student teacher to address areas needing improvement with continued informal observations and feedback
- **Ensure at least four formal observations have been completed**
- Looking ahead: prepare a letter of recommendation

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

#### ***Week 5 of second placement--***

- Discuss lesson planning and management techniques
- Encourage the student teacher to observe another classroom or two based on areas needing improvement; upon completion, discuss what was discovered and what could be implemented in current practice
- Co-teach in classes/subjects the student teacher isn't leading
- Conduct one formal observation
- Elementary: Solo teach at least ½ of the day, more if the candidate is prepared
- 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

#### ***Week 6 of second placement--***

- Discuss lesson planning and management techniques
- Informally observe and provide actionable feedback
- CT to complete [feedback form](#) if there are concerns
- Solo teaching full time for ten consecutive days

## **Quick Links**

## [Student Teaching Observations](#)

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:

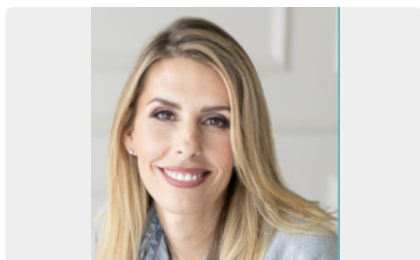
[Cooperating Teacher Information](#) (if not completed in the past three years)

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

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

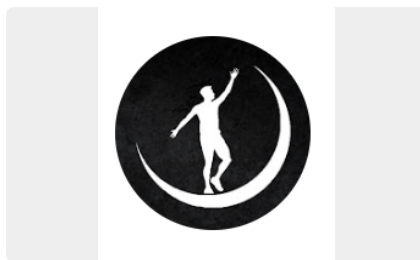
[Cooperating Teacher's Dispositional Evaluation of Student Teacher](#)

## Great Resources for Teachers and Transformational Coaches



### **Evolving with Gratitude podcast episode**

Matthew Rhoads interviews Lainie Rowell on Evolving with Gratitude. Check it out [here](#).



### **Motivational Instinct**

Motivational Instinct is a collection of videos by prominent individuals to inspire and reframe our thinking. Check them out [here](#).



### **Gratitude Resources**

Character Lab has articles and activities to dive into practices of gratitude. Check them out [here](#).



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**Jennifer Meagher**

Jennifer is using Smore to create beautiful newsletters