

The Acorn

A Newsletter for CSB/SJU Cooperating Teachers

Volume 6, no. 5--Friday, October 27, 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

The past several weeks of this semester, student teachers have been working diligently to build their knowledge and skills and to employ their “whys” in order to meet goals they set for themselves at the beginning of the term.

As we know, goal setting is a valuable tool for our student teachers as they consider who they are and where they are going as educators. To wrap their brains around this, student teachers and their mentors should take some time to review observational data and feedback shared. Hattie and Timperley (2007) remind us that effective feedback helps us to select on three key questions: Where am I going? How am I going? and Where to next?. Reflecting on feedback also allows us to focus on learning goals and create strategies to move closer to those goals (Black and William, 1998). When teachers are allowed to self-identify improvement goals, they gain motivation, engagement, and autonomy around those areas of their teaching (Deci & Ryan, 2002).

Blackman (2010) reminds us that each “step in the goal-setting process starts with a broad general goal and works down to smaller and more specific steps, so that the broad or general goal is achievable” (p. 428). Knowing how to do this, however, sometimes requires mentorship from valued individuals who understand that growth does not happen by great leaps or bounds; it requires steady and focused sharpening of the goal areas. Engaging in these “self-assessment protocols” formulated



from quality feedback and with support of mentors empowers emerging educators to take ownership of their own professional growth (Mielke, 2012).

In the near future, I will be sending copies of student teachers' observations to each student teacher's team (student, cooperating teacher, university supervisor). I am hoping that a systematic review of these will help the team to examine the goals, celebrate successes, and consider areas for more focused attention. I encourage you to take time together to build from where you're at and feed forward to where you want to be.

References:

Blackman, A. (2010) Coaching as a leadership development tool for teachers, *Professional Development in Education*, 36:3, 421-441, DOI: 10.1080/19415250903208940

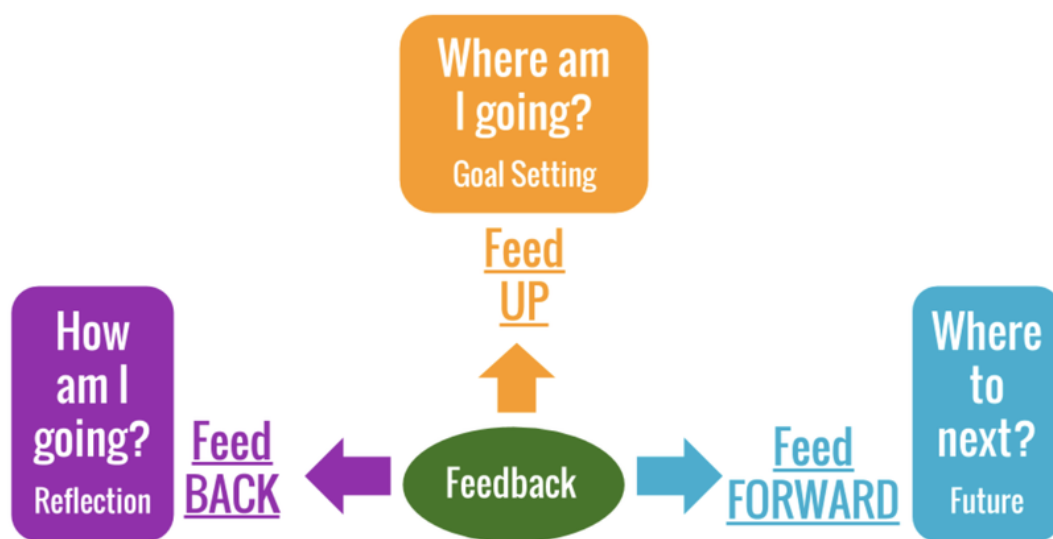
Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*. 77(1), 81-112.

Mielke, P. G. (2012). Investigating a systematic process to develop teacher expertise: A comparative case study. Milwaukee, WI: Cardinal Stritch University.

Feedback, Feed Up, Feed Forward (Learning Hub)

FeedUP + FeedBACK + FeedFORWARD



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.

Weeks Nine and Ten with Student Teachers

For Candidates in 12- or 16-week placements:

Weeks 9 & 10--

- Engage in goal-setting for the remainder of the term
- Revise teaching calendar as necessary based on observational data
- Assist student teacher to address areas needing improvement with continued informal observations and feedback
- CT to complete [feedback form](#) if needed
- Conduct one formal observation by the end of week 10
- To review and reset (providing informal observational feedback),
- Elementary: Allow the student teacher to teach to 75-80% of full load, building to full time teaching for at least two consecutive weeks
- Secondary: Allow the student teacher to teach to almost full time (one section less than the teacher's full load) building to full time teaching for at least two consecutive weeks

For Candidates in 8-week placements:

Week 1 of new placement--

- Help the student teacher get to know your students, the teachers, and the school
- Review the Orientation Guidelines/Checklist
- Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague
- Allow the student teacher to assist with planning, preparation of lessons and materials, monitoring of student work time.
- Develop an eight-week schedule to build reaching responsibilities up to full teaching responsibilities for a minimum of 2 full weeks.
- Allow the student teacher to teach a lesson you have co-planned. Observe this lesson and provide feedback.

Week 2 of new placement--

- Work with the student teacher in lesson planning (reviewing plans daily) and management design.
- Co-teach lessons throughout the day
- Allow the student teacher to fully teach at least one section

- Conduct informal observations and provide feedback.
- CT to complete [feedback form](#)

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



Goal Setting for Teachers: 8 Paths to Self Improvement

In this podcast (and transcript), Jen Gonzalez discusses her Gut-Level Teacher Reflection and goal-setting strategies. Check it out [here](#).



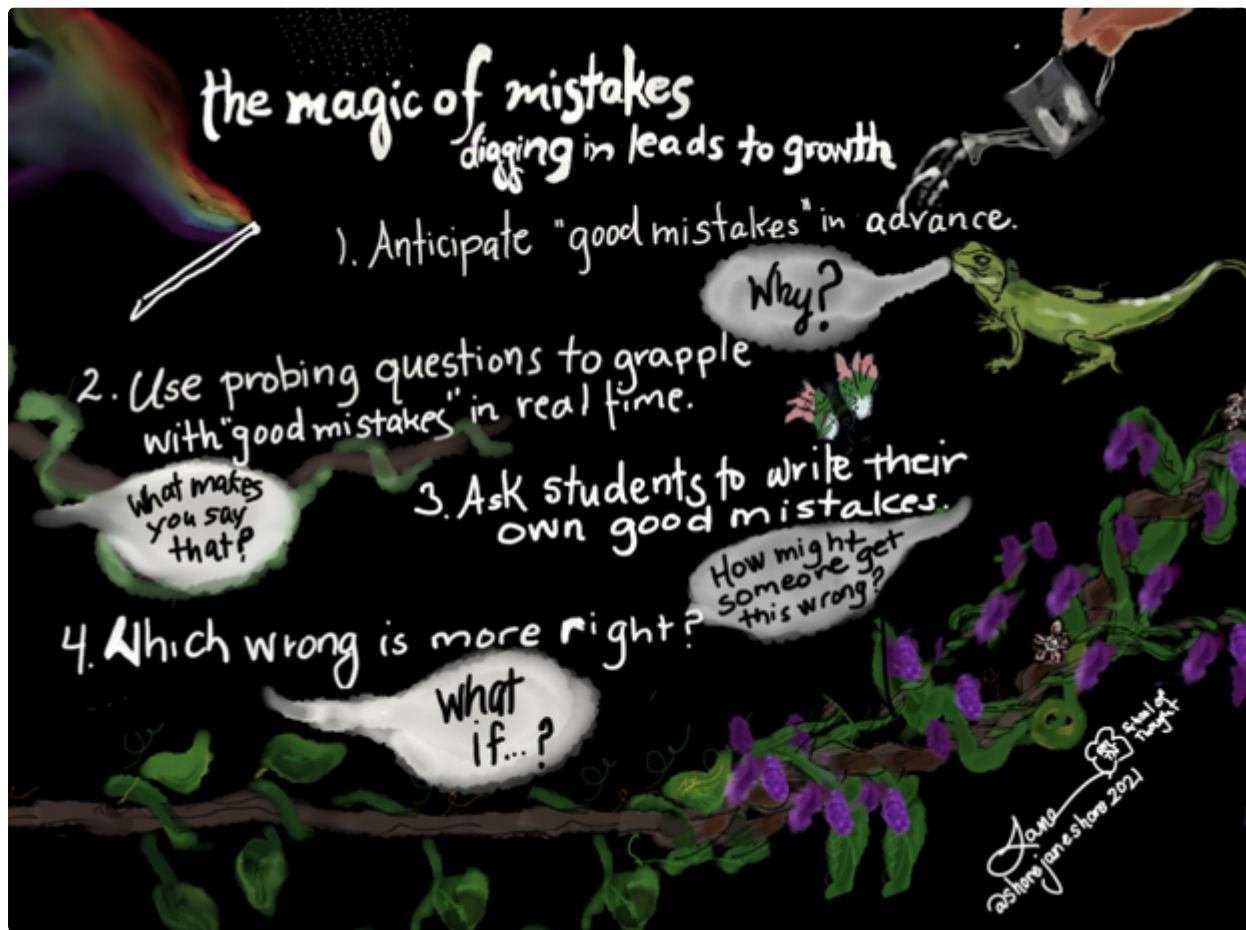
Goal Setting for Teachers with The Class Act Teacher

Nicole Curcio is an "educator sharing with other educators ways to improve their **classroom** experience for their students by empowering students to be change makers." Check out her podcast [here](#).



Instructional Coaching Resources

Edutopia provides a great resource for instructional coaching ideas. Check them out [here](#).



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