

# The Acorn

A Newsletter for CSB/SJU Cooperating Teachers

**Volume 6, no. 4--Monday, October 16, 2023**



## **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**

We are quickly approaching the halfway point for our student teachers and the Education Minnesota break. As such, we are ready for a break--to rest, to catch up, to reflect, to connect with our loved ones, to recharge, to remember our 'why', and perhaps to celebrate.



In the last issue of *The Acorn*, I wrote about the Heroes noted in Cornelius Minor's *We Got This* and *The Matrix* character Neo. Both gained an understanding of what made them powerful by recognizing how changing the conditions for success impact others' ability to be empowered, to "engage, develop, and rise." I also wrote about how student teachers want to become empowered and find ways to be successful through understanding the whys and hows of the choices and conditions we create in our classrooms. These are important things to share, and I know you have been!

Your work as classroom and cooperating teachers is appreciated! As our student teachers are questioning, wondering, being curious, stumbling, learning, applying, and growing, I these as a celebration! I believe it is important to take hold of these moments and recognize that how we have created the conditions for these actions to happen is nothing short of heroic.

Minor reminds us, "Knowing that big things don't change overnight, we take inventory of the small things that have changed. We name them and we celebrate them" (p. 144). Then, as Minor calls us to do, we reflect, note the adjustments we made, employ our positive habits and love, and dive into the tremendously important work we do.

As you move throughout these two weeks, I encourage you to name the positive areas of growth, to reflect on them, and to celebrate.

References:

Minor, C. (2019) We got this: *Equity, access, and the quest to be who our students need us to be*.

Heinemann.

Wachowski, L., & Wachowski, L. (1999). *The Matrix*. Warner Bros.

## 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](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 evaluation
- 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](#)
- 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 evaluation
- 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**

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



## How to Teach "for" Students, Not "at" Them

In this TedEducator Talk, Brian Johnson helps us reshape our thinking about teaching practices. Check it out [here](#).



## Tips from Gerry Brooks

Gerry Brooks gives us some ideas about what we need now. Insightful! Check him out [here](#).



## Chill Hop

Need good background music for work time? Check out Chill Hop [here](#).



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