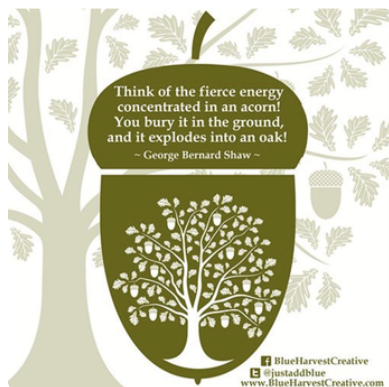


# The Acorn

A Newsletter for CSB+SJU Cooperating Teachers

Volume 6, no. 11--Friday, February 9, 2024

Weeks 5-6 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 Saint Benedict and Saint 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

Recently, I began reading *Mentoring Preservice Teachers Through Practice*, a text about coaching teacher candidates using the CARE model. This text has provided me with some interesting thought points on the nature of student teaching and the importance cooperating teacher in the experience. Over the next few issues of *The Acorn*, I will share some of my insights.



The idea of care has been well-researched and is widely considered a guiding principle for decision making in complex situations. Grounded in the research and teachings of Carol Gilligan and Nel Noddings, the CARE model calls on us to recognize the moral and ethical obligations of mentoring preservice teachers. The caring relationship that unfolds through mentoring a student teacher is central to the model. These caring relationships begin with the essential responsibility of the “carer” or cooperating teacher to be attentive; to “understand what the cared-for is experiencing” (Noddings, 2012, p. 772). The experiencing is really the first part of the CARE model.

In the CARE model, the E (Experience)—the “embodied work of teaching” (Wetzel, Hoffman, & Maloch, 2012, p. 39), joins individuals in the space that is student teaching. Research has shown that the most powerful shaping of a preservice teacher are the field and student teaching experiences they have (p. 39). For these experiences to benefit preservice teachers, they should be designed to scaffold opportunities and provide the “just-right challenges” that will enable growth (p. 40). In some student teaching situations, the reality is the opposite of this where student teachers are thrown into teaching more than they are ready for. The opposite is also true where some cooperating teachers may be reticent to release classroom control. Vygotsky (1978) reminds us that putting students in situations that adequately challenge them will help them to develop and when released to additional scaffolded challenges, the learner is more likely to succeed. Dewey (1938) also reminds us that challenge is at the “heart of all learning.”

Wrapping around the CARE areas is dialogue, the essential component to making the model work. The thinking together about the experience enriches the caring relationship and helps bridge to the next level of the model—Reflection.

In the next two weeks, I encourage you to begin regular dialogues based on these questions:

What challenged you today to grow as a teacher?

What choices did you make today that challenged our students to grow?

References:

Noddings, N. (2012, Dec.) The caring relation in teaching. *Oxford Review of Education*, 38(6).771-781.

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

# 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 Five and Six with Student Teachers

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

### **Week 5 with Students:**

- 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
- Discuss lesson planning techniques and whether or not to continue with CSB/SJU full lesson plans
- Conduct [one formal observation](#)
- 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

### **Week 6 with Students:**

- Complete the progress report on your student teacher if you believe there are areas of concern: [feedback form](#)
- Follow week 5; add time if the candidate is ready
- Discuss planning, assessment, and class management techniques
- Co-teach in classes/subjects the student teacher is not leading
- For 12-week placements: review goals and revise teaching calendar as necessary to address those goals and observational data

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

#### **Week 5 with Students:**

- 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 with Students:**

- Discuss lesson planning and management techniques
- Informally observe and provide actionable feedback
- CT to complete [feedback form if you believe areas of concern need to be addressed](#)
- Elementary and Secondary: Aim for solo teaching full time for 5-10 consecutive days

## **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](#)

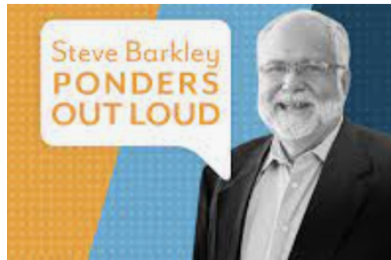
[Cooperating Teacher's Dispositional Evaluation of Student Teacher](#)

## Great Resources for Teachers and Transformational Coaches



### The 10-Minute Teacher Podcast

Listen in to Vicki Davis' podcast where she delivers motivation, edtech tools, highlights from classrooms, research, and ideas. Check out the Cool Cat Teacher's podcast [here](#).



### Steve Barkley Ponders Out Loud

Steve Barkley's podcast engages teachers and educational leaders in ideas and processes that will facilitate the changes necessary to reach students and prepare them for the 21st century. Check it out [here](#).



### Onward

Elena Aguilar's ONWARDthebook website offers us a wealth of articles, tools, and resources to cultivate resilience as individuals and educators. Check it out [here](#).



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**Jennifer Meagher**

Jennifer is using Smore to create beautiful newsletters

