

GUIDING YOUR PST/ST/CLINICAL TEACHER



Agenda for today



- **9:00-9:10***: *Announcements/Reminders*
 - Parent Permission Slips (Maria): tips for getting these completed?
 - Possible visits to your Zoom lessons
 - Upload Lessons (Video, Plan, Exemplars etc.) by December 18
- **9:10-9:50**: Mentoring PSTs/BCTs
- **9:50-10:00**: Logistics & Next Steps (Adria)
- **10:00-11:00**: Meet with PSTs/BCTs

**Times are PST.*

OVERVIEW OF ASSISTING YOUR PST



In working with your PST, you can help their learning by

- (a) creating a climate in which they feel respected,
- (b) encouraging their active participation,
- (c) building on their experiences,
- (d) employing collaborative inquiry,
- (e) guiding learning for immediate application,
- (f) serving as a critical friend, and
- (g) empowering them through reflection and action based on their learning.

ADULT LEARNER TRAITS



- *Self-direction*
- *Use personal experience as a resource*
- *Motivation*
- *Multi-level responsibilities*
- *Practical and results-oriented*
- *High expectations*

This list was adapted from Gregson, J.A. & Sturko, P.A. (2007). Teachers as Adult Learners: Re-conceptualizing Professional Development. *Journal of Adult Education*, (1), pp. 1-18.

ADULT LEARNER TRAITS



Self-direction

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, a peer relationship with you, the Cooperating Teacher, multiple options for their work with your students and initial, yet subtle support from you and other teachers at the school are all imperative.

ADULT LEARNER TRAITS



Use personal experience as a resource

Adults have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to encourage discussion and sharing, and generally encourage learning in the school community from you and other teachers that are willing to share their ideas about the practice of teaching.

ADULT LEARNER TRAITS



Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking questions and ideas. If you note a distinct lack of motivation in an adult learner, it's probably time for a serious discussion regarding one's goals and interests.

ADULT LEARNER TRAITS



Multi-level responsibilities

Adult learners often have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If life is already demanding, then the learning outcome will be compromised. Taking that under consideration, Cooperating/Mentor Teachers can remind Student teachers to prioritize and organize so that they don't feel overwhelmed. Share your ideas about balancing work and life and help them manage student teaching gracefully.

ADULT LEARNER TRAITS



Practical and results-oriented

Adult learners are usually practical, and they need information that can be immediately applicable to their professional needs. They generally prefer knowledge that will improve their skills, facilitate their work and boost their confidence.

ADULT LEARNER TRAITS



High expectations

Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, and seek ideas and input that will not be a waste of their time.

EIGHT QUALITIES OF A GREAT TEACHER MENTOR



- Show **Respect**.
- Really **Listening**.
- **Challenging** PSTs to take risks.
- Engage in **Collaboration**.
- Adult learners need encouragement. **Celebrate with them**
- Tell the **Truth**.
- Help them to trust and feel **Safe in the classroom**.
- Show **Empathy**. Remember your own student teaching?

MORE PRACTICAL SUGGESTIONS



1. Share curriculum
2. Take time to talk and check in each day.
3. Offer help with time management/pacing.
4. Explain what your students have already learned when your ST is planning lessons.
5. Help with procedures and rule set up - often overlooked by Teacher Candidates
6. Carve a space for your Teacher Candidate in your classroom (their own desk is much appreciated) and make the environment welcoming.
7. Understand Teacher Candidate's demands from the university in terms of coursework, etc.
8. Invite your Teacher Candidate to collaborative in school, grade level, or department meetings, introduce her/him to other teachers, physically walk Teacher Candidate around campus.
9. Share your stories of teaching, especially anecdotes that have served to inspire you as a teacher.
10. Help with understanding how to work with parents
11. Create a healthy electronic dialogue
12. Be a supportive and commendable role model, mentor, and friend!

Questions to consider



- Do I encourage confidence and creativity in my student teacher?
- Do I support her/him in developing her/his own teaching strategies
- **Do I feel threatened when her/his teaching is more effective than mine?**
- Do I allow her/him to solve problems in class without interference unless asked?
- Do I help her/him to feel comfortable in the classroom?
- Do I provide for a gradual assumption of teaching responsibilities?
- Do I provide tactful and constructive criticism of her/his teaching practices?
- Am I open and willing to discuss problems and issues with her/him?
- Do I encourage her/him to interact with other staff members, families, and the neighborhood community in formal and informal ways?
- Do I provide her/him with responsibilities that are appropriate for her/his growth as a teacher?
- **Do I share my reasons, rationales, and reflections on curriculum and classroom organization with my student teacher?**
- Do I make time on a regular basis for checking in, planning, reflecting, evaluating, and discussing issues with my student teacher?

(from Cooperating Teacher Handbook. U of Wisconsin)

YOUR THOUGHTS...



Advice:

What is one effective practice you've used with a PST/BCT? Please put it in the chat.

Santa Clara University

MALLI Math Methods Course



Developing your “number talk” lesson

1. Anticipate different methods students might use for solving the problem
2. Plan how you will record student methods (Write what you will write on the board.)
3. Generate the kinds of questions you will need to be prepared to ask to fully understand and represent a student’s method
4. Think about what you might do if very few strategies emerge, if there are wrong answers, etc.

Santa Clara University

MALLI Math Methods Course



From the syllabus: This assignment focuses on facilitate a series of Number Talks in your class. The purpose of the Number Talk is for you to learn how to orchestrate mathematical discussion in your classrooms. This will entail identifying appropriate problems, anticipating student responses, listening to students' thinking, asking probing questions, and analyzing student strategies.

UTSA MALLI for Bilingual Clinical Teachers (BCT)



BCT will do their MALLI coursework and lessons next semester

Next Steps...



Payment for **CA** CTs Pt. 1 of 2 (\$750) *by November 20, 2020*

- Attend or complete makeup for Virtual PDs
 - October 10
 - October 24
 - November 7
- Upload and score at least 5 MALLI assessments
- Complete a very short form on the feedback/advice you gave to a PST/BCT

Payment for **TX** MTs Pt. 1 of 3 (\$500) *by December 18, 2020*

- Attend or complete makeup for Virtual PDs
 - October 10
 - October 24
 - November 7
- Upload and score at least 5 MALLI assessments
- Complete a very short form on the feedback/advice you gave to a PST/BCT
- Upload MALLI lesson video and other lesson artifacts (lesson plan, slides, student work, etc.)

***Updated Payment/Task Timelines on MALLI Website**

Next Steps: PD Tasks, by **12/18/20**



CA only*: PST Mentoring Task

- Watch PST lesson (number talk)**
- Have feedback conversation (schedule with PST)
- Fill out Parts 2 and 3 of "NAME_Mentoring Feedback 2020-2021"

Lesson Study Task

- Parent Consents
- Upload Assessment Scores
- Film and upload lesson (Lesson Plan, Video, Exemplars etc.)

***TX:** This will be assigned in Winter/Spring 2021

******We will upload PST videos to your folders by Thursday, December 10.

Looking ahead to 2021...

- Partners will be assigned by January 8--Meet and complete form by **January 31**
- Next Zoom: **February 6:** Digging Deeper into the MALLI lessons
- Watch Party: **March 27**

Pop Culture Teacher Quiz



\$10 Amazon Award to winner!



Activity:

Meet with PSTs/BCTs in Breakout Rooms



- **Introduce yourselves**
 - CT/MT: silly/embarrassing story about teaching
 - PST/BCT: why you're becoming a teacher
- **CT/MT: Share your MALLI lesson planning strategies**
 - Take notes on Part I of Google Doc, "NAME_Mentoring Feedback 2020-2021"
- **PST/BCT: ask questions!**

MALLI researchers
will join you
intermittently. Rooms
will close at 11am
PST, 1pm Central.

REFLECTIVE QUESTIONS-POST LESSON CONFERENCE



1. What do you see as some strengths of the lesson?
2. Share with me what led up to the lesson?
3. How did you feel about the student responses in the lesson?
4. What are your perceptions concerning the effectiveness of this lesson?
5. How did you feel about the lesson?
6. What things went as planned?
7. What would you do differently?
8. Were you pleased with the way the lesson went today?
9. What unexpected outcomes did you receive?
10. How do you feel your students were responding?
11. What were the unexpected gains?
12. What specific student behaviors were you pleased with in this lesson?
13. What are the good things about your lesson?
14. What things didn't go as you had planned?
15. How did you feel about the lesson?
16. Did the students respond as you had expected?