Orientation 2

Holmes Center for School Partnerships and Educator Preparation
Plymouth State University
Welcome

- Introductions
- Funds of Knowledge
Session Goals

- Internship Overview
  - Stages
  - Co-Teaching Principles and Strategies
  - Performance Evaluation (Taskstream Review)

- Policies and Procedures

- Closing
Internship Overview

- 5 stages of the internship
  1. Developing a Collaborative Classroom
  2. Mastering Content and Pedagogy
  3. Guided Leadership
  4. Lead Teaching
  5. Learning from the Larger Community
What is co-teaching?
Defining Co-teaching

Two or more teachers working together with groups of children and youth; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Co-teaching is also an attitude of sharing the classroom and students (Bacharach, Heck, Dank, St. Cloud University, 2004.)

Co-teachers are always thinking and interacting with the interests of children and youth at the center of their practice.
Co-teaching Principles

- **Introductions**

Since student perception is critical to success we ask that you refer to your candidates as “teacher candidates” or co-teachers so the first word your children hear is ‘teacher’.

- **Involvement**

Candidates and mentor teachers both remain actively involved with the children and their learning throughout the experience.

- **Relationship Building**

Pairs are supported as they nurture trust and respect through intentional and focused workshops and observations protocols.

- **Communication and Collaboration**

Participants receive guidance and opportunities to purposefully practice effective communication and collaboration strategies with each other.
Co-teaching Principles

Planning

Mentor teachers and apprentice teachers identify specific planning times, during which they focus primarily on determining the best co-teaching strategies for the upcoming lessons as well as how and when to use them.

Apprentice teachers spend additional time on their own preparing for their part in each lesson. In the early stages of the experience, mentor teachers lead the planning. As the experience progresses, apprentice teachers assume more responsibility for planning, ultimately assuming the leadership role.

Mentor teacher and apprentice pairs are not expected to use co-teaching for every lesson; rather, they are encouraged to use co-planning time to determine when co-teaching strategies would be most useful in assisting student learning.
Co-teaching Principles

Solo vs. Lead

Mentor teachers provide guidance and support as apprentice teachers develop and practice all aspects of teaching. Classroom teachers partner with candidates rather than giving away responsibility. As the experience progresses pairs collaboratively plan for instruction and evaluation.

Ultimately, apprentice teachers become fully responsible for the classroom, but mentor teachers remain actively engaged: apprentice teachers assume leadership in all aspects of teaching, which include directing the activities of the mentor teacher and other adults in the classroom. In a co-teaching experience, the focus shifts from apprentice teachers gaining experience through solo teaching to gaining experience as lead teachers.
Co-teaching Strategies and Reflection Cycle

**Strategies**
- Observe
- Assist
- Station
- Parallel
- Supplemental
- Alternative/Differentiated
- Team

**Reflection Cycle**
- Document co-planning through the Co-teaching Lesson Planning Sheet,
- collect and share artifacts and observations from planned lessons,
- reflect on what was most effective and least effective,
- plan and document how they will follow-up to insure each child’s needs are being met.
- file this information in a joint folder that is shared and used during evaluations as evidence.
Co-teaching Online Modules

Webportal Password: 2018PSUPoP

Co-teaching Planning and Reflection Tools
Pg 42 in the handbook
Task Stream

- Taskstream LAT is a cloud-based electronic portfolio platform
- Mentors and Co-evaluators submit Internship evaluations
- Review the Internship Evaluation
  - Sections 1-4 are the same for all programs
  - Section 5: Content Specific
Internship Evaluations

Co-Evaluation

- Co-teachers are co-evaluators of teacher candidates.

- Co-teachers co-evaluate teacher candidates in their home schools. This typically falls in a pair or triad formation.

- Co-evaluation:
  - Mentor Teacher completes a midterm and final.
  - Intern (Teacher Candidate) also observed/evaluated by another teacher

University Supervisors/PSU Faculty

- Mentor Teacher completes a midterm and final evaluation.
- Intern (Teacher Candidate) also observed/evaluated by the University Supervisor at least 4 times for the semester, including the midterm (Site 1 Final) and Final Evaluations
Policies and Procedures Overview (Page 25)

- Following Policies and Protocols of the school
- Attire and Appearance
- Missed days/Late
- Substitution Policy
- Social Media
Building Communication

Hopes and Concerns
- Using the blue sticky notes at your table list the hopes you have for the Spring semester.
- Using the pink sticky notes at your table list the concerns you have for the Spring semester.
- Share with your table your hopes and concerns. Then organize your sticky notes onto common themes.

Regroup and Reflect
- What themes emerge?
- How can we attain our hopes and address our concerns?
Next Steps:
- Submit the signed Confirmation sheets
- Register for the internship
- Review the Internship Calendar
  - Orientation 3 and 4
- Meet with Mentor teacher to prepare for the internship