UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Empowered Cooperating Teachers: Transforming Teacher Preparation

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Leading Our Profession

• NEA Leadership Competency levels addressed:
  – 1: Foundational
  – 2: Mobilizing & Power Building
  – 3: Agenda Driving

• NEA Leadership Competency themes addressed:
  – Builds capacity for continual improvement and learning
  – Shows educational leadership, understands Union’s role in student learning and leading our professions
  – Advocates for polices, strategies that positively impact our profession and student learning
  – Analyzes and applies research, polices and trends to determine potential impact on our professions and student learning
NEA Strategic Goals & NEA Organizational Priorities...

• NEA Strategic Goal
  – Empowered Educators for Successful Students

• NEA Organizational Priority
  – Early Career Educators
  – Racial Justice in Education
  – (My School, My Voice)
Commission on Effective Teachers and Teaching (2011-2012)

Vision for the teaching profession based on three guiding principles:

1. Student learning at the center of everything a teacher does.
2. Teachers take primary responsibility for student learning.
3. Effective teachers share in responsibility for teacher selection, evaluation, and dismissal.
NEA Three-Point Plan for Reform

“I am setting as NEA’s guiding star the advancement of a profession of teaching that centers on the success of students.”

Dennis VanRoekel
2012

1. Raising the Bar for Entry
2. Teachers Ensuring Great Teaching
3. Providing Union Leadership to Transform our Profession
Point 1: Raising the Bar for Entry

“First step in transforming our profession: maintain, strengthen uniform standards for preparation and admission.”

Candidates:

- Complete full year of residency under supervision of a master teacher before earning a full license.
- Pass a rigorous classroom-based performance assessment at the end of his or her candidacy.
A “Profession-Ready” Teacher...

Is a candidate that has demonstrated the skills, knowledge, and teaching ability necessary to be ready for the realities of the classroom on his/her first day as an independent teacher.
“Profession-Ready” Teachers...

– Demonstrate subject matter mastery,
– Demonstrate pedagogical content knowledge mastery in their subject for certification, and
– Demonstrate teaching skills and knowledge through a performance-based assessment.

But how do they get there?
Entry to the Profession: Teaching and Learning Context
“Profession-Ready” Teachers & Teacher Residencies

Profession-Ready Teachers

What is a “profession-ready” teacher? The NEA believes that all teachers should be “profession-ready” from their first day of being responsible for student learning. This means that, before becoming a teacher-of-record, teacher candidates must demonstrate the skills and knowledge needed for effective classroom practice. Teachers continue to learn and grow after entering the profession, no candidate should ever be called a “teacher” without demonstrating the ability to improve student learning. Candidates who are placed in classrooms and expected to learn how to teach on the job are not profession-ready.

A profession-ready teacher has had extensive opportunities to develop and refine teaching and basic classroom management skills. This teacher has demonstrated the ability to plan and deliver instruction to students with different learning styles and also to assess and support student learning. A profession-ready teacher has worked with accomplished educators to understand the value of collaboration and reflection and has learned firsthand the importance of home-school connections. While the profession-ready teacher has not yet reached the status of a fully accomplished educator, he or she has had enough opportunities to witness, implement, and reflect on quality teaching and learning and has demonstrated classroom readiness by successfully completing a pre-service, classroom-based performance assessment prior to receiving full state licensure.

What knowledge must a teacher candidate master to be considered profession-ready? Teacher preparation providers must ensure that candidates have mastered both subject matter content and pedagogical content knowledge for their areas of expertise, and that they have demonstrated their ability to relate that knowledge to improving their teaching and their students’ learning.

1. Subject matter content knowledge

Using the appropriate assessments, all teacher candidates must be able to demonstrate mastery of the subject for which they will serve as the teacher-of-record. They must be certified in that subject. Currently, most states measure subject matter knowledge through state-specific content assessments or the Praxis II. The number of courses and/or credits that candidates have in a particular subject area does not ensure their deep understanding of the subject matter.
CAEP Standard 2: Clinical Partnerships and Practice

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development.
Clinical experiences: best when planned, implemented in relation to goals for learning and healthy development of P-12 students.

Assess quality of clinical practice based on how it supports, facilitates student learning.

The professional learning of university faculty and professional staff motivated, guided by impact on PreK-12 student learning.

University faculty, PreK-12 professional staff engaged in Professional Development about mentoring, leadership, and management of clinical experiences.
What is the Association’s role in this work?

- Quality control at career entry
- In-service for cooperating teachers/clinical faculty
- Ensuring essential learning by teacher candidates by immersing them in schools
- Facilitating conversations between IHEs, districts, schools, and communities
Entering the picture:

Cooperating Teacher Training
Let’s Explore

- Major content areas
- Examples of activities
- Sample instructor materials
- Delivery options
- How to strategize...
Cooperating Teacher Training: The Four Major Content Areas

1. The Experience of Being a Cooperating/Mentor Teacher
2. Positive Professional Relationships
3. Effective Mentoring
4. Key Ideas Around Adult Learning
CTT Content Area 1: Overview of the Experience of Being a Mentor/CT

This is the ‘nuts and bolts’ introduction...

1. Connecting with the Educator Prep Program
2. Impact on student learning
3. Impact on teacher evaluation
4. Opportunities to collaborate
Sample activity from Content Area 1:

### Connecting with the Program – KWL Chart

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<td>What do I already <strong>know</strong> about this educator preparation program and its student teaching/internship experience as I consider being a Cooperating/Mentor Teacher?</td>
<td>What do I <strong>wonder</strong> or <strong>want to learn</strong> about this educator preparation program and its student teaching/internship experience as I consider being a Cooperating/Mentor Teacher?</td>
<td>What have I <strong>learned</strong> about how to collect information about this educator preparation program and its student teaching/internship experience as I consider being a Cooperating/Mentor Teacher?</td>
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Activity in support of the type of communication, level of program knowledge shared.
Sample Discussion Questions

How will having a student teacher...

• Impact student learning in my classroom?
• Affect my teacher evaluation?
• Provide me opportunities to collaborate?

Founded in the research base, examples from “Clinically rich teacher preparation”
Getting off on the right foot is crucial...

1. Initial conversations, establishing expectations (See sample lesson outline)
2. Welcoming the student teacher/intern
3. Listening skills, nonverbal-communication
4. Maintaining positive relations
5. Who are we? (what role am I in now?)
6. Managing a relationship with differences
CTT Content Area 3 Topics
Effective Mentoring

1. Feedback strategies
2. Observation structures and protocols
3. Feedback and objectivity
4. Challenging mentoring assignments
5. New knowledge and skills
6. Retention
After an observation, questions might...

- Generate a spirit of curiosity and reflection or
Content Area 3 Topic: Questioning Techniques

After an observation, questions might...

• Generate a spirit of curiosity and reflection or
• Seem to propose a ‘right answer’ supplied by the cooperating teacher or
Content Area 3 Topic: Questioning Techniques

After an observation, questions might...

• Generate a spirit of curiosity and reflection or
• Seem to propose a ‘right answer’ supplied by the cooperating teacher or
• Accuse the student teacher of having done things wrong.
Content Area 3 Sample Activity: Facts or Opinions

Use the sample statements in Activity 3 (c) and complete the following--

• Rate each statement – is it a statement of an observable piece of information or an opinion or value assessment?

• Compare results with a partner – Where did you disagree? How might opinion statements be altered?
Content Area 3 Sample Activity: Providing open ended feedback

Use the sample statements in Activity 3 (a) and complete the following in “expert” groups--

• Groups assigned ONE type of open-ended feedback.
• Individually generate an example scenario or feedback.
• Compare examples within expert group.
• Discuss observations about this kind of feedback?
• Group shares their observations with all.
CTT Content Area 4: Andragogy

1. Basic Principles of Adult Learning
2. Characteristics of the Adult Learner
3. Performance Improvement
4. Professional Learning for Educators (ongoing learning of the cooperating teacher)
5. Expanding Understanding of Personal Bias, Impact on Teaching and Learning
CTT Content Area 4 –

Understanding of Personal Bias, Impact on Teaching and Learning

Did you know?

- PreK-12 candidates talk about cultural responsiveness in their preparation programs.
- PreK-12 candidates know they need to understand their students, families, and their cultures.
CTT Content Area 4 –

Understanding of Personal Bias, Impact on Teaching and Learning

Did you know?

- PreK-12 candidates talk about cultural responsiveness in their preparation programs.
- PreK-12 candidates know they need to understand their students, families, and their cultures.
- PreK-12 candidates are unaware that THEY have a perspective, unconscious bias based in THEIR OWN backgrounds and experiences.
Having seen some of the content...

- Could these topics enhance our work as cooperating teachers? Mentors? Collegial coaches? Teachers of PreK-12 students?

- How could you get access to this content in your setting? How might you use this personally and as a teacher leader with colleagues?
## Current Training/Workshops Models

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<th>Model</th>
<th>Limitations</th>
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| **Train the Trainer** | • relies on spreading expertise to every local  
                          • dilutes actual content knowledge  
                          • efficacy of implementation |
| **Cadres**           | • capacity of experts to reach many educators  
                          • limits building capacity of others  
                          • limits ability to scale |
| **Online Learning**  | • self- paced, asynchronous/without support  
                          • Minimizes human interaction for learning and organizing  
                          • lacks engagement |
NEA’s Blended Learning Approach

- Personalized learning
- Member expertise
- Spread and Scale
- Cost effective
- NEA intellectual property
- Quality face time
- Effective PD/PL
Traditional Delivery Models

• Local/state affiliate, school district, college, etc. brings cohort of Cooperating Teachers together.

• Participants work through content over a short time frame or spread over a semester

• Participants practice skills over time

• Participants share experiences, reflect, coach each other
NEA Blended Learning Model

- Virtual Content Expertise
- Local Coordination
- On-Line Resources
The Learning Cycle

1. Discover
2. Engage
3. Learn
4. Apply
5. Reflect
If you are interested in this...

- Contact us with questions, comments
- Let your local, state affiliate know
- Local, state, and NEA collaborate with you
- Choose the model that fits your needs

- BUT don’t do any of this unless...
Transforming the System(s)

Culture behind every decision we make...

- Passion for Learning
- Assessment for Excellence
- Culture of Collaboration
- Authentic Autonomy
- Worth of Persons, Communities

Leadership Development
NATIONAL LEADERSHIP SUMMIT
Investigate the culture and strategies to support transformation for student and professional learning. See the Great Teaching and Learning report:

TIME FOR QUESTIONS
Session Outcomes: How did we do?

The content from this session can be used in the following ways in your current position/role:

– Assist colleagues with reflection on practice
– Implement strategies to provide intentional support for student teachers, emerging teachers
– Collaborate to build partnerships with teacher preparation programs to improve all of our work
In Closing...

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile APP!

• Visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment
Yay! The session is over!
Some of NEA’s Efforts:

- Support affiliates and locals in efforts to ensure profession-ready educators through residencies and classroom-based performance assessments.

- Center for Great Public Schools Grants and GPS Fund grants:
  - Seattle Teacher Residency mentor teachers
  - San Francisco Teacher Residency demonstration teachers
  - Milwaukee Teacher Residency
  - North Carolina Association of Educators cooperating teacher training modules

- Professional Standards and Practice (PSP) Cooperating Teacher Guidelines

- Training Curriculum