Preparing Cooperating Teachers and University Supervisors to Effectively Support and Assess Student Teacher Growth

(A training opportunity to address 16 KAR 5:040 Section 2 (5,b) and Section 5 (6,b))
Part 1
16 KAR 5:040: Admission, Placement & Supervision in Student Teaching

Three part training required by EPSB

- Part a: from EPSB (instructions provided at end of this training)
- Part b: This training
- Part c: Conducted by university faculty prior to placement
Session Facilitators

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(5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a cooperating teacher;
(b) Best practice in supporting the student teacher;
(c) Effective assessment of the student teacher.
(6) Beginning September 1, 2013, university supervisors shall receive training approved by the Education Professional Standards Board and provided at no cost to the university supervisor by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a university supervisor;
(b) Best practice in supporting the student teacher;
(c) Effective assessment of the student teacher.
EPSB Regulation 16 KAR 5:040, Sections 2 and 5

Now take a moment to review the entire EPSB regulation (16 KAR 5:040):

Click here to view the entire regulation (16 KAR 5:040)
Key Terms:

ST = Student Teacher
CT = Cooperating Teacher
US = University Supervisor
KTS = Kentucky Teacher Standards
KTIP = Kentucky Teacher Internship Program
CCC = Common Core Content
PD = Professional Development
PGP = Professional Growth Plan
B = Benefits
C = Cautions
Supervision = Supporting, Assessing, Mentoring
This training addresses:

- Responsibilities of ST, CT, US
- Support of ST
- Assessment of ST’s progress
Focus of Supervision

Teacher effectiveness in relation to student learning
Supporting ➔ Assessing ➔ Mentoring

- Prepare for ST arrival
- Orient ST to class and school
- Launch co-teaching partnership
  - Co-plan
  - Co-teach
  - Co-reflect
  - Assess ST progress
Roles and Responsibilities

- Student Teacher (ST)
- Cooperating Teacher (CT)
- University Supervisor (US)
Student Teacher Responsibilities

List three key responsibilities for the ST
Compare your list with this one:

- Follow policies and procedures
- Learn about material, curriculum, standards
- Practice co-teaching strategies
- Maintain appropriate teacher-student relationship
- Dress, speak, act appropriately
- Serve as role model for students
- Be punctual, prepared present every day

- Take initiative
- Seek constructive criticism
- Keep information confidential
- Participate in all PD and school activities suggested CT, US
Cooperating Teacher Responsibilities

List three key responsibilities for the CT
Compare your list with this one:

- Model best practices
- Don’t leave ST alone in classroom
- Learn about ST
- Know supervision policies
- Collaborate with US about ST progress

- Orient ST to school/classroom policies/procedures
- Involve ST in standards’ based co-teaching experiences
- Co-plan, co-implement, co-reflect
- Provide frequent, written and/or verbal progress reports documenting strength and growth areas
- Determine growth plan with resources
University Supervisor Responsibilities

List three key responsibilities for the US
Compare your list with this one:

- Provide ST and CT with program information
- Lend best practice expertise and perspective
- Support use of co-teaching strategies
- Confer with CT and ST frequently to continually assess and guide ST progress
- Provide leadership and intervention as needed
Now take a moment to review your university’s handbook

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Policies and Procedures: Review your university handbook

• Check out rules, responsibilities, polices and procedures

• Also, take a look at guidelines for orienting ST
Co-Teaching Strategies

• Emphasize active engagement of CT and ST in all aspects of instruction from first day

• Must include planning, teaching, and reflection
Part 2
Co-Teaching Essentials

- Plan together
- Instruct together
- Reflect together
- Use co-teaching strategies
- Engage CT and ST right away
- Choose strategy based on goals
Seven Co-Teaching Strategies

- One Teach; One Observe
- One Teach; One Assist
- Station Teaching
- Supplemental Teacher
- Parallel Teaching
- Alternative Teaching
- Team Teaching
Co-teachers decide together:

Who observes, who teaches
Purpose of observation
Method of collecting data
Analyze observational data
One Teach; One Observe

Application

**Instructional strategy:**
Higher – order questioning (KTS 4.5)

- ST observes CT use higher-order questioning and question sequencing
- ST records questions levels, students’ voluntary and non-voluntary responses, and frequency of individual responses
- ST and CT conduct post-observation analysis: discuss pacing, questions, and student responses
Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
One Teach; One Observe

Benefits and Cautions

**B**

- Helps the ST become familiar with all students’ ability levels, social skills, interests, behaviors etc.
- Observing teacher can see behavior and other variables not seen by teacher conducting lesson
- ST and CT learn/sharpen new skills (reciprocal learning)
- Can be short intervals

**C**

- ST and CT must set aside time for reflection and analysis
- CT may de-value its importance in favor of other co-teaching strategies in which ST
- May be over-used in settings where CT is reluctant to “let go”
One Teach; One Assist
Definition

- Two teachers present
- One leads instruction
- Other teacher moves about room offering individual support for students as needed

Note: Roles should be reversed OFTEN
One Teach; One Assist
One Teach; One Assist Application

Use One Teach; One Assist

• When student work needs close monitoring
  Examples:
  • How well do our students understand the steps in long division?
  • Are all students following along as they learn to take notes?

• When one teacher has a particular expertise
  • Example: I’ve never taught this content with this teacher before and I need to get a feel for the flow of the class.
Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
One Teach; One Assist
Benefits and Cautions

B
• Fosters individual student support

C
• Lacks parity
Station Teaching Definition

- Teachers divide content; each plans and teaches a part
- Class divided into teaching centers
- Each teacher at a station; other stations can run independently
Station Teaching
Station Teaching Application

Can use when:
• Content is complex but not hierarchical
• Lesson involves review or addresses several topics
Station Teaching Example

For example:
One teacher guides a reading group. Other teacher leads a writing activity. Independent stations might include: independent reading, writing, partner reading.
Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
Station Teaching
Benefits and Cautions

B • Clear teaching roles
• Students work in groups
• More material in less time
• Fewer discipline problems
• Place students strategically

C • Lots of preplanning
• Material organized
• High noise level
• Stations end at same time
• Some groups work alone
Parallel Teaching Definition

- CT and ST instruct half class
- Teachers address same content
- Use same materials and strategies
Parallel Teaching
Consider parallel teaching if:

- A lower adult-student ratio is needed to improve instructional efficiency
- There is a desire to foster student participation in discussion
- Activities such as drill and practice, re-teaching, and test review are considered
Parallel Teaching

Benefits and Cautions

Now take a moment to record some of the benefits (B) and cautions (C) of this strategy
Parallel Teaching
Benefits and Cautions

B
• Lowers student-to-teacher ratio
• Promotes student/teacher interaction
• Allows teachers to more closely monitor students
• Helpful warm-up to ST “solo”

C
• Requires lots of planning and skill so both groups get same instruction
• High noise level
• Needs similar pacing
Supplemental Teaching
Supplemental Teaching Definition

- Both teachers teach CCC
  - Address same curriculum goals at same time
  - Use same method
- One teacher teaches at brisk pace
  - Other teacher provides additional time and information for students based on need
Supplemental Teaching Application

- Useful for students working on grade level and those needing additional instruction time
- May be appropriate when students lack requisite experiences or background knowledge
- May be used in RTI process
- Requires understanding of student strengths and needs
Supplemental Teaching Benefits and Cautions

Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
Supplemental Teaching Benefits and Cautions

B
• Teachers focus planning on CCC
• Allows for flexible grouping

C
• Noise level may distract some children
Alternative Teaching Definition

- Student teacher uses **one** method
- Cooperating teacher uses **different** method
- Both teachers teach **same** information
Alternative (Differentiated) Teaching
Alternative Teaching Application

Use:

• Sparingly to avoid perception of special needs “pull out” for “select” group of students
• When student mastery of concepts taught or about to be taught vary greatly
• When mastery expected for all students
• When enrichment is goal
• When some students work on a parallel curriculum
Alternative Teaching

For example
When teaching content classification of plants:

- ST uses a document camera
- CT uses manipulatives
- Large group completes project; small one is assessed
- Large group checks homework; small one prepares for next lesson
Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
Alternative Teaching Benefits and Cautions

B

• Useful for pre-teaching, re-teaching, acceleration, enrichment, makeup work
• All students work in groups that are smaller than the full class size to avoid the perception of special needs "pull out" for select group of students

C

• Can be stigmatizing if the small group always consists of the students with disabilities
• Can diminish authority if one teacher always works with the smaller group
Team Teaching Definition

ST and CT share instruction in a way that the leader is not clearly defined
Team Teaching Application

For example when instructing together:
Teaching length and width with real-life application

• ST leads with story about asking landlord to build a pool in back of apartment. Situation: if the pool was built, the tenant would put the tile around the edge. Pool area of 36 square feet
• CT begins with questions, "If the pool has an area of 36 square feet, what are the possible dimensions of the pool?"
• ST writes student responses (guesses) on board
• CT discusses explanation of distributive property, order of operations, associative and commutative properties etc.
• CT assigns students to groups and lesson continues
Team Teaching

When reflecting together:
ST and CT reflect about strengths, concerns of lesson and next steps
Team Teaching
Benefits and Cautions

Now take a moment to record some of the benefits (B) and cautions (C) of this strategy.
Team Teaching
Benefits and Cautions

B

• Models respectful, adult working relationship
• Allows both teachers to provide perspective
• Can allow teaching two strategies simultaneously
• Promotes respect for both teachers

C

• Involves meticulous, co-planning
• Requires care developing rapport
• Often time consuming
Noteworthy Points

Use co-teaching with all ST, e.g.,
• Special Education, ELL, Gifted
• Alternative Certification
• International student teachers

Promote ST Growth
Part 3
Remember

- Connect co-teaching to KTS, KTIP, CCC
- Choose strategies based on student needs
- Incorporate RTI
- Co-planning and co-reflection are critical
- No hierarchy in co-teaching strategies
- Strategies facilitate meaningful ST experience, promote student learning
Co-Planning, Co-Teaching, Co-Reflection

What?
When?
Where?
How?
Why?
Why Co-Plan?

- To design effective instruction (short-term, long-term)
- To focus on student learning

How (when, where) will you co-plan?
Why Co-Teach?

- To foster student learning
- To promote professional growth
Why Co-Reflect?

- To carefully analyze student data
- To consider next steps in instruction
- To be proactive, not reactive

How will you co-reflect with your ST?
When Co-Planning & Co-Reflecting, Consider:

- Next steps for co-planning and co-reflection
- Barriers and bridges to co-teaching
- Your role in success of co-teaching
Part 4
(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Performance Assessment tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.
Now take a moment to review the standards

Click here to access the standards
How does co-teaching fit with these standards?
For example

- KTS 8: Collaborates with Colleagues/Parents/Others
- KTS 10: Provides Leadership School/Community/Profession
Now, look at KTS 5 (Student Assessment)

Why is this standard important?

How would you use this in co-teaching?
Why is this standard important?
Framework for measuring learning
How would you use this in co-teaching?
• Through co-reflection
• To plan meaningful assessments
• To reflect about results

(see KTIP Task C)
Now review KTS 5 Indicators
KTS 5: Indicators

5.1 Uses pre-assessments
5.2 Uses formative assessments
5.3 Uses summative assessments
5.4 Describes, analyzes, evaluates student performance data
5.5 Communicates results to students & parents
5.6 Allows for student self-assessment
Look at KTS 5.2 (Formative)
Why would you choose this indicator?
Provides good information about individual student learning needs
How would you use KTS 5.2 in co-teaching?
Together:

- Design assessments
- Analyze assessment data
- Determine next steps
Take another look at the KTS

Click here to access the KTS

• Choose a standard
  • Why did you choose this standard?
  • How would you use this standard in co-teaching?

• Look at the indicators
  • Which indicator(s) would you address?
  • How would you address this/these indicator(s)?
Observation Strategies

Name two strategies for collecting observational data
Compare your strategies to these:

• Scripting
• Seating Charts
• KTIP IPR
Co-Reflection Strategies

Name two strategies for reflecting together
Compare your strategies to these:

- Focus on critical data
- Clarify ambiguous points
- Discuss most and least effective instructional strategies
- Determine next steps
- Consider growth areas for ST (PGP)
Together US and CT consider:

- Course syllabus (map of experience)
- Performance assessment instruments and procedures
- Professional Growth Plan
- How to address concerns as needed
When Supervising, Remember

- KTS structures supervision
- KTIP is core performance assessment
- CCC heart of co-teaching and career and college readiness

Click here to access:

KTIP IPR

Common Core Standards
Links to Training Resources

Instructions for completing 16 KAR 5:040 Part A:

• Click here to access the instructions

The following are resources to use when you are working together:

• Handout Link:
  • Online PowerPoint

• Video Links:
  • School-Based Co-Teaching: https://vimeo.com/63767682
  • University-Based Co-Teaching: https://vimeo.com/63767683
  • Supplemental Teaching Secondary:
    http://www.kwc.edu/radiate/radiatePictures/SupplementalElementary_2_0001.wmv
  • Station Teaching: http://eduhelenrader.mediacore.tv/media/co-teaching-stations
Completion of 16 KAR 5:040 Section 2 (5,a) and 5 (6,b) for Cooperating Teachers

For CTs:
Go to www.edmodo.com
Create or log in to your account
Enter the group code 9nj1a8 to join the CT group
The assessment will be available under the latest posts of the CT group
Completion of 16 KAR 5:040 Section 2 (5,a) and 5 (6,b) for University Supervisors

For USs:
Go to www.edmodo.com
Create or log in to your account
Enter the group code 89hq3o to join the US group
The assessment will be available under the latest posts of the US group
References


Are there references or resources that you might contribute?
Completion of evaluation survey 16 KAR 5:040
Section 2 (5,b) and Section 5 (6,b)
REQUIRED

For CT and US, go to:

http://www.surveymonkey.com/s/QBB3BWX

Thanks for participating!

Note: Feedback required to receive participation certificate.
Certificate will be sent after survey is completed
Thanks for participating!
Thanks to Technical Coordinators

- Amanda Goodwin, University of Kentucky
- Martin Mills, University of Kentucky
- Manish Sharma, Thomas More College